SFEDI®AWARDS THE AWARDING ORGANISATION FOR ENTERPRISE

Level 2 Award in Aspects of Preparing to Set Up a New Business

600/5491/8

Qualification and Unit Specification

Contents

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

Qualification Overview

Qualification Title	Level 2 Award in Aspects of Preparing to Set Up a New Business
Qualification Reference Number	600/5491/8
Those who may wish to undertake this qualification	Those who wish to gain an understanding of what is involved in the setting up of a new business. The qualification looks at what the challenges and risks of starting a business may be and develops a working knowledge around specific business skills such as marketing and business relationships
Structure	1 mandatory unit and 6 credits from the optional units
Assessment method	Assessment should be around activities that simulate the setting up, or are in preparation for, establishing a business
Entry Requirements	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

Available Age Groups	Pre-16	16-18	18+	19+
	✓	✓	✗	✓

Qualification Start Date	1 May 2012
Last Date for Registration	31 December 2024
Assessment Qualification Required	The assessment qualification is not required in order to deliver this qualification although delivery staff must demonstrate the following: • Understand the principles and requirements of assessment • Understand the different types of assessment methods that are appropriate for the qualification • Understand how to plan assessment • Understand how to involve learners and other appropriate people within the assessment process • Understand how to make assessment decisions • Understand how quality assurance of the assessment process is to be carried out • Understand how to manage information relating to assessment • Understand the legal and good practice requirements in relation to assessment

Internal Quality Assurance Qualification Required	The internal quality assurance qualification is not required in order to quality assure this qualification although staff must demonstrate the following: • Understand the context and principles of internal quality assurance • Understand how to plan the internal quality assurance of assessment • Understand and make use of techniques for monitoring the quality of assessment • Understand how to maintain and improve the quality of assessment • Understand how to manage information relevant to the internal quality assurance of assessment • Understand the legal and good practice requirements for the internal quality assurance of assessment
Progression Routes	Those who complete this qualification may wish to undertake other SFEDI Awards qualifications further details of which can be found on our website. SFEDI Awards offers a range of qualifications within our Starting Your Business and Enterprise Essentials series and higher level qualifications which explore setting up and running a business which may be appropriate.

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 1 mandatory unit and 6 credits from the optional units listed below.

Unit Reference Number	Unit Title	Status	Credit Value	Guided Learning Hours
F/503/2966	Understand the Challenges and Risks of Starting a New Business	Mandatory	2	16
D/503/2960	Personal Skills and Abilities to Start a Business	Optional	2	16
K/503/2962	Understand How to Plan for a New Business	Optional	2	16
M/503/2963	Understanding Business Relationships in a New Business	Optional	2	16
H/503/2961	Principles of Marketing and Selling in a New Business	Optional	2	16
T/503/2964	Understanding Finance in a Business Context	Optional	2	16
A/503/2965	Understanding Negotiation of Deals in a New Business	Optional	2	16

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 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

There is no requirement for Delivery/Assessment or Internal Quality Assurance staff to hold the Assessment or Internal Quality Assurance qualification. It is recommended that, as best practice, staff should be working towards these or already achieved the appropriate qualification. If the centre decides to use none qualified tutors/trainers/line managers for the delivery or quality assurance of a qualification, prior approval must be sought from SFEDI Awards.

If you wish to access public funding for the delivery of qualifications, please refer to your funding agency for delivery staff qualification requirements.

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

F/503/2966   Understand the Challenges and Risks of Starting a New Business

Unit Status   Mandatory

QCF Unit Level   2

QCF Credit Value   2

Unit Learning hours   16

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

- Understand why vision and values are important to a new business
- Understand the potential opportunities and risks in a new business

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	Know why vision and values are important to a new business	1.1	Describe what success for a potential business might look like
		1.2	Identify what might be important and of personal value when running a business
		1.3	Explain why having a vision and values are important to the success of a business
2	Understand the potential opportunities and risks in a new business	2.1	Explain how to identify new business opportunities
		2.2	Describe how to take advantage of a potential new business opportunity
		2.3	Identify the potential risks associated with a new business opportunity

Learning Outcome - The learner will:	Assessment Criterion - The learner can:

D/503/2960   Personal Skills and Abilities to Start a Business

Unit Status	Optional
QCF Unit Level	2
QCF Credit Value	2
Unit Learning hours	16

Unit Overview and Main Outcomes

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

- Reflect on own interest in starting a business
- Identify personal development needs in relation to running own business
- Reflect on the rewards and commitments of running own business

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 reflect on own interest in starting a business	1.1	Identify reasons why running a business may be in own interest
		1.2	Identify types of business and business activities that may be most appealing
2	Be able to identify personal development needs in relation to running own business	2.1	Identify types of knowledge, skills and qualities that are needed to run own business
		2.2	Identify any gaps in own knowledge, skills and qualities for running a business
		2.3	Explain the action that could be taken to develop own skills and abilities in order to run a business
3	Be able to reflect on the rewards and commitments of running own business	3.1	Estimate how much of own time, financial and personal commitment could be given to running a business
		3.2	Estimate the level of income from running a business that may be needed to cover own personal financial needs
		3.3	Identify the potential rewards and benefits that could be experienced from running own business

K/503/2962   Understand How to Plan for a New Business

Unit Status	Optional
QCF Unit Level	2
QCF Credit Value	2
Unit Learning hours	16

Unit Overview and Main Outcomes

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

- Understand the factors to be considered when planning to start a business
- Understand the layout and purpose of a business plan
- Understand how to get information, help and advice when planning a business

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 factors to be considered when planning to start a business	1.1	Explain why it is important to identify the intended market for a new business
		1.2	Explain why it is important to identify an image for a new business
		1.3	Identify the different internal and external factors that can affect the success or failure of a new business
		1.4	Describe the goals that could be set for different parts of a business in order to help it succeed
2	Know the layout and purpose of a business plan	2.1	Identify the content and format that might be used in a business plan
		2.2	Describe how the business plan can be used to help a business achieve its goals
3	Know how to get information, help and advice when planning a business	3.1	Identify the different types of laws and regulations that can affect a new business
		3.2	Explain how to access different types of information, help and advice that are relevant to planning a business
		3.3	Describe the types of support that are available for people when planning a new business

M/503/2963   Understanding Business Relationships in a New Business

Unit Status	Optional
QCF Unit Level	2
QCF Credit Value	2
Unit Learning hours	16

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

- Understand the importance of business contacts
- Understand how to build positive business relationships

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 importance of business contacts	1.1	Describe why it is important for a new business to establish business contacts
		1.2	Describe how business contacts may be identified for a new business
		1.3	Identify which business contacts are most likely to be of help to a new business
2	Understand how to build positive business relationships	2.1	Identify ways to keep in touch regularly with potential business contacts
		2.2	Identify ways of creating positive impressions and building rapport when meeting business contacts
		2.3	Explain why it is important to keep commitments and act honestly in business relationships
		2.4	Identify ways in which differences between people from various cultures or backgrounds can affect business relationships

H/503/2961   Principles of Marketing and Selling in a New Business

Unit Status	Optional
QCF Unit Level	2
QCF Credit Value	2
Unit Learning hours	16

Unit Overview and Main Outcomes

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

- Understand how to identify and meet customer needs in a new business
- Understand how to market products or services in a new business
- Understand how to prepare for selling products or 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	Understand how to identify and meet customer needs in a new business	1.1	Explain how to identify customer needs for a new business	
		1.2	Describe ways of identifying the competition	
		1.3	Describe how to set business targets to meet the needs of different customer target groups	
		1.4	Explain why it is important to continually improve business products or services	
2	Understand how to market products or services in a new business	2.1	Describe how to identify the market for the products or services of a new business	
		2.2	Describe how to check whether a new business is reaching its market	
		2.3	Describe how to set marketing targets for a new business	
		2.4	Identify what information would be needed to judge the marketing performance of a new business	
3	Know how to prepare for selling products or services	3.1	Identify different ways of selling business products or services	
		3.2	Describe how to set a sales target for a potential product or service, including when, how and where it might be sold	

T/503/2964   Understanding Finance in a Business Context

Unit Status   Optional

QCF Unit Level   2

QCF Credit Value   2

Unit Learning hours   16

Unit Overview and Main Outcomes

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

- Understand ways of financing a new business
- Understand how finance is managed in a business context
- Understand how cash flow is managed in a business

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 ways of financing a new business	1.1	Identify the different types of costs associated with starting a business
		1.2	Describe different ways of obtaining the money needed to start a business
2	Understand how finance is managed in a business context	2.1	Define income, expenditure, turnover and cash flow in a business context
		2.2	Explain the difference between 'gross' and 'net' profit
		2.3	Describe the financial records that should be kept by a business
		2.4	Explain why it is important to keep financial records
3	Know how cash flow is managed in a business	3.1	Describe the factors that affect cash flow in a business
		3.2	Identify the features of a cash flow statement for a business
		3.3	Explain how to manage temporary cash shortfalls to avoid longer term effects on a business
		3.4	Explain how business cash flow can be monitored

A/503/2965   Understanding Negotiation of Deals in a New Business

Unit Status	Optional
QCF Unit Level	2
QCF Credit Value	2
Unit Learning hours	16

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

- Understand the importance of negotiation in a new business
- Understand how to negotiate deals for a business

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 importance of negotiation in a new business	1.1	Explain the role of negotiation in a business context
		1.2	Describe who might be involved in negotiations, for example suppliers
		1.3	Identify potential risks involved in negotiating deals
2	Understand how to negotiate deals for a business	2.1	Identify techniques which might be used to negotiate a deal for a business
		2.2	Describe the skills needed for successful negotiation
		2.3	Describe the stages in the process of negotiation for a mutually beneficial outcome
		2.4	Describe the potential outcomes and consequences of negotiations for a business