



Diploma in Business and Enterprise Support at SCQF Level 8

Qualification Specification

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About SFEDI Awards

SFEDI Awards is the Awarding Organisation for Enterprise and Entrepreneurs. Our qualifications are built on extensive research and are designed to enable both those who wish to start and grow their own business and the business support professionals who work with them to improve their skills, the opportunity to gain acknowledgement for their work.

Our approach to enabling learning through qualifications is focused on the needs of new or aspiring business owners. Built on years of extensive research we understand that business owners want specific solutions to their business challenges. Our learning for both business owners and those that support them is based around solving these challenges and uses practical action-based activity as a means of achieving qualifications.

Enterprise

Our reason for being is to give everyone the skills and know how to prepare, start and run their own enterprise. There is no finer career than working for yourself and controlling your own destiny. We recognise that individuals wanting to go into self employment do not always have the generic business skills such as sales, marketing, managing finance and business planning. Research also tells us that those who invest time learning about business knowledge and skills have a significantly increased chance of their business succeeding.

We love enterprise and SFEDI Awards aims to recognise some of the most important people in the UK and Internationally – those with the skills and know how to start and run their own enterprise.

Business Support

We have been providing business support accreditation through qualifications and endorsed awards for several years and several thousand business advisers have been accredited via us under the 'SFEDI Enterprises' banner. Now operating as a formal Awarding Organisation, we have developed a new suite of qualifications that provide even wider scope and choice of accreditation for the various roles within the business support arena.

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 and indicate in the header field, 'Customer Feedback'.

The Institute of Enterprise and Entrepreneurs (part of the SFEDI Group)

The Institute of Enterprise and Entrepreneurs (IOEE) is the UK's first professional institute that recognises and develops the skills and knowledge of enterprising people.

Enterprising people underpin the UK economy, they start and run businesses, the IOEE helps those businesses succeed, and create change in organisations large and small. Enterprising skills and knowledge are increasingly required in a range of different contexts - whether working for yourself, as a manager in a large business or leading a social enterprise.

Being enterprising not only helps individuals and organisations to cope with change but also to make a sustainable difference. The IOEE supports its members to be enterprising through learning and skills development. The IOEE also recognises those skills through professional membership grades and post-nominal letters.

It has an online community to help forge connections, encourage knowledge sharing, and to build mentoring relationships. It also provides online and offline learning opportunities drawing on the resources of SFEDI, the Sector Skills Body for Enterprise and Enterprise Support.

The Scottish Credit and Qualifications Framework (SCQF)

The central aims of the Scottish Credit and Qualifications Framework (SCQF) are to:

- Enable employers, learners, and the public in general to understand the full range of Scottish qualifications, how they relate to each other, and how different types of qualifications can contribute to improving the skills of the workforce.
- Help people of all ages and circumstances access appropriate education and training over their lifetime to fulfil their personal, social and economic potential.

The SCQF helps to make the relationships between qualifications clearer. It can clarify entry and exit points and routes for progression within and across education and training sectors. It also helps maximise the opportunities for credit transfer. In these ways it will assist learners to plan their progress and learning.

Qualifications in the SCQF are compared using two measures: level and credit. The level of a qualification shows how difficult the learning is. The credit points show the size of the qualification and how much work is involved in achieving 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.

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 available on the [SFEDI Awards website](#) within the Centre Documents section.

Centre Policies

Centres should read the SFEDI Awards Centre Manual available on the [SFEDI Awards website](#) within the Centre Documents section. This details the requirements that centres must meet in terms of policies and documentation that must be in place.

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.

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](#) within the Centre Documents section.

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. This can be accessed on the [SFEDI Awards website](#) within the Centre Documents section. 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](#) within the Centre Documents section.

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. This can be accessed on the [SFEDI Awards website](#) within the Centre Documents section. 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](#) within the Centre Documents section.

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 SCQF unit towards a qualification. In this instance the SCQF 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 or certainty that all assessments undertaken are entirely the work of the learner being assessed.

Feedback

Feedback will 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 Number	Unit Title
Unit Status	This will show whether the unit is mandatory or optional
SCQF Unit Level	Level allocated to the unit on the SCQF unit databank
SCQF Credit Value	Credit value assigned to the unit

Unit Overview and Main Outcomes

This will provide you with the rationale for this unit and the main outcomes the learner must achieve for completion of the unit.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
This shows what the learner needs to know, understand or do	This sets out the criteria the learner must meet and to what standard they must meet them

Assessment Methods

This will show whether there are mandatory assessment methods for the unit or what suggested evidence methods may be appropriate.

Qualification Overview

The Diploma in Business and Enterprise Support at SCQF Level 8 aims to provide professionals within the business and enterprise support profession with the necessary knowledge and skills in order to carry out their roles in an effective and efficient manner. The qualification also provides the opportunity for the learner to widen their knowledge as to the bigger picture of support services on a local, regional and national scale.

This qualification has been developed in order to support those who wish to be recognised as Premier Advisers within the Scottish Business Gateway support network.

Those likely to undertake this qualification include:

- Those who are carrying out a business and enterprise support role

There are no formal entry requirements for this qualification however, in order to benefit from the qualification; learners should possess communication skills sufficient to allow them to address the assessment requirements.

Qualification Structure

To achieve the Diploma in Business and Enterprise Support at SCQF Level 8 the learner will be required to successfully complete the 5 mandatory units listed within this specification.

The table below provides details of the units contained within this specification.

Reference Number	Unit Title	Status	SCQF Credits
UC01 04	Personal Professional Development	Mandatory	1
UC02 04	Building Business Support Relationships	Mandatory	2
UC03 04	Delivering Business Support	Mandatory	2
UC04 04	Understand Economic and Enterprise Development	Mandatory	2
UC05 04	Understand Business and Enterprise Support	Mandatory	2

Evidence for this qualification must be gathered as detailed within the SFEDI Business Gateway Assessment Strategy, namely:

- Knowledge and understanding needed to support people starting and developing an enterprise is 'applied knowledge and understanding' and should be supported through learning and development opportunities throughout the delivery of this qualification.
- The qualification must be based on evidence that would naturally occur during business and enterprise support activities or events
- The qualification must include evidence drawn from a minimum of three observations with at least one of these being a directly observed consultation with a real client. Simulation can be used for the remaining two observations if required following the guidance as laid out in the Business Gateway Assessment Strategy.

- Direct observation with a client by a qualified Assessor or testimony from an expert witness must be a major source of the evidence used within the assessment of this qualification.

As well as the three mandatory observations for this qualification, further details as to mandatory assessment methods are provided within the individual units.

UC01 04 Personal Professional Development

Unit Status Mandatory

SCQF Unit Level 7

SCQF Credit Value 1

Unit Overview and Main Outcomes

To equip business advisers with the skills to manage their continuing personal professional development.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Assess whether the ethical and professional standards expected of business advisers are met	1.1 Review own work practice in order to assess whether they meet the ethical and professional standards expected of business advisers, and identify improvements that could be made to own work practices
2. Plan and implement own personal professional development	2.1 Investigate own continuing professional development needs, taking into account changes in own work roles and operating environment 2.2 Devise and implement personal development plans based on identified needs
3. Develop own professional networks	3.1 Assess the quality of own current networks and identify how they could be improved 3.2 Implement plans for improving own professional networks, and identify the outcomes of these efforts
4. Review and improve business support services offered by self or employers	4.1 Use performance monitoring techniques to review the business support services offered by self or employers 4.2 Identify and implement opportunities for improving business support services offered by self or employers

Assessment Methods

Assessment for this unit must include a Continuous Professional Development plan. Other forms of assessment may include:

- Learner reflective account of performance
- Professional discussion (learners discuss with their Assessor how their evidence meets the standards and the discussion is recorded as part of the evidence)
- Recorded oral and written questioning
- Naturally occurring products (eg. notes on sessions with clients or emails, letters)
- Video or audio recordings of client consultations
- Evidence from prior experience and learning that clearly matches the requirements of the standards
- Evidence from simulations of the occupational role in a realistic working environment

	Indicative content:
1	<ul style="list-style-type: none"> • The reasons for reviewing their own performance and the limitations of self-appraisal • Professional codes of conduct and ethics for business advisers • Reliable sources of feedback from, for example, line managers, supervisors, peers, mentors, fellow learners and professional associations • Methods for monitoring and recording work practices with clients • The standards of performance set by professional associations, commissioning bodies, contractors and business support providers
2	<ul style="list-style-type: none"> • The principles of continuing professional development • Personal learning styles and preferences • Action-planning techniques • A range of work-based learning activities, for example: <ul style="list-style-type: none"> • Learning logs • Mentoring • Projects • Work shadowing • Books, journals, videos, CDs and other media • Sources of continuing professional development for business advisers • The personal development policies and practices of their employer
3	<ul style="list-style-type: none"> • Communication and interpersonal skills associated with networking • How networks are established and developed, the distinctions between formal and informal networks, and methods for extending and strengthening networks • The ethics of using contacts and networks for the benefit of clients, and the limitations of networks in recruitment, procurement and contracting • Policies and guidelines on client confidentiality, sharing client data, sharing access to management information systems, equal opportunities, diversity and social inclusion
4	<ul style="list-style-type: none"> • The importance of establishing and applying appropriate measures for evaluating the performance of business support services • Sources of information about the performance of other business support providers • Systems for collecting and assessing performance monitoring data • How to use performance assessments to identify opportunities for improvements to services • Customer services standards and practices used by business support providers, including practices for contracts and agreements with clients, handling complaints and disputes, client confidentiality, and professional indemnity • Current approaches to evaluating business support services used by and for government agencies

UC02 04 **Building Business Support Relationships**

Unit Status Mandatory

SCQF Unit Level 8

SCQF Credit Value 2

Unit Overview and Main Outcomes

To equip business advisers with the skills to build effective business support relationships with their clients.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Interact effectively with clients	1.1 Find a style of discussion and exchange that helps clients to be open about business matters 1.2 Maintain contact and exchange information with each client in ways that are appropriate and meet their needs
2. Use an effective mode of consulting and direct clients to others where necessary	2.1 Use a mode of consulting that is effective for each client at each stage of the relationship 2.2 Direct clients to other services when these will meet their needs more closely
3. Make sure clients understand roles, responsibilities, processes and procedures	3.1 Make sure clients understand the roles and responsibilities of the support process and the limits of any contractual obligations 3.2 Follow your organisations processes and procedures when delivering business support
4. Encourage clients to develop their confidence, knowledge and skills	4.1 Work with clients in ways that allow them to develop their skills and knowledge for themselves 4.2 Work with clients in ways that improves their confidence in how they manage their business

Assessment Methods

Assessment for this unit must include observation. Other forms of assessment may include:

- Learner reflective account of performance
- Professional discussion (learners discuss with their Assessor how their evidence meets the standards and the discussion is recorded as part of the evidence)
- Recorded oral and written questioning
- Naturally occurring products (eg. notes on sessions with clients or emails, letters)
- Video or audio recordings of client consultations
- Evidence from prior experience and learning that clearly matches the requirements of the standards
- Evidence from simulations of the occupational role in a realistic working environment

	Indicative content:
1	<ul style="list-style-type: none"> • How to use effective interpersonal and communication skills, including, when appropriate: <ul style="list-style-type: none"> • listening fully and attentively; • questioning; • checking accuracy; • summarising; • reflecting back; • challenging; • respecting and acknowledging issues; • negotiation; • giving, receiving and passing on constructive feedback; • dealing with difficulties. • The benefits and drawbacks of different kinds of communication in different circumstances (for example, face-to-face contact, phone, fax and e-mail). • The dynamics of business support relationships. • How to detect if a client is anxious about their business and raise the matter sensitively.
2	<ul style="list-style-type: none"> • Ways to respond to clients' values, ways of thinking and business needs • Ways to tailor your approach to align with clients' goals and circumstances • How to agree with the client: <ul style="list-style-type: none"> • When you will provide feedback • what actions you will carry out • when you will make yourself available • Methods to encourage clients to clearly explain what they want to achieve so that you can identify and arrange support services that may help them • Ways to propose and promote services (including costs) that are likely to meet clients needs • The principles and practice of different modes of consulting (for example, acceptant, catalytic, confrontational and prescriptive). • Ways to encourage clients to judge when and how to share their views and concerns with you and among their team. • Ways to clarify the roles and needs of different team members if you are working with a client team • Ways of resourcing, including financing, support for business development and assessing returns on investment. • The boundaries of the relationship between you and the client • The ways that different clients prefer to work; • The limits of your own abilities and understanding of business practice. • Ways to recognise when a client needs more specialist: <ul style="list-style-type: none"> • personal support (for example, through conversation with you, reference to a counsellor or agreeing it's nothing to do with you); and • business advice (for example, an accountant, financial advisor, marketing specialist, IT consultant, e-business adviser and so on). • The features and benefits of the business support services you provide, and those of any other services that you direct clients to. • Who is qualified to give specialist advice and when to direct clients to them. • How to co-ordinate support services that match different client needs. • The funding that is available and relevant to clients' needs.

	<ul style="list-style-type: none"> • The procedures of funding agencies.
3	<ul style="list-style-type: none"> • Ways to end an engagement with a client in a way that encourages them to contact you for support in the future. • Ways to review with clients how they feel the relationship with you and your organisation is going • Processes for keeping up-to-date and accurate records of client contact at all stages of the relationship. • How to maintain client confidentiality. • The conditions for accepting clients onto different business support services • The benefits and drawbacks of working in different physical locations (for example, your organisation's premises or your client's premises) • The limitations of your role and responsibilities. • Any relevant contractual obligations. • The guidelines for providing support services set by your organisation or professional body about: <ul style="list-style-type: none"> • maintaining confidentiality in different working environments; • ethics, values and professional standards; • equal opportunities, diversity and social inclusion; • funding and other support available to the client; • using information management systems; • using invoicing systems, pricing and credit-control policies; and • procedures for quality assurance and handling complaints. • The role of your organisation in developing competition among local businesses.
4	<ul style="list-style-type: none"> • Ways to work with clients to help them to review and develop skills that will improve their ability to compete with other businesses (for example, mentoring, coaching and e-learning). • Ways to identify the knowledge and skills that clients need • The theories and application of learning styles (for example, Kolb experiential model; auditory, visual, tactile/kinaesthetic; collaborative/activist, individual/reflective, theory-based/theorist or practice-led/pragmatist). • Ways to identify effective ways of learning • What obstacles or barriers there may be to changing working or business practices (for example, personal emotional baggage or objections from other business partners). • The available support services and resources and how they can be accessed, combined and co-ordinated • Ways to develop clients' self-confidence. • Ways to respond to the client's values, ways of thinking and business needs. • Ways to assist client's decision making to promote their autonomy. • Effective delegation

UC03 04 Delivering Business Support

Unit Status Mandatory

SCQF Unit Level 8

SCQF Credit Value 2

Unit Overview and Main Outcomes

To equip business advisers with the skills to work with their clients to develop their businesses.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Help clients review and plan how to develop their business	1.1 Work with clients to analyse their business and decide the way forward 1.2 Inspire clients to decide how to develop their business
2. Help clients embrace change and put it into practice	2.1 Evaluate clients' readiness to implement changes and help them develop the necessary commitment 2.2 Challenge clients to evaluate and prioritise changes and put them into practice
3. Support clients when action planning to improve their business	3.1 Work with clients to devise and evaluate an action plan for improving the performance and sustainability of their business 3.2 Show clients how to implement and monitor their action plan and deal with any necessary contingencies or re-planning

Assessment Methods

Assessment for this unit must include observation. Other forms of assessment may include:

- Learner reflective account of performance
- Professional discussion (learners discuss with their Assessor how their evidence meets the standards and the discussion is recorded as part of the evidence)
- Recorded oral and written questioning
- Naturally occurring products (eg. notes on sessions with clients or emails, letters)
- Video or audio recordings of client consultations
- Evidence from prior experience and learning that clearly matches the requirements of the standards
- Evidence from simulations of the occupational role in a realistic working environment

	Indicative content:
1	<ul style="list-style-type: none"> • Ways to identify clients': <ul style="list-style-type: none"> • business aspirations; • style of learning; • obstacles and stated and unstated objections to changing their ways of working or doing business; • thoughts and feelings about business performance, direction and shared values of the business and stakeholders • The information needed to review a business and how to obtain it • Ways to use established measures and diagnostic tools to evaluate business situations, including: <ul style="list-style-type: none"> • Business performance data analysis and performance measures (for example, benchmarking). • Qualitative and quantitative analytical and diagnostic techniques (for example, SWOT, PEST, five forces or variance analysis). • Market appraisal, pricing and evaluating the different types of products offered (product mix). • Evaluation of production processes and techniques. • Financial appraisal techniques. • Risk assessment techniques. • Analysis of business culture • Identification of stakeholders and their influence • Profiling of individuals' strengths, weaknesses and motivation • Common problems and opportunities small businesses (including structured business formats such as franchising, direct selling, licensing and distribution agreements) may face. • Ways to identify: <ul style="list-style-type: none"> • trends and developments that may affect the client's business (for example, consumer demand, new technology or government legislation). • Barriers or obstacles to improving performance (for example, personal, interpersonal issues, funding or skills). • which parts of a business would benefit from change • Ways to solve business problems, by: <ul style="list-style-type: none"> • identifying possible problems and opportunities; • monitoring and evaluating progress; and • evaluating the benefits and drawbacks of different decisions. • The most suitable options and the options most appropriate to specific issues. • How to challenge clients in overcoming obstacles and barriers to achievement. • How to support clients in dealing with problems and difficulties that may exist in achieving solutions. • How to define business objectives, actions, organisational structures, roles and responsibilities. • How to set practical, specific and ambitious personal and business objectives for the short-, medium- and longer term • How to improve competitiveness and the benefits and drawbacks of different kinds of competition • Cash flow forecasts and survival planning. • Profit and loss accounts, balance sheets and cash flow statements. • Development, presentation and use of business plans. • Sources of new opportunities (for example, networking, collaboration with other businesses or carrying out first hand research with their customers). • The benefits and drawbacks of different business models including franchising, direct selling, licensing and distribution agreements (either when replicating their business

	<ul style="list-style-type: none"> or purchasing a structured business format). Business, financial and legal rules and methods. The range of legal and governance structures available to small businesses
2	<ul style="list-style-type: none"> The impact of change on an organisation Ways to judge clients readiness and commitment to making changes Methods to develop commitment to change including: <ul style="list-style-type: none"> Evaluating them against personal and business objectives Identifying the business and personal benefits Resolving personal and interpersonal issues and habitual behaviour that are obstacles to change Countering stated or unstated objections with facts and arguments Resolving conflict between competing ideas Identifying the urgency of changes needed Ways to decide which changes should be made including: <ul style="list-style-type: none"> Evaluating them against business and personal objectives Evaluating the risks and benefits Finding out what may be involved personally and in business terms Forms of business plan that can be used to record and manage change
3	<ul style="list-style-type: none"> Ways to enable clients to plan, set objectives and decide what is important Resources that are needed to achieve desired results, such as: <ul style="list-style-type: none"> Commitment of other people Skills, Knowledge information The stages in developing and implementing an action plan including: <ul style="list-style-type: none"> setting short- and longer-term goals; actions and timescales; identifying what resources will be needed, where they will come from and how they will be used; assigning roles and responsibilities; managing risks; and monitoring performance. When plans need to be adapted. Ways to engage clients with contingency planning and risk assessment. Ways to identify stakeholders and other people who help develop or carry out the plan or whose support is needed Methods of consulting with and getting buy in from stakeholders Ways to achieve results through the guided actions of others

UC04 04 Understand Economic and Enterprise Development

Unit Status Mandatory

SCQF Unit Level 8

SCQF Credit Value 2

Unit Overview and Main Outcomes

To allow learners to develop an understanding of different theories of economic development and the contribution of business enterprise to economic development at different geographical scales.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand theories of economic and enterprise development	1.1 Define what is meant by economic development 1.2 Evaluate the influence of internal and external forces on economic development 1.3 Critically assess the case for public policy intervention in supporting economic development
2. Understand how success in economic development is measured	2.1 Describe the characteristics of a high performing business enterprise community 2.2 Critically evaluate the types of market failure in economic development which can be addressed by public policy interventions 2.3 Explain how to measure the benefits of economic development at a local, regional and national level
3. Understand the contribution of business enterprise to national, regional and local economic development	3.1 Evaluate the contribution of small business to job and wealth creation 3.2 Analyse the role for small business in stimulating innovation and growth 3.3 Assess the contribution of small business to stimulating market diversification and competition 3.4 Assess the contribution of cohesion and integration in support networks in maximising the economic impact from business enterprise support interventions

Assessment Methods

Assessment may be through the following methods:

- Learner reflective account of performance
- Professional discussion (learners discuss with their Assessor how their evidence meets the standards and the discussion is recorded as part of the evidence)
- Recorded oral and written questioning
- Naturally occurring products (eg. notes on sessions with clients or emails, letters)
- Video or audio recordings of client consultations
- Evidence from prior experience and learning that clearly matches the requirements of the standards
- Evidence from simulations of the occupational role in a realistic working environment

	Indicative Content
1	<ul style="list-style-type: none"> • The meaning of “economic development” in relation to business & enterprise • The key components of effective economic development • The relationship between inputs, activities, outputs and outcomes • The role of economic development agencies at local, regional & national Levels in respect of business & enterprise • The internal and external forces on economic development (short & long term) that can affect business & enterprise • Benefits of partnership approaches to economic development • Rationale for Public Sector Intervention • How to assess the case for public policy intervention in supporting Economic Development. (Awareness of environmental & waste management, new Technologies, clusters, priority sectors)
2	<ul style="list-style-type: none"> • Definition of “Growth Business” (locally, regionally nationally?) • The characteristics of a high performing business enterprise community • The use of risk assessment tools / techniques (SWOT, PEST, PESTLIED, STEEP) • Identifying & understanding the complexity of factors in “market failure” • Understanding of public policy interventions to address market failure • Sources of information / data sources for economic profiles • Monitoring and evaluation of the benefits of economic development at local, regional & national level
3	<ul style="list-style-type: none"> • Describe the expressions wealth creation, innovation & growth in terms of small businesses as used at local, regional & national levels • How can small businesses contribute to job & wealth creation at local, regional & national level • Methodologies to measure the impact of business & enterprise on job and wealth creation • What role can small businesses play in stimulating innovation and growth • The different types of diversification strategies • Ways in which enterprise support networks can work together to benefit clients & maximise business enterprise support interventions

UC05 04 Understand Business and Enterprise Support

Unit Status Mandatory

SCQF Unit Level 8

SCQF Credit Value 2

Unit Overview and Main Outcomes

This unit will allow learners to develop an understanding of business and enterprise support structures at a local, regional and national level and the ways of assessing the impact of business and enterprise support interventions.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand what is meant by business and enterprise support	1.1 Explain what is meant by external support 1.2 Describe the types of business and enterprise support available to small and medium enterprises at a local, regional and national level 1.3 Critically evaluate the similarities and differences between types of business and enterprise support available to small and medium enterprises at a local, regional and national level
2. Understand the current structure of business enterprise support networks in Scotland	2.1 Describe the role of economic development agencies at a local, regional and national level 2.2 Compare and contrast the types of support provided by public and private sector organisations 2.3 Explain how the Business Gateway service can operate as a national programme but can deliver local flexibilities 2.4 Evaluate how business and enterprise support interventions add value to local economic development within their local context and networks
3. Understand how the impact of business and enterprise support can be measured	3.1 Describe the indicators which can be used to understand impact of business and enterprise support on an individual business 3.2 Compare and contrast approaches to assessing impact of support on an individual business 3.3 Assess the role for business support professionals in assessing the

	impact of business and enterprise support, both as individuals and as a team
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Assessment Methods

Assessment may be through the following methods:

- Learner reflective account of performance
- Professional discussion (learners discuss with their Assessor how their evidence meets the standards and the discussion is recorded as part of the evidence)
- Recorded oral and written questioning
- Naturally occurring products (eg. notes on sessions with clients or emails, letters)
- Video or audio recordings of client consultations
- Evidence from prior experience and learning that clearly matches the requirements of the standards
- Evidence from simulations of the occupational role in a realistic working environment

	Indicative Content
1	<ul style="list-style-type: none"> • The meaning of external business and enterprise support • What types of business and enterprise support is available to small and medium enterprises at a local, regional and national level (including social enterprises, community groups, charities and voluntary groups) • The similarities and differences between the types of support for small & medium enterprises at local, regional and national level • How this support can be easily accessed by small & medium enterprises • How does business & enterprise support actively collude to the benefit of the small & medium enterprise
2	<p>The role of economic development at local, regional & national levels</p> <ul style="list-style-type: none"> • The differences between the types of business enterprise support networks particularly private and public sector • What local, regional & national strategies does business & enterprise support assist • What business & enterprise support services are offered nationally that have local flexibilities • How do national business and enterprise support services meet local development needs • The importance of establishing and implementing appropriate/relevant measures for evaluating the performance of business & enterprise support to local economic development • Ways in which business & enterprise support interventions can add value in respect of local initiatives & to local networks • The benefits to clients of network introductions / contacts • Sources of information about the added value of business & enterprise interventions to economic development • Systems and processes for collecting and assessing added value • Current approaches to evaluate business & enterprise interventions used at local, regional & national level
3	<ul style="list-style-type: none"> • The indicators that can be used to assess the impact of business & enterprise support by individuals (and the team) on individual businesses • Ways to evaluate the similarities and differences of different impact assessment approaches of support interventions on individual businesses • How to use individual and team performance assessments to identify opportunities for improvements to the service • Ways to assess how the role of the business support professional, individually and as a team impact on the support offered • The professional codes of conduct and organisational policies for business & enterprise support

Further Information

Support

If you require support for this or other qualifications within the SFEDI Awards offer, please contact your External Quality Assurer or the SFEDI Awards Customer Service Team on customerservices@sfediawards.com.

Funding

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