

**SFEDI Awards Level 7 Certificate in Delivery of Business Support  
Services**

**601/5967/4**

**Qualification and Unit Specification**

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## About SFEDI Awards

SFEDI Awards was founded in 2007 creating the first dedicated Awarding Organisation specialising in business enterprise and business support, a standing still enjoyed to this day within the UK.

Our qualifications are built on the extensive research that underpins the SFEDI® National Occupational Standards and the expertise of the Institute of Enterprise and Entrepreneurs, the UK's only professional Institute dedicated to enterprise.

With our qualifications having been designed to be flexible to meet the wide range of demand within enterprise learning, we recognise the needs of industry to develop enterprising and entrepreneurial individuals to support the sustainability and growth of business and the wider community.

As the only dedicated UK Awarding Organisation, SFEDI Awards designs and develops a range of bespoke business enterprise and business support qualifications that are delivered through members of our both UK based and international centre network.

Within this we also develop and publish best practice materials and resources to support the delivery of our qualifications to a high standard to ensure that your customers gain all they require when either starting or progressing their enterprise journey.

## Customer Feedback

We are always keen to understand learners and centres thoughts on the content of all aspects of our qualifications and welcome your feedback. This can be done by emailing us at [customerservices@sfediawards.com](mailto:customerservices@sfediawards.com) and indicate in the header field, 'Customer Feedback'.

## Qualification Overview

<b>Qualification Title</b>	SFEDI Awards Level 7 Certificate in Delivery of Business Support Services			
<b>Qualification Reference Number</b>	601/5967/4			
<b>Those who may wish to undertake this qualification</b>	Those business support professionals who wish to develop the skills to deliver and develop effective business and enterprise support services, with a particular emphasis on the use of telephone and social media in the delivery of support services			
<b>Structure</b>	3 mandatory units and 2 optional units-with at least 1 unit at level 7			
<b>Assessment method</b>	Assessment should be through the production of a portfolio of evidence presented for assessment by a suitably qualified Assessor. See individual units for details of mandatory assessment methods			
<b>Entry Requirements</b>	There are no formal entry requirements however, in order to benefit from undertaking the qualification, learners should possess communication skills sufficient to allow them to address the assessment requirements			
<b>Available Age Groups</b>	<b>Pre-16</b>	<b>16-18</b>	<b>18+</b>	<b>19+</b>
	x	x	x	✓
<b>Qualification Start Date</b>	1 May 2015			
<b>Last Date for Registration</b>	31 December 2025			
<b>Assessment Qualification Required</b>	The assessment qualification is required in order to deliver this qualification.			
<b>Internal Quality Assurance Qualification Required</b>	The internal quality assurance qualification is required in order to quality assure this qualification.			
<b>Progression Routes</b>	Those who undertake this qualification may wish to progress to a professional qualification within a specific subject (eg marketing, customer service, people development) to complement skills in the delivery of business support			

## Unit Overview

The table below lists the units that are available within this qualification.

In order to achieve this qualification the learner must complete the 3 mandatory units listed below and 2 optional units, with at least 1 unit at level 7.

Unit Reference Number	Unit Title	Status	Credit Value	Guided Learning Hours
L/506/8613	Evaluate and Develop Own Practices in the Delivery of Professional Business and Enterprise Support Services	Mandatory	6	10
Y/506/8615	Analyse and Support the Needs of a Client	Mandatory	7	18
D/506/8616	Support a Client to Source, Access and Evaluate Business Support Opportunities to Meet Strategic Requirements	Mandatory	7	12
R/506/8614	Develop a Professional Business Support Relationship With a Client	Optional	8	24
K/507/1289	Manage the Delivery of a Business Support Service	Optional	8	12
H/507/1274	Deliver Business Support Using Digital Media	Optional	5	20
R/507/1285	Deliver Telephone Based Business Support Services	Optional	6	24

## The Qualification Credit Framework (QCF)

The Qualification Credit Framework (QCF) is the vehicle for recognising qualifications within England, Wales and Northern Ireland and, for most vocational qualifications, is a replacement to the National Qualification Framework (NQF). The QCF allows the learner to work toward credits from units or qualifications.

QCF qualifications have both a level and a size allocated to them and each unit is awarded a credit value. The unit credit value is a direct correlation of how many learning hours should be put into the achievement of that unit, for example 10 hours equates to 1 credit value.

Each QCF qualification title contains the following:

- The level of the qualification (from entry level to Level 8)
- The size of the qualification (Award/Certificate/Diploma)
- Details indicating the content of the qualification

## Rules of Combination

The Rules of Combination set out the number of credits that must be achieved by the learner in order to complete their qualification and also stipulates where the credits must be achieved from. They apply across QCF qualifications and so enable a learner to transfer credits easily between qualifications and Awarding Organisations.

## What Does SFEDI Awards Expect?

To offer this qualification you will be required to hold SFEDI Awards centre status and also apply for qualification approval. Approval is completed by submission of the centre or qualification application form to [customerservices@sfediawards.com](mailto:customerservices@sfediawards.com) available on the [SFEDI Awards website](#).

### Centre Policies

Centres should read the SFEDI Awards Centre Manual available on the [SFEDI Awards website](#) which details the requirements that centres must meet in terms of policies and documentation that must be in place in order to deliver SFEDI Awards qualifications.

### Equal Opportunities and Access to Assessment

SFEDI Awards centres are expected to operate Equal Opportunities policies that demonstrate a clear commitment to equality and fair access to programmes and assessment. It is expected that these policies are also shared with learners and staff members and information as to the effectiveness of the implementation of the policies should be recorded and used for centre improvement plans.

### Data Protection

SFEDI Awards centres are expected to operate Data Protection policies, in line with the Data Protection Act, in connection with the provision of programmes and qualifications and in communication with SFEDI Awards. It is expected that these policies are also shared with learners and staff members and information as to the effectiveness of the implementation of the policies should be recorded and used for centre improvement plans.

### Learner Registration

Learners should be registered with SFEDI Awards, in accordance with the SFEDI Awards Centre Manual, within 4 weeks of commencing the programme or qualification. Centres should obtain a Unique Learner Number (ULN), from the [Learner Records Service](#), in order that their achievements can be recorded on their Learner Achievement Record.

### Certification

SFEDI Awards centres must use the Registr8 system to indicate where a learner has successfully completed the qualification and/or units within it. Where a centre holds Direct Claims Status (DCS) certificates will be issued, where this is not the case an External Quality Assurer will contact the centre to arrange sampling.

The learner will receive two certificates on achieving the qualification. One will detail the qualification itself and the other will list the units completed. If only units and not the full qualification have been undertaken by the learner then they will receive one certificate listing the units completed.

## Assessment Access Arrangements and Special Considerations

Reasonable adjustments can be made to assessments to ensure fair access for learners of qualifications, irrespective of their abilities or disabilities. Further guidance on reasonable adjustments and what circumstances they can be used can be accessed on the [SFEDI Awards website](#).



## Quality Assurance

### External Quality Assurance

A SFEDI Awards External Quality Assurer will complete checks on centres involving a sample of learner's documents, assessment decisions and Internal Quality Assurance activity. This ensures that all activity around assessments is consistent across the centre and the UK and that the centre continues to meet their approval requirements. This will be conducted by a suitably experienced External Quality Assurer using SFEDI Awards' procedures and documentation.

### Internal Quality Assurance

Internal Quality Assurance will be completed by the SFEDI Awards centre and involves sampling of learners' documents and assessment decisions to ensure standardisation across Delivery/Assessment staff and consistency and fairness of assessment following Awarding Organisation requirements.

SFEDI Awards provides quality assurance documentation that can be used by the centre for recording quality assurance decisions which can be accessed on the [SFEDI Awards website](#). These documents are provided for the centre to use but, if the centre wishes to develop their own recording material, the minimum requirements must be met to ensure quality assurance practices are not disadvantaged. Minimum requirements can be accessed on the [SFEDI Awards website](#).

### Delivery/Assessment

SFEDI Awards centre staff should work with learners to ensure they understand the nature of the qualification and assessment approach. Both centre staff and the learner should agree at the beginning of the assessment journey how the assessment will be undertaken and what each can expect from the other, including arranging times and dates for learning and assessment activity and support. The Delivery/Assessment staff will follow the principles of plan, judge and feedback as described within professional standards.

SFEDI Awards provides assessment documentation that can be used by the centre for recording the planning, judging and feeding back of assessments which can be accessed on the [SFEDI Awards website](#). These documents are provided for the centre to use but, if the centre wishes to develop their own recording material, the minimum requirements must be met to ensure assessment practices are not disadvantaged. Minimum requirements can be accessed on the [SFEDI Awards website](#).

### Delivery/Assessment/Quality Assurance Staff Requirements

All Assessors must have the necessary competence in the subject matter of the qualification and the necessary competence in the assessment procedures to be used. They must also hold or be working towards the appropriate Assessor qualification, eg. D32/33 or A1. Assessors must also hold occupational competence for the units that have been selected to the level and content of the unit.

Quality Assurance staff must have the necessary competence in the subject matter of the qualification and the necessary competence in the assessment and quality assurance procedures to be used. They must also hold or be working towards the appropriate Quality Assurance qualification, eg. D34 or V1. Quality Assurance staff must also hold occupational competence for the units that have been selected to the level and content of the unit.

## Assessment Methods

The following provides examples and explanations of the most common forms of assessment methods. Other methods can be used by centres to enable learners to demonstrate they meet the standards as detailed within the units.

### Mandatory Assessment Methods

Some units may require mandatory forms of assessment to be completed. SFEDI Awards will make note in each unit whether mandatory assessment methods apply. If it states that there are no mandatory assessment methods, a suggestion of the types of assessments that could be used will be made.

### Expert Witness/Witness Testimony

These are provided by external people as the Delivery/Assessment staff cannot possibly be present at all times when a learner completes a task that could be used as evidence. The testimony will be expected to detail who and what the activity entailed and where the activity took place.

### Observation

This is a recorded report of an observed activity to show who and what the activity entailed and where the activity took place. It is normally recorded by the Delivery/Assessment staff and should be planned for. On occasions the opportunity may arise for a naturally occurring observation but this must not be seen as common practice.

### Product Evidence

This is a work product, for example a letter or research, that has been produced which can support the evidencing of performance. When using this form of evidence it is important to ensure that confidentiality is adhered to and no information is provided that may compromise this. It may be appropriate to reference the location of product evidence within a professional discussion so that, if the quality assurer wishes to view it, then they can request a copy.

### Professional Discussion

This is a recorded report of a discussion between the learner and the Delivery/Assessment staff and should give real examples, where possible, of activity completed. It is normally recorded by the Delivery/Assessment staff and should be planned for. A Professional Discussion is not a question and answers session and should be led by the learner.

### Recognition of Prior Achievement

Prior Achievement may be recognised where a learner has already achieved an appropriate QCF unit towards a qualification. In this instance the QCF unit can be transferred over so the learner does not have to repeat the particular unit again. In this instance a copy of the unit certificate should be provided within the portfolio as evidence of prior achievement.

## Recognition of Prior Learning

Prior Learning can form part of the assessment process where the learner is able to demonstrate that they meet the assessment requirements for a unit through knowledge, understanding or skills that they already possess. In this instance the learner must provide evidence to show that the assessment criteria have been met. The Assessor will make a professional judgement about the evidence presented, which could be in a variety of forms, including, a statement or professional discussion to explain what prior activity has taken place and how this links to the standards to be achieved. The assessment process for Recognition of Prior Learning should be rigorous, reliable and fair.

## Simulation

In exceptional circumstances evidence from simulation can be used to complement the primary evidence drawn from business enterprise activities. Simulation should only occur where:

- The candidate would otherwise be precluded from providing the necessary evidence for demonstrating they met the requirements of the standards because of the nature of their business or business idea

Simulated activities should match as closely as possible those that occur in a real business environment. This is particularly important where these activities and their outcomes are being assessed to provide evidence to demonstrate the candidate is meeting the requirements of the standards. If simulation is to be used, prior agreement as to the arrangements must be sought from SFEDI Awards prior to the assessment taking place.

Activities should take place in a realistic working environment that:

- Is based on business enterprise activities, events, challenges and markets
- Includes a comprehensive range of demands, activities, constraints and challenges typical of those that would be met in real a business enterprise
- Gives candidates access to facilities, advice and support that would be normal for the business enterprise activity, event or type of challenge represented
- Places candidates under pressures of time, resources and access to support that would be normal in a business enterprise
- Is organised and managed as would a real business enterprise situation
- Is subject to normal workplace controls regarding health and safety, equal opportunities, and codes of conduct

## Authentication of Learner Evidence

Centres must have knowledge and certainty that all assessments undertaken are entirely the work of the learner being assessed and a statement of authenticity signed by the learner and Assessor must be present within the portfolio.

## Feedback

Feedback must be provided to the learner for each assessment carried out and recorded on the assessment documentation and should feed into both assessment planning and the completion of progress reviews. The feedback should provide the learner with information relating to:

- Whether the planned assessment has been completed
- The quality of the assessment completed
- What has been covered within the standards
- What is required to be completed to move the qualification forward

## Unit Structure

The following demonstrates the structure of units within SFEDI Awards qualifications:

### Unit Reference Number Unit Title

**Unit Status** This will show whether the unit is mandatory or optional

**QCF Unit Level** Level allocated to the unit on the QCF unit databank

**QCF Credit Value** Credit value assigned to the unit

**Unit Learning hours** Learning hours required to complete the unit

### Unit Overview and Main Outcomes

This will provide you with the rationale for the unit and the knowledge and skills the learner will develop by undertaking the unit.

### Assessment and Grading of This Unit

This will provide you with the grading structure for the unit and also will list the mandatory and/or suggested assessment methods for use in the completion of the unit.

### Unit Content

This will provide you with the learning outcomes and assessment criteria that the learner must provide evidence for in order to complete the unit.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
This shows what the learner needs to know, understand or do	This sets out the criteria the learner must meet and provide evidence against in order to complete the unit

## **Qualification Unit Details**

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The following pages contain the units that are contained within this qualification

## L/506/8613 Evaluate and Develop Own Practices in the Delivery of Professional Business and Enterprise Support Services

**Unit Status** Mandatory

**QCF Unit Level** 6

**QCF Credit Value** 6

**Unit Learning hours** 10

### Unit Overview and Main Outcomes

This unit contains 4 learning outcomes which will support the learner to be able to:

- Be able to assess personal and professional skills required to deliver business and enterprise support services
- Be able to implement a personal development plan
- Be able to develop own professional networks
- Be able to evaluate the impact of personal development and network development activities on the quality of provision of business and enterprise support services

### Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- Product evidence
- Learner statement/case study
- Pre-approved worksheets
- Professional discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony

**Unit Content**

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to assess personal and professional skills required to deliver business and enterprise support services.	1.1	Apply techniques to identify and assess the knowledge, behaviours, skills and ethical and professional standards required to deliver business and enterprise support services.
		1.2	Use appropriate methods to carry out a personal audit on own knowledge, behaviours, skills and ethical and professional standards against those identified to deliver business and enterprise support services.
		1.3	Take into account feedback from colleagues/stakeholders/clients to identify further areas of development.
2	Be able to implement a personal development plan.	2.1	Apply appropriate techniques to identify own preferred learning style.
		2.2	Construct a personal development plan that meets knowledge, behaviour, skill and ethical and professional standards development requirements identified in the personal audit.
		2.3	Conduct the identified development activities.
3	Be able to develop own professional networks.	3.1	Evaluate the quality of own professional networks to support the delivery of high quality business and enterprise support services.
		3.2	Identify improvements that could be made to own professional networks.
		3.3	Include in personal development plan activities to be completed in order to improve own professional networks.
		3.4	Conduct the identified development activities.
4	Be able to evaluate the impact of personal development and network development activities on the quality of provision of business and enterprise support services.	4.1	Evaluate the impact of the personal and network development activities on the quality of the business and enterprise support service provided to own clients.
		4.2	Identify further development activities to continually improve the business support service provided.



## Y/506/8615 Analyse and Support the Needs of a Client

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**Unit Status** Mandatory

**QCF Unit Level** 7

**QCF Credit Value** 7

**Unit Learning hours** 18

### Unit Overview and Main Outcomes

This unit contains 6 learning outcomes which will support the learner to be able to:

- Understand what is meant by business and enterprise support
- Understand the policies and codes of ethics that impact on business and enterprise support interventions
- Be able to identify the needs of a client
- Be able to agree support services with a client
- Be able to work with a client to explore a business opportunity
- Be able to manage the relationship with a client

### Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- Product evidence
- Learner statement/case study
- Pre-approved worksheets
- Professional discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand what is meant by business and enterprise support.	1.1	Explain what is meant by business and enterprise support.
		1.2	Describe the types of business and enterprise support available to those starting their own business or developing an existing business.
		1.3	Critically evaluate the similarities and differences between the types of business and enterprise support available to those starting their own business or developing an existing business.
		1.4	Evaluate how business and enterprise support interventions add value to local economic development within their local context and networks.
2	Understand the policies and codes of ethics that impact on business and enterprise support interventions.	2.1	Identify policies and codes of ethics for business and enterprise support that are set by own organisation and/or a professional body that impact on the development of professional relationships with a client.
		2.2	Analyse the implications of policies and codes of ethics for business and enterprise support that are set by own organisation and/or a professional body for developing professional relationships with a client.
3	Be able to identify the needs of a client.	3.1	Encourage the client to explain clearly what they want to achieve from considering starting their own business or developing an existing business.
		3.2	Work with the client to evaluate and explain their current personal situation and/or the business opportunity using appropriate diagnostic tools and measures.
4	Be able to agree support services with a client.	4.1	Identify what is needed and expected by the client as a source of support.
		4.2	Communicate what can be delivered to support the client in moving from opportunity to action.
		4.3	Agree the support activities that will be provided to the client.
5	Be able to work with a client to explore a business opportunity.	5.1	Work with the client to assist them in understanding the positive and negative consequences associated with not being able to progress the business opportunity.
		5.2	Help the client to obtain the information they need to review feasibility of the business opportunity including the ideas of other appropriate stakeholders.
		5.3	Challenge the client to set practical, specific and, where appropriate, ambitious personal and business objectives for the near, medium and long term in order to take forward the business opportunity.
		5.4	Help the client identify obstacles to progressing the business opportunity.



		5.5	Work with the client to draw up appropriate strategies and, where appropriate, contingency plans to deal with any potential obstacles to progressing the business opportunity.
		5.6	Work with the client to assist them in understanding what may be involved personally and in business terms in achieving the results they would like.
		5.7	Work with the client to identify other stakeholders which need to be engaged to move from opportunity to action.
		5.8	Work with the client to draw up an engagement strategy to interact effectively with the stakeholders identified.
		5.9	Work with the client in a way that allows them to develop analytical and problem-solving skills for themselves.
6	Be able to manage the relationship with a client.	6.1	Identify and recognise when the relationship with the client is going well.
		6.2	Identify when the relationship with the client is not working and take appropriate action.
		6.3	Identify when the needs and requirements of the client are outside own experiences and area of expertise.
		6.4	Work with the client to introduce others when own experiences and expertise are unable to address the needs and requirements of the client.

## D/506/8616 Support a Client to Source, Access and Evaluate Business Support Opportunities to Meet Strategic Requirements

**Unit Status** Mandatory

**QCF Unit Level** 7

**QCF Credit Value** 7

**Unit Learning hours** 12

### Unit Overview and Main Outcomes

This unit contains 4 learning outcomes which will support the learner to be able to:

- Understand the role and purpose of organisational policies when developing relationships with clients
- Be able to support a client in the sourcing of business and enterprise support services to meet their identified strategic business needs
- Be able to support a client to access business and enterprise support services
- Be able to support a client to evaluate the effectiveness of business and enterprise support services against the strategic requirements identified

### Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- Product evidence
- Learner statement/case study
- Pre-approved worksheets
- Professional discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the role and purpose of organisational policies when developing relationships with clients.	1.1	Identify policies and codes of ethics for business and enterprise support that are set by own organisation and/or a professional body that impact on the development of professional relationships with third parties.
		1.2	Analyse the implications of policies and codes of ethics for business and enterprise support that are set by own organisation and/or a professional body for developing professional relationships with third parties.
2	Be able to support a client in the sourcing of business and enterprise support services to meet their identified strategic business needs.	2.1	Work with the client to specify their strategic requirements for business and enterprise support.
		2.2	Identify a range of service providers who are able to meet the strategic needs and requirements of the client in moving from opportunity to action.
		2.3	Provide a comprehensive framework to assist the client in comparing the different features and costs of the business and enterprise support services provided by others.
		2.4	Summarise the meaning of quality standards in order to help the client reach a decision about the business and enterprise support services provided by others.
		2.5	Advise the client on appropriate methods for selecting and using other providers of business and enterprise support services including any criteria that have to be met if public funding is to be used.
		2.6	Enable the client to develop and use criteria for selecting suppliers that are most likely to provide them with the services that they require and provide best value.
		2.7	Identify opportunities where investments by the client can leverage access to other business and enterprise support services.
		2.8	Propose ways by which the client can fund the use of business and enterprise support services including potential sources of finance most appropriate to their needs.
		2.9	Ensure that at all times the responsibility for selecting and using providers of business and enterprise support is retained by the client.
3	Be able to support a client to access business and enterprise support services.	3.1	Ensure that business and enterprise support providers respond promptly to own and/or clients requests for information.
		3.2	Help to build trust between the client and providers of business and enterprise support services.
		3.3	Act as a translator between the client's needs and the 'language' of business and enterprise support services provided by others.

4	Be able to support a client to evaluate the effectiveness of business and enterprise support services against the strategic requirements identified.	4.1	Agree with the client how often to review progress of the business and enterprise support relationship and in how much detail.
		4.2	Develop with the client appropriate measures of the performance of the support provided.
		4.3	Encourage the client to review their progress against their identified strategic requirements that led to the business and enterprise support engagement.
		4.4	Encourage the client to assess the impact and value added of the support intervention on their strategic requirements.
		4.5	Work with the client to identify any concerns or problems with the support programme.
		4.6	Investigate any problems with the support provided and take action to solve problems within own area of responsibility or direct the client to the appropriate people, where the problem lies outside the limits of own responsibility.

## R/506/8614      **Develop a Professional Business Support Relationship With a Client**

**Unit Status**                      Optional

**QCF Unit Level**                      7

**QCF Credit Value**                      8

**Unit Learning hours**                      24

### **Unit Overview and Main Outcomes**

This unit contains 7 learning outcomes which will support the learner to be able to:

- Understand the policies and codes of ethics that impact on business and enterprise support interventions
- Be able to establish relationships with clients
- Be able to manage communications with clients
- Be able to optimise the impact of the client's personality, competence, organisational role and level of authority
- Be able to build mutual trust and respect with clients through feedback
- Be able to manage conflicts with clients
- Be able to support the client to measure the impact of the support intervention

### **Assessment and Grading of This Unit**

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- Product evidence
- Learner statement/case study
- Pre-approved worksheets
- Professional discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony



Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the policies and codes of ethics that impact on business and enterprise support interventions.	1.1	Identify policies and codes of ethics for business and enterprise support that are set by own organisation and/or a professional body that impact on the development of professional relationships with a client.
		1.2	Analyse the implications of policies and codes of ethics for business and enterprise support that are set by own organisation and/or a professional body for developing professional relationships with a client.
2	Be able to establish relationships with clients.	2.1	Establish with clients the scope of the support to be provided.
		2.2	Establish with clients the respective roles and responsibilities of the support professional and the client.
3	Be able to manage communications with clients.	3.1	Establish the purpose, format and timing of interactions with the client.
		3.2	Implement processes and methods to optimise interactions with clients.
		3.3	Record the outcomes of interactions with clients concisely and accurately where appropriate.
4	Be able to optimise the impact of the client's personality, competence, organisational role and level of authority.	4.1	Assess the client's personality, competence, organisational role and level of authority.
		4.2	Evaluate the impact the client's personality, competence, organisational role and level of authority may have on the business support intervention(s).
		4.3	Implement approaches to optimise the impact of the client's personality, competence, organisational role and level of authority on the business support intervention(s).
5	Be able to build mutual trust and respect with clients through feedback.	5.1	Implement methods for providing constructive feedback to clients.
		5.2	Implement methods for encouraging clients to provide constructive feedback.
		5.3	Utilise feedback in ways that build mutual trust and respect with clients.
6	Be able to manage conflicts with clients.	6.1	Appraise risks of conflicts with clients.
		6.2	Assess the impact of potential conflicts on relationships with clients.
		6.3	Implement approaches to resolve conflicts with clients.
		6.4	Evaluate the benefits of involving third parties in resolving conflicts with clients.
7	Be able to support the client to measure the impact of the support intervention.	7.1	Establish with the client, the purpose and benefits of carrying out the evaluation.
		7.2	Support the client to identify indicators which can be used to measure the impact of the support intervention on their business.



		7.3	Support the client to identify an appropriate method of measuring the impact of the support intervention.
		7.4	Evaluate with the client the quality of the relationship, the work carried out and the objectives achieved.
		7.5	Establish with the client any future actions to be carried out.

**K/507/1289**

## **Manage the Delivery of a Business Support Service**

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**Unit Status** Optional

**QCF Unit Level** 7

**QCF Credit Value** 8

**Unit Learning hours** 12

### **Unit Overview and Main Outcomes**

This unit contains 4 learning outcomes which will support the learner to be able to:

- Be able to manage others in the delivery of business and enterprise support
- Be able to build networks to facilitate the delivery of business and enterprise support
- Understand the need for monitoring within the business and enterprise support service
- Be able to review the service provided to clients within business and enterprise support

### **Assessment and Grading of This Unit**

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- Product evidence
- Learner statement/case study
- Pre-approved worksheets
- Professional discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to manage others in the delivery of business and enterprise support	1.1	Appraise the abilities and skills of business support professionals in own organisation
		1.2	Identify the professional development needs of business support professionals in own organisation
		1.3	Establish a plan with business support professionals in own organisation to address professional development needs
		1.4	Utilise feedback from others in own organisation to improve own practices
		1.5	Allocate a clients to business support professionals in own organisation
		1.6	Appraise client workloads amongst business support professionals in own organisation
		1.7	Review problems which raised by clients in working with business support professionals in own organisation
		1.8	Implement actions to address problems raised by clients
2	Be able to build networks to facilitate the delivery of business and enterprise support	2.1	Identify opportunities for business support professionals to network with others in internal and external to own organisation
		2.2	Explain the skills required to gain maximum benefit from networking activities
		2.3	Assess the types of contacts and networks which add value to the activities of business support professionals in own organisation
		2.4	Explain how contacts and networks can be used for the benefit of clients
		2.5	Map own existing contacts and networks which can add value to the business support professionals in own organisation
3	Understand the need for monitoring within the business and enterprise support service	3.1	Assess how monitoring will help to improve the business and enterprise support services provided by own organisation
		3.2	Explain how monitoring effects change and improvements to business and enterprise support services provided by own organisation
		3.3	Evaluate the effectiveness of methods used to monitor business and enterprise support services in own organisation
		3.4	Develop plans to improve effectiveness of methods used to monitor business and enterprise support services in own organisation
4	Be able to review the service provided to clients within business and enterprise support	4.1	Explain the business support service review process in own organisation
		4.2	Identify how feedback will be obtained during the business support process



		4.3	Explain how positive and negative feedback is used to improve own personal and organisational performance
		4.4	Establish areas for improvement within business and enterprise support services of own organisation

## H/507/1274 Deliver Business Support Using Digital Media

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**Unit Status** Optional

**QCF Unit Level** 5

**QCF Credit Value** 5

**Unit Learning hours** 20

### Unit Overview and Main Outcomes

This unit contains 3 learning outcomes which will support the learner to be able to:

- Understand the value of using digital media to deliver business support services
- Be able to deliver business support services to a client using digital media
- Be able to introduce other forms of business support to a client

### Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- Product evidence
- Learner statement/case study
- Pre-approved worksheets
- Professional discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony



**Unit Content**

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the value of using digital media to deliver business support services	1.1	Describe the types of digital media which can be used to deliver business support to a client
		1.2	Compare and contrast the advantages of different types of digital media in delivering business support to a client
		1.3	Explain the benefits of using digital media to deliver business support to a client
2	Be able to deliver business support services to a client using digital media	2.1	Explain the processes and procedures of own organisation in using digital media when delivering business support
		2.2	Identify how to use digital media in analysing the needs of a client
		2.3	Work with a client using digital media to analyse their business and decide the way forward
		2.4	Use digital media to deliver responses to meet the needs of a client
		2.5	Assess when other methods of communication are required to deliver support to a client
		2.6	Maintain contact and exchange information in ways that are appropriate and meet the needs of a client
		2.7	Communicate the roles and responsibilities of the support process and the limits of any contractual obligations to a client
3	Be able to introduce other forms of business support to a client	3.1	Identify how to use digital media in raising awareness of other forms of business support
		3.2	Assess the value of other sources of support in addressing the needs of a client
		3.3	Refer a client to other sources of support using digital media

## R/507/1285 Deliver Telephone Based Business Support Services

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**Unit Status** Optional

**QCF Unit Level** 5

**QCF Credit Value** 6

**Unit Learning hours** 24

### Unit Overview and Main Outcomes

This unit contains 3 learning outcomes which will support the learner to be able to:

- Be able to communicate effectively with a client using a telephone in the delivery of business support
- Be able to deliver business support services to a client using the telephone
- Be able to introduce other forms of business support to a client

### Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- Product evidence
- Learner statement/case study
- Pre-approved worksheets
- Professional discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to communicate effectively with a client using a telephone in the delivery of business support	1.1	Operate the telephone equipment efficiently and effectively and within organisational requirements
		1.2	Manage the initial introduction with a client following organisational guidelines
		1.3	Establish a rapport with a client using inter-personal and communication skills
		1.4	Demonstrate how to adapt the style of communication to meet the needs a client and the circumstances
		1.5	Identify the importance of speaking clearly when dealing with a client by telephone
		1.6	Identify the importance of adapting speech to meet the needs of a client when they find some words, phrases or accents hard to understand
		1.7	Respond positively to queries and/or objections from a client about the service(s) of own organisation
2	Be able to deliver business support services to a client using the telephone	2.1	Establish the purpose of the call with a client as early as possible
		2.2	Identify the options for meeting the needs of a client in using the service(s) of own organisation
		2.3	Select options that address the needs of a client
		2.4	Communicate the options to a client
		2.5	Summarise the outcome of the call with a client
		2.6	Outline the actions required following the call with a client
		2.7	Record the relevant information from the call with a client following organisational guidelines
		2.8	Comply with legal requirements and industry regulations in delivery of business support using telephone
		2.9	Communicate the roles and responsibilities of the support process and the limits of any contractual obligations to a client
3	Be able to introduce other forms of business support to a client	3.1	Assess the value of other sources of support in addressing the needs of a client
		3.2	Direct clients to other services when they will meet their needs more closely

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**SFEDI Awards**  
**Enterprise House**  
**Parsons Court**  
**18 Welbury Way**  
**Newton Aycliffe**  
**County Durham**  
**DL5 6ZE**

**T: 0845 224 5928**  
**E: [customerservices@sfdiawards.com](mailto:customerservices@sfdiawards.com)**  
**W: <http://www.sfdiawards.com>**