

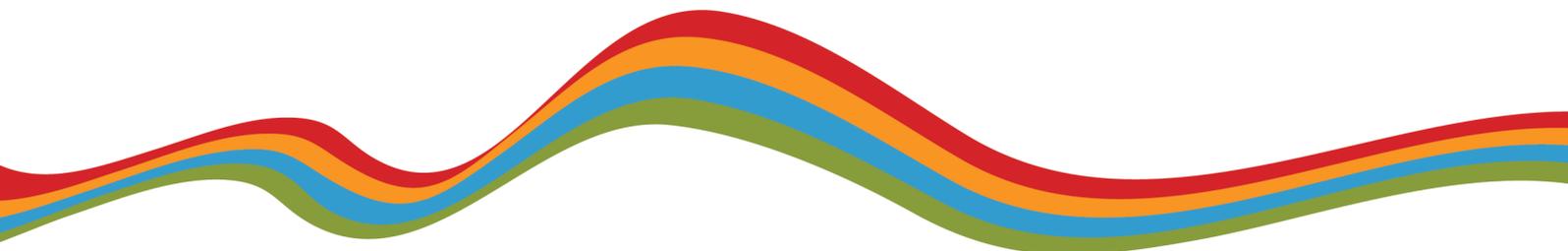


THE AWARDING ORGANISATION FOR ENTERPRISE

## **Appendix 1**

# **Aspects of Enterprise Preparing to Run Your Own Business**

## **Level 2 QCF Units**



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<b>Title:</b>	Advertise Products or Services for a Business	
<b>Unit Ref:</b>	K/601/6125	
<b>GLH:</b>	32	
<b>Level:</b>	2	
<b>Credit value:</b>	4	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know the benefits of advertising the business.	1.1 Identify the markets for the products or services of the business. 1.2 Describe what motivates people to buy the business products or services. 1.3 Describe the different methods available for successfully advertising the business. 1.4 Compare the cost benefits of using the different methods for advertising the business products or services (for example, a website). 1.5 Use this information to decide the best method of advertising the business.	
2. Be able to plan and design an advertisement for the business.	2.1 Describe what would make an advertisement stand out (for example, design features, unique selling point (USP), etc). 2.2 Explain what the advertisement hopes to achieve and the key messages that will attract customers. 2.3 Identify the Advertising Standards Authority requirements that could restrict the advertisement. 2.4 Design an advertisement that includes all relevant information that the customers will need. 2.5 Check that the advertisement is conveying a positive image of the business. 2.6 Describe where to place the advertisement	

	to achieve maximum effect (for example, position in a magazine or web page).
3. Know how to monitor the success of advertising the business.	<p>3.1 Explain how the business would deal with the potential results of the advertisement, such as increased sales.</p> <p>3.2 Describe different methods of getting feedback about customer responses to the advertisement.</p> <p>3.2 Explain when and how to monitor the results and levels of success of the advertisement.</p>
<b>Additional information about the unit</b>	
Unit aim(s)	This unit enables learners to understand the benefits and costs of advertising, to design advertisements in order to launch business products/services or increase sales, and to monitor the success of advertising.

<b>Title:</b>	<b>Explore Your Business Motives</b>
<b>Unit Ref:</b>	R/500/4606
<b>GLH:</b>	10
<b>Level:</b>	Two
<b>Credit value:</b>	One
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<i><b>The learner will:</b></i>	<i><b>The learner can:</b></i>
1. Identify your needs and aspirations when setting up a business	1.1 Identify how much of your time, finances and personal commitment can be given to your business 1.2 Describe the rewards and benefits to be derived from starting up your business 1.3 Estimate if the predicted income from the business will be sufficient to cover your personal financial needs
2. Be aware of how your own role can affect your personal and business needs	2.1 Identify your technical, operational and managerial skills that might support your business 2.2 Rank all identified skills in order of own ability and level of enjoyment 2.3 Check if expectations about own role in your business are realistic 2.4 Clarify what might need to be done to balance your personal and business needs
<b>Additional information about the unit</b>	
Unit aim(s)	To support the development of skills needed to match own aspirations and requirements with business needs when starting a business

<b>Title:</b>	<b>Improve Your Business Skills</b>
<b>Unit Ref:</b>	Y/500/4607
<b>GLH:</b>	10
<b>Level:</b>	Two
<b>Credit value:</b>	One
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand how developing your skills and knowledge can help your business	1.1 Identify the skills and knowledge that will be needed to help your business to succeed  1.2 Identify the potential benefits for your business of developing your skills and knowledge
2. Understand how to improve your business skills and knowledge	2.1 Identify which of your skills and knowledge need to be developed in order to meet the needs of your business  2.2 Find out about different means of developing your skills and knowledge  2.3 Set personal targets to develop your skills and knowledge and identify any potential costs involved in achieving them  2.4 Identify review dates and how to judge when new targets should be set
<b>Additional information about the unit</b>	
Unit aim(s)	To support the development of skills needed to develop and improve own skills and knowledge when starting a business

<b>Title:</b>	Bidding for Work	
<b>Unit Ref:</b>	J/601/6133	
<b>GLH:</b>	16	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1. Understand how to prepare a bid for products or services.	1.1 Identify the service or product that a customer wants. 1.2 Explain what services or products can be provided. 1.3 Explain how the outcome of the bid could affect the profit margin of the business. 1.4 Explain how discounts or special offers may affect the outcome of the bid. 1.5 Identify the key factors that would make proposals or quotations competitive.	
2. Know the differences between proposals and quotations.	2.1 Identify the key differences between proposals and quotations 2.2 Explain how a proposal is used. 2.3 Explain how a quotation is used.	
3. Understand the need for security around tendering for work.	3.1 Explain why confidential information needs to be protected. 3.2 Explain why proposals and quotations need to be securely held.	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables learners to understand how to prepare bids about products or services they can supply to customers.	

<b>Title:</b>	Keep Financial Records	
<b>Unit Ref:</b>	D/601/5800	
<b>GLH:</b>	32	
<b>Level:</b>	2	
<b>Credit value:</b>	4	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the importance of financial records running a business.	1.1 Identify the key benefits of keeping financial records when monitoring the financial state of their business. 1.2 Explain why it is necessary in terms of meeting the legal requirements for the business. 1.3 Identify the financial measures and forecasts that are needed by their business.	
2. Know the financial information that needs to be recorded in a business.	2.1 Identify the financial records that may need to be kept about sales, including cash and credit sales transactions, purchase transactions and creditors. 2.2 Identify the financial records that may need to be kept about their business assets and funds. 2.3 Describe the information that should be recorded in order to maintain credit control, cash flow and bank monitoring.	
3. Be able to select an accounts management system to support a business.	3.1 Compare manual and computer based accounting systems. 3.2 Choose an accounting system and methods that are relevant to the trading status of their business.	
4. Know how to produce financial records.	4.1 Make sure all financial transactions are properly recorded in the appropriate place. 4.2 Make sure that the financial system will produce suitable invoicing and purchasing records. 4.3 Make sure that the way in which financial records are kept and reported on is in line	

	with the legal requirements of the business.
<b>Additional information about the unit</b>	
Unit aim(s)	This unit enables learners to understand the importance of financial records in running a business, know the financial information that needs to be recorded, be able to select an accounts management system to support the business and produce financial records.

<b>Title:</b>	Contract the Business Premises	
<b>Unit Ref:</b>	H/601/4406	
<b>GLH:</b>	16	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Be able to identify premises appropriate for the business.	1.1 Identify the type of premises the business needs to operate from. 1.2 Compare the differences between buying and leasing premises. 1.3 Compare the differences between buying or leasing a premises for business purposes and buying or renting premises for accommodation.	
2. Be able to identify the relevant people regarding the business premises contract.	2.1 Identify the people who need to be consulted before signing a contract for new premises. 2.2 Describe why it is important to take legal advice before signing any contracts. 2.3 Give examples of where to find this advice.	
3. Be able to identify the terms and conditions for the premises.	3.1 Identify the terms and conditions the business needs to have. 3.2 Set potential negotiation targets based on these terms and conditions.	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables learners to know about the differences between dealing with commercial landlords to secure the right premises and buying a house, the importance of identifying the terms and conditions that are acceptable for their business, who to communicate with about these decisions, and where to find relevant sources of information when seeking professional advice.	

<b>Title:</b>	Define the Product or Service of the Business	
<b>Unit Ref:</b>	K/601/4374	
<b>GLH:</b>	24	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Be able to define the product or service.	1.1 Collect details of the product or service. 1.2 Describe how it differs from similar products and services. 1.3 Explain how the product or service could be provided. 1.4 Explain all the costs of providing the product or service.	
2. Be able to charge the appropriate price for products or services.	2.1 Explain all the costs of provision. 2.2 Identify the best way of pricing the product or service, including profit to be made.	
3. Know how to set targets for sales and distribution.	3.1 Explain the business's financial goal and the sales needed to achieve this. 3.2 Identify key targets and timescales for selling and distribution.	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables the learner to research and define products and services to be offered, and how to set charges.	

<b>Title:</b>	Deal with Discipline and Grievance in a Small Business	
<b>Unit Ref:</b>	L/601/5369	
<b>GLH:</b>	24	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know how to deal with discipline or grievance problems in a small business.	1.4 Identify at least two possible situations where discipline and grievance procedures could be used in a small business. 1.5 Explain why it is important to be fair and impartial in discipline and grievance procedures. 1.6 Describe how having discipline and grievance procedures can benefit the business.	
2. Know when to use dismissal procedures.	2.1 Identify sources of appropriate and reliable advice for dealing with dismissal in a small business. 2.2 Identify steps that could be taken to improve an employee's conduct before the stage of dismissal. 2.3 Identify when dismissal procedures should be used. 2.4 Explain the importance of giving clear reasons for dismissal to an employee.	
3. Understand current legal requirements on discipline, grievance and dismissal procedures.	3.1 Identify the current legal requirements for discipline, grievance and dismissal procedures. 3.2 Describe sources of expert advice on the legal aspects relating to discipline, grievance and dismissal procedures. 3.3 Describe the importance of maintaining confidentiality when dealing with discipline, grievance and dismissal procedures.	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables learners to know about the importance of having clear discipline, grievance and dismissal procedures in a small business	

	context. Learners will be able to find relevant advice and information, and consider what is legally required from an employer in terms of these procedures.
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<b>Title:</b>	Prepare a Plan for Your Business
<b>Unit Ref:</b>	Y/500/4610
<b>GLH:</b>	10
<b>Level:</b>	Two
<b>Credit Value:</b>	One
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b><i>The learner will:</i></b>	<b><i>The learner can:</i></b>
1. Understand how to start planning for your business	1.1 Describe the potential market position and image of you business 1.2 Identify potential short and medium term goals for your business 1.3 Describe how you intend your business to operate on a continuing basis
2. Know what elements to consider when planning for your business	2.1 Describe how the business goals might be met for different parts of your business 2.2 Identify potential costs and likely profit forecasts for your business 2.3 Identify how you intend to fund your business 2.4 Identify relevant laws and regulations which will apply to your business
<b>Additional information about the unit</b>	
Unit aim(s)	To support the development of skills needed to know what to consider when making a plan to start a business

<b>Title:</b>	Delegate Work to Others
<b>Unit Ref:</b>	M/601/6269
<b>GLH:</b>	24
<b>Date Submitted:</b>	29 <sup>th</sup> March 2010
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>Learning outcomes</b>	
<b>Assessment criteria</b>	
<b><i>The learner will:</i></b>	<b><i>The learner can:</i></b>
1. Understand how to make decisions about which work to delegate.	1.1 Identify which business tasks and responsibilities could potentially be delegated to others. 1.2 Explain how to decide who might have the right skills and time to take on the tasks and responsibilities. 1.3 Identify potential people to whom the work could be delegated (for example, internal people, temporary staff, etc).
2. Know how to make plans to delegate work to others.	2.1 Identify what to include when planning to delegate (for example, short and long term targets, deadlines, etc). 2.2 Decide what targets could be set for the work that needs to be done. 2.4 Explain how to set and agree contracts with outside people.
3. Know how to support the people who are doing delegated work.	3.1 Explain how to communicate to others what is expected of them in their work. 3.2 Explain how to motivate people and gain their commitment to complete the delegated work. 3.3 Give examples of ways to offer support to people with their delegated work.
4. Understand how to check on work delegated to others.	4.1 Identify the kind of problems that could occur with work undertaken by others. 4.2 Describe ways of checking on progress of the work undertaken (for example, by using a work log). 4.3 Identify different methods that can be used to assess whether an individual is doing

	the delegated work well (for example, time taken or customer satisfaction).
<b>Additional information about the unit</b>	
Unit aim(s)	This unit enables learners to identify work tasks and responsibilities that can be delegated to other people and to monitor those people and their activities to ensure the work is completed.

<b>Title:</b>	Carry out Banking for a Business	
<b>Unit Ref:</b>	R/601/5356	
<b>Date Submitted:</b>	23 <sup>rd</sup> March 2010	
<b>GLH</b>	16	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know the types of banking facilities available to a business.	1.1 Compare different banks and types of banking available. 1.2 Explain the different types of accounts that a business could use to suit different purposes.	
2. Be able to open and operate a bank account for a business.	2.1 Choose a bank and account(s) that meet the needs of a business. 2.2 Describe the information that will be required to open a bank account for a business. 2.3 Decide who will be responsible for dealing with a bank and signing cheques. 2.4 Identify what is needed to ensure that access to the bank account(s) is kept secure.	
3. Understand how to monitor the operation of a business bank account.	3.1 Keep records of all income received and payments made. 3.2 Explain how to reconcile bank statements with own records to ensure that errors are identified and addressed.	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables learners to understand the different types of banking services available to the business and what is required to open and operate a business bank account.	

<b>Title:</b>	Develop a Website for the Business	
<b>Unit Ref:</b>	M/601/6143	
<b>GLH:</b>	32	
<b>Date Submitted:</b>	29 <sup>th</sup> March 2010	
<b>Level:</b>	2	
<b>Credit value:</b>	4	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1. Be able to identify a provider of web-hosting and website services.	1.1 Identify web-hosting services and website developers. 1.2 Describe how the business and customers might use the website. 1.3 Identify a provider of these services suitable for the business. 1.4 Describe the terms and conditions for this service.	
2. Be able to decide on a website specification.	2.1 Discuss and agree a website specification with the provider. 2.2 Check whether the design, look and feel will suit the business needs.	
3. Know how to maintain the continuing development of the website.	3.1 Explain how the website design will be tested with customers and how their feedback will be assessed and acted upon. 3.2 Describe how the website will be updated and maintained. 3.3 Describe the impact of the website on the business.	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables learners to develop a website for their business and consider how to develop it.	

<b>Title:</b>	<b>Balance Business Needs and Personal Life</b>	
<b>Unit Ref:</b>	F/601/6258	
<b>GLH:</b>	16	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b><i>The learner will:</i></b>	<b><i>The learner can:</i></b>	
1. Be able to identify business and private life priorities.	1.1 Identify own key motivations for working and running the business. 1.2 Identify what is important in own private life (for example, specific family commitments and own needs). 1.3 Identify the personal advantages of achieving a better work-life balance.	
2. Be able to plan to achieve business and private life priorities.	2.1 Identify the times of day most suitable for different work and private commitments 2.2 Explain how to adapt different parts of own life to achieve priorities (for example, re-arranging childcare, avoiding travel, etc). 2.3 Identify which work and domestic tasks could be delegated to others and the advantages of doing so.	
3. Know how to manage expectations and obtain support.	3.1 Identify other people's expectations (for example, different family members, neighbours). 3.2 Describe how to deal with unexpected demands (for example, family illness, unexpected deadlines). 3.3 Identify what networking support is needed for different purposes (for example, similar businesses, partners, friends, networking events). 3.4 Describe the benefits of seeking support and advice.	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables learners to think about business and private life priorities and make	

	plans for managing a better work-life balance.
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<b>Title:</b>	Evaluate Decision to Buy a Business	
<b>Unit Ref:</b>	K/601/4388	
<b>GLH:</b>	24	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
1. Be able to assess the potential of a business opportunity.	1.1 Describe the gains that could be made from a potential business purchase. 1.2 Find information about the sector the business is in, including its market trends, competition and opportunities.	
2. Understand own motives when buying a business.	2.1 Describe own motives for wanting to own a business. 2.2 Identify the skills, assets and investment that could be invested in the business. 2.3 Decide how own strengths and weaknesses as a business owner could affect the type of business to purchase.	
3. Understand what is involved in buying an existing business.	3.1 Seek expert advice on assessing the value of a business and its potential for growth. 3.2 Explore why the current owner is selling and how that could affect own decision to buy. 3.3 Identify additional costs that will be incurred if the business is bought (for example, legal costs, stock or equipment). 3.4 Find out about Transfer of Undertakings and Protection of Employment (TUPE) regulations and how they could affect future plans. 3.5 Explain what is meant by due diligence, conditions of sale and contractual responsibilities.	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables learners who are considering buying an existing business to understand what needs to be researched and assessed prior to	

	making the decision to purchase.
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<b>Title:</b>	Carry Out Plans for a Business	
<b>Unit Ref:</b>	A/601/4377	
<b>GLH:</b>	24	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
1. Understand how to implement business plans.	1.1 Explain what needs to be implemented to carry out the business plans within a given time frame. 1.2 Identify resources that are needed. 1.3 Explain how to ensure these resources will be used effectively. 1.4 Describe how those involved in the business will be involved and motivated.	
2. Understand how to monitor business plans.	2.1 Describe how and when progress on business plans will be monitored. 2.2 Indicate problems that could arise to prevent achievement of the plans. 2.3 Identify ways to deal with these potential problems. 2.4 Explain how to judge if the implementation of the plans has been successful.	
3. Understand how to revise the business plans.	3.1 Describe factors that might indicate the need for changes to an existing business plan. 3.2 Explain how a plan might be revised in terms of its aims and targets in response to changes in the market and/or new opportunities. 3.3 Explain how revisions to the business plan might impact on the key resources that may be needed to meet the revised aims and targets.	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables learners to carry out a plan of action for their business, including the monitoring, controlling and evaluation of	

	progress.
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<b>Title:</b>	Getting the Best Out of Staff in the Business	
<b>Unit Ref:</b>	M/601/5526	
<b>GLH:</b>	16	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know how to set performance targets for people in the business.	1.1 Explain why it is important to set performance targets and communicate them to staff. 1.2 Identify the information needed to plan how people will work in the business, such as legislation, codes of practice, work allocation and monitoring procedures. 1.3 Explain how to allocate work for different people in the business, taking into account, for example, their skills, experience, and development opportunities. 1.4 Identify different types of performance targets and decide which types could be used in the business.	
2. Know how to monitor performance against targets.	2.1 Describe different ways to regularly and fairly assess the progress and quality of work performance. 2.2 Describe how to give constructive feedback to individuals in ways that helps them improve their performance. 2.3 Explain why it is important to encourage people to discuss work issues. 2.4 Describe methods of recognising and rewarding success (for example, praise, rewards, and benefits).	
3. Know how to deal with poor performance.	3.1 Explain why it is important to identify poor performance promptly and directly with the person concerned. 3.2 Explain when, where and how to discuss performance problems appropriate to the type, seriousness and complexity of the	

	<p>issue.</p> <p>3.3 Describe potential follow-up actions, such as training and sources of support.</p> <p>3.4 Describe how to respect the individual and maintain confidentiality when dealing with poor performance, including in relation to record keeping.</p>
<b>Additional information about the unit</b>	
Unit aim(s)	This unit enables learners to explore how to set meaningful performance targets for people working in the business, monitor their progress against them and identify ways of dealing with poor performance in a constructive way.

<b>Title:</b>	Check what Customers Need from the Business	
<b>Unit Ref:</b>	M/601/5915	
<b>GLH:</b>	24	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know how to identify customers for the business.	1.1 Identify where the market is and the customer groups who need the business products or services. 1.2 Describe how customers might be segmented (for example, by age, lifestyle or region).	
2. Be able to collect information on customer needs.	2.1 Explain why and how to find out what customers want from the business. 2.2 Identify where to find relevant published information and how much it will cost to get it. 2.3 Collect feedback from different types of customers about what they like about the business and similar competitors. 2.4 Explain why some information is confidential or subject to data protection legislation and how it should be handled.	
3. Know whether business targets are matched to existing and/or new customer needs.	3.1 Use the information gathered to identify opportunities for developing new products or services or for new groups of customers. 3.2 Explain how to set business targets taking into account existing or new customer needs.	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables learners to identify customers for their business, collect information on customer needs and know if their business targets are matched to existing or new	

	customer needs.
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<b>Title:</b>	Impact of the Environment on a Business	
<b>Unit Ref:</b>	K/601/5783	
<b>GLH:</b>	24	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know about environmental laws and regulations and their potential impact on the business.	1.1 Identify the key environmental laws and regulations which apply to the business (for example, those relating to emissions, noise, waste and energy usage). 1.2 Identify which enforcement bodies have powers and responsibilities for environmental laws and regulations in relation to the business. 1.3 Explain the consequences if the business fails to comply with environmental laws and regulations.	
2. Know how to comply with environmental laws and regulations.	2.1 Describe what tasks need to be done, when and by whom, to comply with environmental regulations. 2.2 Identify available information about getting good advice on compliance with environmental laws, from both free and paid for sources. 2.3 Explain why it is important to use sources of advice about environmental laws and regulations.	
3. Know how to develop effective environmental practices within the business.	3.1 Identify different ways in which the business could affect the environment. 3.2 Decide which additional measures the business could adopt to make it more environmentally friendly. 3.3 Investigate the cost-effectiveness of introducing the environmentally friendly measures, including any potential financial incentives such as capital allowances, carbon trust loans or insurance premiums. 3.4 Explain how good environmental practices	

	can benefit the business.
<b>Additional information about the unit</b>	
Unit aim(s)	This unit enables learners to know about environmental laws and regulations, how to ensure compliance and develop good environmental practices in order to protect and enhance the business reputation.

<b>Title:</b>	<b>Controls for Customer Payments</b>	
<b>Unit Ref:</b>	Y/601/5360	
<b>GLH:</b>	24	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the effect of debt on a business.	1.1 Explain how debts can affect the operation of a business. 1.2 Identify measures the business could adopt to improve credit control. 1.3 Explain the importance of having credit control targets in maintaining the viability of a business.	
2. Know about different ways of controlling credit.	2.1 Identify the range of debt-collecting options that a business can use to control credit. 2.2 Identify the potential costs and benefits of different credit control options. 2.3 Explain why terms and conditions for controlling credit need to be in line with targets.	
3. Understand what action is needed to keep debts to a minimum.	3.1 Explain how to credit risk the accounts of customers. 3.2 Describe different options that may be adopted to cater for different types of clients or customers. 3.3 Explain why it is important to monitor the effect of debts on a business. 3.4 Identify who should be informed of and/or involved in credit control arrangements in a business.	
4. Know the law affecting credit control.	4.1 Identify laws that are relevant to credit control. 4.2 Identify any legal and ethical limits that exist for credit control. 4.3 Explain the need to make sure that credit control is operated in accordance with the	

	relevant legislation.
<b>Additional information about the unit</b>	
Unit aim(s)	This unit enables learners to understand the reasons for adopting or improving a method for controlling credit and minimising debts, how to choose a method of credit control appropriate to the specific business, and the identify relevant laws concerning credit control.

<b>Title:</b>	<b>Making Business Presentations</b>	
<b>Unit Ref:</b>	A/601/6226	
<b>GLH:</b>	24	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1. Understand how to prepare for business presentations.	1.1 Identify the main purpose of the presentation. 1.2 Identify the information required by the target audience. 1.3 Explain how to deliver a presentation to different groups. 1.4 Identify the right format for making a presentation.	
2. Understand the importance of communication in making presentations.	2.1 Explain how to establish rapport with an audience. 2.2 Describe the techniques that can be used to influence people. 2.3 Explain the importance of responding to questions and clarifying points of information about what has been presented. 2.4 Describe ways that can be used to influence people to accept proposals.	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables learners to prepare presentations about a business in different contexts and for different target audiences.	

<b>Title:</b>	Decide on a Business Location	
<b>Unit Ref:</b>	L/601/4402	
<b>GLH:</b>	24	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Be able to investigate factors affecting the business location.	1.1 Identify where customers, existing staff, suppliers, competitors and business services are and decide how close to them the business location should be. 1.2 Identify whether there are sufficient skills available for the future staffing needs of the business. 1.3 Describe the access to transport links required by customers, suppliers and staff.	
2. Be able to identify different business location options.	2.1 Identify different possible locations. 2.2 Identify if there are incentive schemes, enterprise zones or any conditions associated with each of the different locations. 2.3 Describe the facilities available at each location (for example, leisure facilities, childcare and shops). 2.4 Explain the potential effect of each location on customers, existing staff, suppliers, competitors and business services.	
3. Know how to decide which location will best meet the business needs.	3.1 Explain what financial factors might influence a decision on a location, including fixed costs, cash flow and profitability. 3.2 Explain what legal requirements should be taken into account when deciding on the business location. 3.3 Consider the advantages and disadvantages of each location option and decide which location has the most potential to meet the business needs.	
<b>Additional information about the unit</b>		

Unit aim(s)	This unit enables learners to gather information about what to consider when identifying different business location options and how to decide which location will best meet the business needs.
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<b>Title:</b>	Plan Staffing Needs in a Business	
<b>Unit Title:</b>	Y/601/5522	
<b>GLH:</b>	24	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
1. Know how to decide the staffing needs of a business.	1.1 Describe the skills needed to ensure the business can continue to succeed. 1.2 Describe how often and for how long staff might need to be employed. 1.3 Identify the staff roles that might be needed for the business to continue to succeed.	
2. Know how to plan staff recruitment in a business.	2.1 Identify the laws and regulations relevant to recruiting and employing the staff required. 2.2 Describe how the staff vacancies will be advertised. 2.3 Describe how to decide who will be selected. 2.4 List the terms and conditions for employing the staff required. 2.5 Estimate the cost of employing the people needed.	
3. Be able to plan staff training needs in a business.	3.1 Describe what the new staff will be expected to do and how this might help improve the business. 3.2 Identify different methods that could be used for training the staff. 3.3 Identify what to include in training plans for the staff employed so that their development and the business needs are met.	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables learners to consider the staff requirements for a business to continue to	

	succeed. It includes how to make plans to recruit and train new staff.
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<b>Title:</b>	How to Treat Business Customers	
<b>Unit Ref:</b>	M/601/6207	
<b>GLH:</b>	24	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1. Understand customer needs and expectations in the business	1.1 Explain the importance of looking after the business customer needs and expectations.  1.2 Identify the differences in the level of service offered with that of competitors.  1.3 Identify what can be done to improve treatment of own customers.	
2. Know how to provide good customer care.	2.1 Obtain information about the laws, regulations and codes of practice that affect how customer care is dealt with  2.2 Describe how customers should be treated in all aspects of the business relationship.  2.3 Identify those responsible for different parts of customer service.  2.4 Identify where training on customer care is available.	
3. Be able to monitor service level expectations	3.1 Identify a cost-effective method for collecting feedback about business customer service levels  3.2 Describe how business customers will be informed of the level of service and how complaints will be dealt with.  3.3 Identify ways to monitor that customer services continue to improve	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables learners to know about good customer service in the business and how to make improvements in service	

	standards.
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<b>Title:</b>	Prepare Wages	
<b>Unit Ref:</b>	F/601/5854	
<b>GLH:</b>	16	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the legal obligations involved in preparing and making reductions to wages.	1.1 Identify the legal requirements involved in preparing wages, including equal pay and national minimum wage.  1.2 Describe when and how to pay income tax, National Insurance and any other relevant deductions to the relevant tax authority.	
2. Understand when and where to get professional advice.	2.1 Describe the advantages of seeking professional help from expert advisers on paying wages, employment legislation and pensions.  2.2 Describe how and when to contact the relevant tax authority when more information is needed.	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables learners to understand the importance of having a system in place that meets the legal obligations you have to employees in paying their wages and their tax and National Insurance Contributions.	

<b>Title:</b>	<b>Manage Own Time and Efficiency</b>	
<b>Unit Ref:</b>	D/601/6297	
<b>GLH:</b>	16	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Be able to assess own work effectiveness and efficiency.	1.1 Explain why it is important to work effectively and efficiently. 1.2 Record own tasks undertaken and the time spent on them during a typical work day (for example, using a diary or work log). 1.3 Use the information recorded to assess when and how tasks were undertaken effectively and efficiently and when and how they were not.	
2. Be able to identify strengths and weaknesses of own time management.	2.1 Identify what prevents own work being effective and efficient. 2.2 Identify what creates own sense of achievement (for example, meeting deadlines, closing a sale, etc). 2.3 Summarise own personal strengths and weaknesses in relation to managing time.	
3. Be able to plan improvements to own time management and work effectiveness.	3.1 Explain how to use strengths and weaknesses to own advantage in order to improve work effectiveness and efficiency. 3.2 Identify specific improvements that can be made to own time management (for example, minimising interruptions, delegating tasks to others, etc). 3.3. Decide how the improvements could be measured (for example, time taken, customer satisfaction, etc).	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables learners to look at their own work patterns and time management and make plans to get things done more effectively and efficiently.	

<b>Title:</b>	Run a Business from Home	
<b>Unit Ref:</b>	M/601/4408	
<b>GLH:</b>	24	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the benefits and challenges of running a business from home.	1.1 Describe range of issues affecting the choice of working from home (for example, time commitment, work-home life balance). 1.2 Explain the benefits of working from home (for example, cost-savings or meeting family commitments). 1.3 Describe the administrative and legal requirements for running a business from home, such as registering change of property use. 1.4 Identify ways of keeping motivated and focused whilst working at home.	
2. Know the facilities that may be needed for running a business from home.	2.1 Describe the types of storage, data back-up and equipment needed to meet home business needs, including IT and telephone systems. 2.2 Explain how to maximise the use of what is already available at home, including current storage space, computer systems and telephone facilities. 2.3 Decide where the best place to set-up a work station in the home is. 2.4 Identify sources of advice which would be helpful (for example, accountant, insurance broker, business advisor).	
3. Understand how to create a professional image when running a business from home.	3.1 Explain what is necessary to create a positive image to suit the business needs. 3.2 Provide examples of what might potentially give a negative professional image of the business and explain why.	
4. Understand how to deal with the expectations of family, neighbours and	4.1 Identify the sources of potential conflict that may arise from running a business at	

clients.	home. 4.2 Describe the expectations of people affected by the business (i.e. family, neighbours and clients). 4.3. Explain the kind of agreements can be reached so that the business needs can be aligned with the perceptions and needs of other people when appropriate.
<b>Additional information about the unit</b>	
Unit aim(s)	This unit enables learners to consider the benefits and challenges of successfully running a business from home, to identify the equipment and facilities needed to operate such a business and manage the expectations of family, neighbours and clients.

<b>Title:</b>	Obtaining Support for a Business Idea	
<b>Unit Ref:</b>	T/601/4393	
<b>GLH:</b>	24	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Be able to plan how to obtain support for a creative business idea.	1.1 Prepare an outline of the creative idea. 1.2 Seek advice on what might be needed to protect the business idea, for example copyright, patents, non-disclosure agreements.	
2. Understand the types of support available.	2.1 Find out about available business support or advice options. 2.2 Find out what, if any, financial support options are available.	
3. Be able to prepare for presenting the creative business idea.	3.1 Prepare a presentation aimed at potential supporters and backers. 3.2 Identify ways in which the potential supporters or backers might benefit from the results of the creative idea.	
<b>Additional information about the unit</b>		
Unit aim(s)	The unit enables learners to identify sources of support for a creative business idea, including researching types of support and giving a presentation.	

<b>Title:</b>	Sell Products or Services using the Internet	
<b>Unit Ref:</b>	H/601/6169	
<b>GLH:</b>	24	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Be able to investigate requirements and opportunities for selling through the internet.	1.1 Identify and seek sources of advice and information about e-business and e-trading. 1.2 Describe the legal requirements of e-trading, such as confirming orders and “cooling off” periods. 1.3 Describe e-business sales and marketing opportunities and options for products or services. 1.4 Explain the potential risks of not e-trading. 1.5 Compare the terms and conditions of different kinds of e-trading and identify potential costs, benefits and issues for the business.	
2. Know what resources and systems are needed for setting up e-trading.	2.1 Identify current staff skills in relation to e-trading and assess what type of training might be needed. 2.2 Identify the potential additional resources and their costs for e-trading (for example, secure payment administration systems, equipment, subscriptions). 2.3 Identify what technical help might be required and explain how they might be made available at the times they are needed. 2.4 Explain how distribution methods will need developing to cover the demand and potential wider geographical areas, such as UK or overseas.	
3. Be able to make plans for implementing an e-business.	3.1 Identify all the factors that should be included in planning for e-business (for example, gross margin forecasts, financing	

	<p>options, risk assessments).</p> <p>3.2 Describe who should be involved in a consultation process about e-trading, for example backers, staff and suppliers.</p> <p>3.3 Explain how e-trading might affect the long term business plans and goals.</p> <p>3.4 Develop a plan, including timescales, costs, targets and forecasts for implementing a potential e-business.</p>
<p>4. Understand how to monitor the progress of e-trading.</p>	<p>4.1 Describe how to monitor and judge progress in achieving targets, as identified in the e-business plan.</p> <p>4.2 Describe how and to whom information will be provided on the progress of e-trading.</p> <p>4.3 Describe how to monitor customer service, including any complaints, comments or suggestions.</p> <p>4.4 Identify the potential problems with website and e-trading activities and explain how they might be addressed.</p>
<b>Additional information about the unit</b>	
<p>Unit aim(s)</p>	<p>This unit enables learners to investigate the potential for selling products or services on the internet. It helps learners to develop and monitor plans for and progress of e-trading.</p>

<b>Title:</b>	Review the Skills the Business Needs	
<b>Unit Ref:</b>	R/601/5857	
<b>GLH:</b>	16	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Be able to decide what skills a business needs.	1.1 Describe the skills and abilities needed to successfully run each part of the business and decide how often each skill is needed. 1.2 Identify all the people currently responsible for each part of the business and compare their skills and abilities to what is needed and during the next 3 years. 1.4 Use this comparison to list what skills gaps exist now or in the next 3 years.	
2. Know how to fill potential skills gaps.	2.1 Decide whether the business has the right existing staff, or whether new staff, are needed to fill the identified skills gaps. 2.2 Identify the various options for recruiting the potential new staff required (for example, full or part time, temporary, professionals). 2.3 Assess the potential costs for the business (for example, fees, wages, incentives). 2.4 Describe the benefits (for example, added value, new business opportunities) of different staffing options. 2.5 Outline different potential options for staff skills training (for example, in-house or external) and identify associated costs.	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables learners to consider the skills and abilities needed for the business, to identify potential skills gaps and consider the different options for filling the gaps.	

<b>Title:</b>	Sub-Contract Work	
<b>Unit Ref:</b>	D/601/5859	
<b>GLH:</b>	16	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Be able to plan for sub-contracting work or services.	1.1 Identify the laws relevant to sub-contracted work or services and describe how the legal requirements might affect the business. 1.2 Identify what terms and conditions will be needed for sub-contracted work so that they will meet the business requirements. 1.3 Decide what the standards of performance should be for sub-contracted work or services. 1.4 Explain how to ensure that a sub-contractor understands what will be delivered, including how to check that requirements are being met. 1.5 Draw up a potential contract for sub-contracting a task or service.	
2. Know how to deal with sub-contractor failures to meet terms and conditions.	2.1 Explain how to identify and record potential sub-contractor failures and their causes, including payments. 2.2 Describe the different methods that can be used to resolve these failures. 2.3 Explain how to ensure failures are not repeated. 2.4. Describe where to go for advice when failures occur and explain why it is important to obtain it.	
3. Know how to agree changes to terms and conditions with sub-contractors.	3.1 Explain how to ensure that requests to vary the terms of contracts are reasonable and justified. 3.2 Describe how to record and keep track of changes and variations in contracts. 3.3 Explain how to communicate with sub-contractors to agree changes and their	

	implications.
<b>Additional information about the unit</b>	
Unit aim(s)	This unit enables learners to understand how to set up contracts for sub-contracting work or services, consider how to deal with any failures that may occur, and how to successfully implement changes to contracts when required.

<b>Title:</b>	Seek Advice and Help for the Business	
<b>Unit Ref:</b>	J/601/6245	
<b>GLH:</b>	16	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Be able to identify where to get the best advice and help for the business.	1.1 Identify what kind of issues or problems the business may need help with (for example, business planning, funding, ICT, etc). 1.2 Describe what kind of help is needed to take the business forward in a way that satisfies own plans for the business. 1.3 Identify different sources of information, advice and help to support the business (for example, friends, specialists, etc). 1.4 Work out the likely cost and benefits of obtaining information, advice and help from the sources selected.	
2. Be able to obtain advice and help for the business.	2.1 Decide when and how to make contact with those who can offer advice and help. 2.2 Identify what questions need to be asked to get the advice and help required. 2.3 Obtain advice and help and explain which points were discussed and why.	
3. Know how to check and record the advice and help obtained.	3.1 Identify the criteria to decide whether the advice and help obtained can be relied upon. 3.2 Describe how to keep a record of the advice and help given.	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables learners to identify and obtain sources of advice and help for the business.	

<b>Title:</b>	VAT Registration and Returns	
<b>Unit Ref:</b>	Y/601/5861	
<b>GLH:</b>	24	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand if the business needs to register for VAT.	1.1 Describe the purposes and processes of VAT. 1.2 Assess whether the business needs to register for VAT. 1.2 Compare the advantages and disadvantages of voluntarily registering for VAT.	
2. Understand when to seek professional help and where to find it.	2.1 Identify circumstances where professional help is needed and where to seek it from. 2.2 Describe how to seek guidance in a professional manner from the relevant tax authority.	
3. Understand how to prepare a VAT form on time.	3.1 Identify what information needs to be completed in a VAT return. 3.2 Assess when the VAT return is due and how long it is likely to take to complete it.	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables learners to understand when and how to register for VAT, when and where to seek professional help and how to prepare a VAT return.	

<b>Title:</b>	Improving the Quality of Products or Services	
<b>Unit Ref:</b>	L/601/4383	
<b>GLH:</b>	24	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Be able to plan for providing customers with improved quality products or services.	1.1 Collect information on customers' expectations for quality. 1.2 Review these expectations against existing quality targets for the products or services.	
2. Understand the improvements needed to give the business a competitive edge.	2.1 Identify the measures needed to improve quality in the management, technical and operational parts of the business. 2.2 Collect and compare information on methods of quality control, including those used by competitors where possible. 2.3 Identify ways to make staff aware of how they can contribute to improving quality.	
3. Know how to monitor and improve quality.	3.1 Explain how faults and complaints will be logged, and how this will be used to improve products or services. 3.2 Describe how regular progress checks will be implemented, for example sampling products, services and processes, and collecting views of all involved.	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables the learner to understand the ways of improving the quality of products or services overall, including the importance of continual monitoring for ways to improve the business.	

<b>Unit Title:</b>	<b>Choose Supplies and Suppliers for Your Business</b>
<b>WBA Unit Ref:</b>	D/500/4592
<b>GLH:</b>	10
<b>Level:</b>	Two
<b>Credit value:</b>	One
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b><i>The learner will:</i></b>	<b><i>The learner can:</i></b>
1. Understand how to prepare a schedule of the supplies needed for your business	1.1 Identify utilities, equipment (including IT), tools and materials that may be needed for your business 1.2 Prepare a schedule of what and when supplies may be needed for your business 1.3 Use the schedule to decide the resources that may be required, such as staff, time, storage space and costs
2. Know how to purchase supplies for your business	2.1 Identify different suppliers and purchase options for utilities, equipment, tools and materials 2.3 Compare costs and benefits of possible suppliers and choose the most favourable for your business 2.4 Identify how to keep accurate records of agreements with suppliers and who in your business should know about them
3. Know how to set up stock control of your business supplies	3.1 Identify how and where different supplies are likely to be stored 3.2 Identify how the supplies should be managed and/or maintained, for example conditions of storage, shelf-life, waste products 3.3 Identify how and who might be best placed to keep records of stock in, stock out and restock levels
<b>Additional information about the unit</b>	

Unit aim(s)	To support the development of skills needed to plan, obtain and keep control of business supplies when starting a business
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<b>Title:</b>	Explore Overseas Markets for a Business	
<b>Unit Ref:</b>	T/601/6158	
<b>GLH:</b>	24	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Be able to investigate markets for exporting abroad.	1.1 Research information on overseas markets to identify suitable opportunities for the business. 1.2 Identify ways of selling or distributing products or services in another country.	
2. Know what is needed to sell abroad.	2.1 Identify the costs, benefits and risks of trading abroad, including administration costs. 2.3 Work out the level and extent of resources needed to trade abroad. 2.3 Identify the paperwork needed both in this country and abroad. 2.4 Identify the benefits and risks of dealing with overseas customers and businesses.	
3. Be able to plan for trading abroad.	3.1 Decide whether the products or services would need to be changed to be effective in another country. 3.2 Set targets for trading abroad and match them to the business plan. 3.3 Describe the business's terms and conditions for selling abroad. 3.4 Describe a process for monitoring quality and reviewing targets, and identify possible new opportunities.	
4. Know the cultural implications of trading abroad.	4.1 Identify different cultural practices and expectations which could have an impact when trading abroad. 4.2 Identify business processes which have an impact when trading abroad. 4.3 Describe what could be done to avoid possible misunderstandings through	

	cultural difference.
<b>Additional information about the unit</b>	
Unit aim(s)	This unit enables the learner to explore overseas markets, for example to widen the range of products or services; to find new customers or open a new business abroad.

<b>Title:</b>	Invest Capital in a Business	
<b>Unit Ref:</b>	L/601/5792	
<b>GLH:</b>	14	
<b>Date Submitted:</b>	25 <sup>th</sup> March 2010	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Be able to prepare to invest capital in a business.	1.1 Use reliable sources of advice to identify investment targets and costs (for example, business associates, banks, business or financial advisers). 1.2 Estimate the investment targets that might be achieved (for example, return on capital, improved profitability or productivity). 1.3 Assess the sources of funding that are possible (for example, overdraft or loans). 1.4 Explain why opportunity cost analysis is an important part of the decision-making process for the business. 1.5 Calculate the investment costs including capital costs, interest rates on loans, running costs and depreciation.	
2. Be able to assess the risks of making an investment in a business.	2.1 Compare benefits and risks of different ways of making capital investments. 2.2 Assess any potential problems that might arise during the period of investment and explain how they can be addressed. 2.3 Analyse any uncertainties there may be in different investments (for example, fall in sales, increased costs and their effects on profit margins).	
3. Be able to assess the impact of a capital investment on a business.	3.1 Assess the return on capital for an investment (for example, by forecasting the possible high or low performance of an investment). 3.2 Assess how the investment will affect revenue, expenses and cash flow over the	

	investment period.
<b>Additional information about the unit</b>	
Unit aim(s)	This unit enables learners to use relevant resources to prepare for making a capital investment and assess the risks and implications of investing capital and how this will impact the business.

<b>Title:</b>	Keeping Up to Date with Current Legislation in a Business	
<b>Unit Ref:</b>	T/601/4412	
<b>GLH:</b>	16	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know how to comply with current legal requirements for the business	1.1 Collect advice and information on current laws and regulations that affect trading, the business and the environment. 1.2 Explain why it is important to seek legal advice and who might provide it. 1.3 Identify if there is a need for any developments to comply with current laws and regulation.	
2. Understand the importance of setting terms and conditions that meet legal requirements.	2.1 Identify whether the business would benefit from a patent or copyright on the trading name or product, and how to proceed if needed. 2.2 Explain the importance of agreement on terms and conditions with customers, suppliers and backers.	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables learners to understand why to keep up to date and comply with current legislation.	

<b>Title:</b>	<b>Monitor the Quality and Use of Supplies and Equipment</b>	
<b>Unit Ref:</b>	K/601/4410	
<b>GLH:</b>	24	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i><b>The learner will:</b></i>	<i><b>The learner can:</b></i>	
1. Be able to assess the supplies and equipment needs of the business.	1.1 Gather information about current and future needs for supplies and equipment. 1.2 Identify the minimum supplies and equipment needed to run the business.	
2. Know how to make improvements in supplies and equipment.	2.1 Explain how changes made by suppliers may affect the current and future business needs (for example, new prices, changes to quality or payment terms). 2.2 Identify the potential problems there may be with supplies and equipment (for example, quality, fault reporting and health and safety issues). 2.3 Explain how to deal with suppliers about issues that affect the business needs. 2.4 Explain how to get better value from expenditure on supplies and equipment.	
3. Know how to monitor the use and effectiveness of supplies and equipment.	3.1 Identify and keep up to date with laws and regulations about business supplies and equipment. 3.2 Explain the importance of checking on the quality of supplies and the performance of suppliers. 3.3 Explain how to maintain the quality and cost effectiveness of the suppliers, supplies and equipment (for example, timetabled checks and feedback).	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables learners to monitor that the business has sufficient supplies and materials of the right quality and cost to meet its current	

	and future needs.
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<b>Title:</b>	Set Up a Stakeholder Pension Scheme for a Small Business	
<b>Unit Title:</b>	F/601/5935	
<b>GLH:</b>	24	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the need for a stakeholder pension scheme in a small business.	1.1 Describe the purpose of a stakeholder pension scheme and how it works. 1.2 Identify whether a stakeholder pension scheme is required or if the business is exempt. 1.3 Explain the consequences of not giving staff the option of a stakeholder pension if the business is not exempt.	
2. Be able to identify the possibilities involved in setting up a stakeholder pension scheme.	2.1 Identify sources for current advice about stakeholder pension schemes for a small business. 2.2 Compare the positives and negatives of different stakeholder pension schemes in terms of their usefulness to the business. 2.3 Select a stakeholder pension scheme that is appropriate to the business and is registered with the Pension Regulator.	
3. Know how to set up a stakeholder pension scheme for a small business.	3.1 Explain the steps involved in setting up a stakeholder pension scheme for a small business. 3.2 Explain how employees in the business might be consulted regarding a stakeholder pension scheme.	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables learners to know what a stakeholder pension scheme is, how to choose one appropriate to their business and what is involved in setting one up.	

<b>Title:</b>	Develop Procedures to Control Risks to Health and Safety	
<b>Unit Ref:</b>	L/601/5775	
<b>GLH:</b>	32	
<b>Level:</b>	2	
<b>Credit value:</b>	4	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b><i>The learner will:</i></b>	<b><i>The learner can:</i></b>	
1. Understand the legal duties for health and safety in the workplace	1.1 Identify the health and safety legislation that applies to the business in relation to work activities and people 1.2 List the legal duties and responsibilities of the employer and employees for health and safety in the workplace 1.3 Identify what health and safety records and data should be kept to meet legal requirements 1.4 Explain what would constitute a breach of health and safety requirements	
2. Know the procedures required to control health and safety risks in the business	2.1 Identify whether all the required safety policies and procedures are in place to control safety risks in the business 2.2 Explain the importance of identifying hazards in the workplace 2.3 Specify who is responsible for identifying hazards in each part of the business and check that hazards are being reported 2.4 Specify who is responsible for and explain the importance of assessing risks	
3. Be able to make arrangements to review the effectiveness of health and safety procedures	3.1 Identify what measures are needed to ensure that health and safety procedures are being followed 3.2 Explain how changes in legislation or working practices will result in changes to the health and safety procedures 3.3 Identify the steps needed to monitor that changes made to procedures are effective in controlling risks	

Additional information about the unit	
Unit aim(s)	This unit enables learners to understand health and safety legal requirements and to know the procedures needed for controlling and monitoring risks

<b>Title:</b>	Plan how to let customers know about products or services	
<b>Unit Ref:</b>	Y/601/5939	
<b>GLH:</b>	16	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
1. Be able to investigate the market for the business's products or services.	1.1 Decide what information is needed to set sales targets in the business 1.2 Gather information about the potential market for the business's products or services. 1.3 Find out about ways of marketing and promoting the business's products or services.	
2. Be able to plan for marketing the business's products or services.	2.1 Identify marketing targets for the business 2.2 Select the ways in which the products or services will be marketed. 2.3 Work out the costs of marketing activities	
3. Know how to review marketing performance.	3.1 Decide what information is needed to judge the marketing performance of the business. 3.2 Identify ways to assess if marketing targets are being met. 3.3 Decide if any of the targets need to be adjusted in the light of the performance of the business	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit enables learners how to let customers know about their business's products or services.	

<b>Unit Title:</b>	<b>Build Business Relationships</b>
<b>WBA Unit Ref:</b>	R/500/4573
<b>GLH:</b>	10
<b>Level:</b>	Two
<b>Credit value:</b>	One
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<i><b>The learner will:</b></i>	<i><b>The learner can:</b></i>
4. Understand how to establish potential business contacts	1.1 Identify opportunities to build business relationships 1.2 Identify potential business contacts 1.3 Demonstrate ways of creating good impressions and build rapport when meeting business contacts
5. Understand how to build relationships with your customers	2.1 Identify the most valuable potential customer groups for your business 2.2 Identify ways to make sure potential customers get a good service from individuals in your business 2.3 Identify ways of getting customer feedback in the future to improve the service and encourage customer loyalty
6. Understand the importance of building trust in customer and business relationships	3.1 Identify ways to keep in regular contact with your potential customers and business contacts 3.2 Give reasons why it is important to keep commitments and act honestly in your business and customer relationships 3.3 Identify ways in which differences between people from various cultures or backgrounds can affect your business dealings
<b>Additional information about the unit</b>	
Unit aim(s)	To support the development of skills needed to establishing and building relationships with potential contacts and customers when starting a business

<b>Unit Title:</b>	Develop Your Business Idea
<b>WBA Unit Ref:</b>	J/500/4604
<b>GLH:</b>	10
<b>Level:</b>	Two
<b>Credit value:</b>	One
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand how to develop Your business idea	1.1 Identify and compare potential business ideas  1.2 Identify a business idea that is worth developing and describe why it is likely to be successful and financially viable
2. Understand the market for Your business idea	2.1 Describe the market for your business idea  2.2 Identify any potential competitors and check if there is a gap in the market  2.3 Identify market and business trends that are likely to affect your business idea
<b>Additional information about the unit</b>	
Unit aim(s)	To support the development of skills needed to check the viability of a business idea when starting a business

<b>Title:</b>	Negotiate for Your Business
<b>Unit Ref:</b>	D/500/4575
<b>GLH:</b>	10
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<i>The learner will:</i>	<i>The learner can:</i>
7. Understand how negotiating a deal can benefit your business	1.1 Identify what can be achieved by negotiating effectively with suppliers, customers or others  1.2 Describe what benefit this might have for the future of the business and for the other parties involved
8. Understand how a potential deal can affect your business	2.1 Identify potential risks involved in negotiating a deal and what could be done to minimise them  2.2 Calculate the potential impact of a deal on your business, for example, if it is likely to be a loss leader or money spinner  2.3 Decide if there is anything else that could be negotiated other than price
3. Understand how to negotiate a good deal for your business	3.1 Identify techniques which might be used to negotiate a deal for your business  3.2 Demonstrate how to sign off a potential deal in ways that would be clear to all parties involved
<b>Additional information about the unit</b>	
Unit aim(s)	To support the development of skills needed to understand how a good business deal can be negotiated and bring benefits when starting a business

<b>Title:</b>	<b>Plan to Sell Your Product or Service</b>
<b>Unit Ref:</b>	H/500/4609
<b>GLH:</b>	10
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<i>The learner will:</i>	<i>The learner can:</i>
9. Understand methods of selling a product or service	1.1 Identify different ways of selling your product or service and how each might affect numbers of sales  1.3 Decide which method is best for selling your product or service
10. Understand how to set sales targets for a business	2.1 Work out how many sales can be made over a given period  2.2 Identify when, how and where the product or service could be sold and set a sales target  2.3 Decide a reasonable time to reach the sales target
<b>Additional information about the unit</b>	
Unit aim(s)	To support the development of skills needed to identify methods for selling against specific sales targets when starting a business

<b>Title:</b>	Verbal and Non-verbal Communication in Business Contexts
<b>Unit Ref:</b>	M/502/5303
<b>GLH:</b>	30
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<i>The learner will:</i>	<i>The learner can:</i>
1. Be able to use non-verbal communication skills	1.1 Demonstrate interpersonal interactions in a business context
2. Understand the purpose of verbal communication in business contexts	2.1 Explain using examples, the purpose of verbal communications in four different business contexts
3. Be able to use verbal communication in business contexts	3.1 Demonstrate speaking and listening skills in a one to one business context 3.2 Demonstrate speaking and listening skills in a business group context
<b>Additional information about the unit</b>	
Unit aim(s)	To develop learners' ability to use verbal and non-verbal communication skills effectively in a workplace setting. Learners will develop their knowledge and understanding of the purpose of verbal business communications and the range of contexts in which such communications occur