SFEDI®AWARDS

Level 2 Award in Self Employment

Regulator	Ofqual
Qualification Reference Number	603/3463/0
Qualification Start Date	1 August 2018
Last Date for Registration	31 July 2027
Available Age Ranges	
	Pre-16 ✓
	16-18 ✓
	19+ ✓
Total Qualification Time	90 hours
Guided Learning	74 hours

Contents

About This Qualification

This qualification is for 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.

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.

Assessment should be around activities that simulate the setting up, or are in preparation for, establishing a business.

Assessment should be through the production of a portfolio of evidence presented for assessment by a suitably qualified Assessor. Mandatory assessment methods, where applicable, can be seen within the individual unit details.

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 Business Start Up, Running Your Business and Enterprise Skills Development series which may be appropriate.

Qualification Overview

Qualification Structure	9 credits from the optional units
Assessor Qualification Required (please check details of appropriate Assessor qualifications later within this document)	No
IQA Qualification Required (please check details of appropriate IQA qualifications later within this document)	No

Unit Title	Reference Number	Mandatory/ Optional	Unit Level	Credit Value	GLH (hours)
Understand the Challenges and Risks of Starting a New Business	F/503/2966	O	2	2	16
Personal Skills and Abilities to Start a Business	D/503/2960	O	2	2	16
The Business Environment	L/506/3816	O	2	5	30
Business Idea Creation Through Innovation and Creativity	K/506/3824	O	2	5	20
Understand How to Plan for a New Business	K/503/2962	O	2	2	16
Researching a Market	R/506/3820	O	2	6	30
Financial Modelling and Forecasting	D/506/3819	O	2	7	30
Principles of Marketing and Selling in a New Business	H/503/2961	O	2	2	16
Understanding Business Relationships in a New Business	M/503/2963	O	2	2	16
Understanding Negotiation of Deals in a New Business	A/503/2965	O	2	2	16
Run a Business From Home	M/601/4408	O	2	3	24
VAT for Business	F/507/0262	O	2	3	18
Leadership and Teamwork	T/506/3826	O	2	5	30
Develop Your Business Idea	L/617/1637	O	2	3	20
Produce and Present a Business Plan	R/617/1638	O	2	3	20
Create your Business Infrastructure	F/500/4603	O	2	1	10
Comply with Legal Requirements	Y/617/1639	O	2	2	12
Estimate Financials for a Business	L/617/1640	O	2	3	20
Keep Financial Records	D/601/5800	O	2	4	32
Choose Supplies and Suppliers for Your Business	R/617/1641	O	2	3	20
Choose your Business Premises	R/500/4590	O	2	1	10
Plan to Sell a Product or Service	Y/617/1642	O	2	2	16

Sell Your Products or Service	D/617/1643	O	2	1	10
The Marketing Plan	D/506/3822	O	2	5	20
Build and Maintain Business Relationships	F/503/8878	O	2	2	16
Recruit People for your Business	H/500/4612	O	2	2	20
Negotiation in Business	R/503/8870	O	2	2	16
Understanding the Impact of Welfare Benefits and Tax Credit Systems for a Business Start Up	T/615/7554	O	2	2	14
The Workplace and the Importance of an Enterprise Culture	M/506/3825	O	2	10	60
Promotion of Products and Services Through Social Media	T/505/0896	O	2	6	40
The Impact of the Environment on a Business	F/506/3828	O	2	4	20
Use of AI in Social Media	D/651/1663	O	2		

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 delivery 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 learners 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 feedback. This can be done by emailing us at customerservices@sfediawards.com and indicate in the header field, 'Customer Feedback'.

The Regulated Qualifications Framework (RQF)

The Regulated Qualifications Framework (RQF) is the vehicle for regulating qualifications within England and vocational qualifications within Northern Ireland. The framework provides a single, simple system for cataloguing all qualifications regulated by Ofqual by both level and size.

Qualifications on the Regulated Qualifications Framework (RQF) have both a level and a size allocated to them in order to support individuals in making an informed choice about the most appropriate qualification for them.

Each RQF 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

Each qualification has a published structure setting out what must be achieved by an individual in order to demonstrate their knowledge and skills in order to meet the required standard as part of the delivery and certification process.

Qualification Level

The level of a qualification relates to the complexity and difficulty associated with the development of the knowledge and skills of a particular subject.

Qualification levels start at Entry Level and then progress from Level 1 through to Level 8

Qualification Size

The size of a qualification is an indication of the total amount of time a qualification will take to complete indicated using the term Total Qualification Time (TQT)

Qualification sizes are expressed using the terms Award, Certificate or Diploma

Total Qualification Time (TQT)

Total Qualification Time (TQT) provides a guide of the average time it takes to complete a qualification broken down into two types of activity:

✓ **Guided Learning (GL)** - made up of activities completed by the learner under the direct instruction or supervision of a lecturer, supervisor or tutor whether through physical presence or electronic means provided as a measurement of time in hours
✓ **Total Qualification Time (TQT)** - made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor provided as a measurement of time in hours

TQT is a new system used by the Regulator and will be phased in up to 31 December 2017.

SFEDI Directory

The SFEDI Directory is central to the drive towards a more competitive enterprise landscape with increased employment opportunities, improved productivity and, ultimately, greater prosperity regionally and nationally.

It is designed and maintained to guarantee that advisers, coaches, consultants, mentors and trainers can share their up-to-date, relevant qualifications and valuable experience with the businesses that need them.

You may be one of those businesses once you've completed this qualification, continuing your entrepreneurial journey through to starting your business and the SFEDI Directory could help you in the following ways:

- ✓ A national register of experienced business and enterprise support professionals
- ✓ A Directory with the core belief of engaging the views of micro and small businesses as part of the professional's initial and ongoing verification and accreditation process
- ✓ Compiled to support those who help micro, small and medium sized enterprises verify the professional's credentials and experience
- ✓ Ideal for those supporting businesses at every stage of the business life cycle
- ✓ An easy-to-use and comprehensive search function allowing you to easily and quickly verify the credentials and experience of business and enterprise support professionals
- ✓ A credible source of nationally verified support that's proven trusted, delivers real results and is simple and free to use

Further details about the SFEDI Directory can be found at www.sfedidirectory.co.uk

Institute of Enterprise and Entrepreneurs (IOEE)

The Institute of Enterprise and Entrepreneurs (IOEE) is the UK's only Institute dedicated to 'learning by doing' for anyone thinking about starting or running their own business and those who support them. By joining the IOEE it enables likeminded entrepreneurs to come together to share knowledge, experience and skills.

By undertaking this qualification an individual is eligible to receive one year's study membership* of the Institute enabling them to take advantage of the following benefits:

- ✓ Regular information on what's happening through the IOEE Enterprise and Mentoring Monthly including case studies of people just like them who are becoming more enterprising
- ✓ Opportunity to access the national government Start Up Loan initiative through the IOEE and Start Up Loan strategic partnership
- ✓ Opportunities to meet other business owners in the online communities who are happy to share how they have been there, done it, got the t-shirt and continue to wear it!
- ✓ Enterprise resources including videos and articles to enhance their understanding of enterprise and enterprise support
- ✓ The chance to meet other members through Meet a Mentor and networking events
- ✓ A chance to compare notes with other entrepreneurs and business support professional through the online groups and forums
- ✓ A chance to promote themselves to other IOEE members through the IOEE profile page

*One year's free study membership of the IOEE for SFEDI Awards learners aged 18 years and over and undertaking an eligible qualification

Further details of the Institute can be found at www.ioee.uk

What Does SFEDI Awards Expect?

To offer this qualification an organisation is required to hold SFEDI Awards centre status and also apply for qualification approval. The latest information on the SFEDI Awards website can be viewed by clicking here.

As we operate as a regulated Awarding Organisation we hold high regard to the standards of professional service we provide to centres and, in turn, the service centres deliver to their learners.

To support this we operate a number of policies and procedures to ensure that we always operate in a fair and open manner.

Published on the SFEDI Awards website are policies and procedures covering the following areas:

- ✓ Appeals
- ✓ Complaints
- ✓ Continuous Professional Development (CPD)
- ✓ Customer Service Policy
- ✓ Direct Claims Status
- ✓ Equal Opportunities
- ✓ Invoicing
- ✓ Qualification Titling in Marketing and Logo Usage
- ✓ Malpractice and Maladministration
- ✓ Privacy
- ✓ Quality Bulletins
- ✓ Reasonable Adjustments
- ✓ Recognised Prior Learning
- ✓ Registration and Certification
- ✓ Retention of Records
- ✓ Whistleblowing

We are continually updating the policies and procedures available to view through the website so please keep checking back to make sure you have the latest information available. You can see the latest versions of all of these policies by clicking here.

Learner Registration and Certification

Our online registration and certification system, Registr8, allows you to process information efficiently and quickly. You can register and certificate learners, produce reports, retrieve and view customer information and also access invoices and monitoring reports.

Learners should be registered with SFEDI Awards within 4 weeks of commencing the programme or qualification. It is the responsibility of the centre to obtain a Unique Learner Number (ULN), from the Learner Records Service, and accurately enter this into the Registr8 system in order that learner achievements can be recorded on their Personal Learning Record (PLR).

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.

How We Monitor Qualification Delivery

We pride ourselves in the continued quality of the delivery of our qualifications through our delivery network and in order to ensure that this is maintained we conduct both folder and systems monitoring activities.

We provide two monitoring activity reviews per year where a member of our Monitoring Team will review your organisation's activities in order to provide feedback and support on your qualification delivery. If you think you need a visit simply contact our Customer Service Team on customerservices@sfediawards.com or 0845 224 5928 and we will be more than happy to discuss your requirements with you.

You will be provided with a report on completion of the monitoring activity feeding back on your organisation's current performance against the SFEDI Awards Core Principles and planning activities to help support continuous improvement and the sharing of best practice.

In order to inform future monitoring activities, SFEDI Awards makes use of a risk rating system that provides an organisation with a rating determined by the findings of monitoring activities.

SFEDI Awards also conducts additional monitoring activities in order to provide support and ensure the continued quality of the delivery of our qualifications including:

- ✓ Customer Satisfaction Surveys
- ✓ Mystery Shopping
- ✓ Qualification Consultations and Reviews
- ✓ Thematic Reviews

Each of these allows us to ensure that the qualifications we provide and the way they are provided continues to support the development of the enterprise skills agenda and a truly entrepreneurial community.

Direct Claims Status (DCS)

We operate a system called Direct Claims Status (DCS) providing you with the ability to certificate learners' achievements without the need for external monitoring activity taking place first. It is awarded at qualification level and not centre level and can be awarded and removed dependent on the consistency, quality and integrity of the qualification delivery within the centre.

Where a centre holds DCS a monitoring officer from SFEDI Awards will sample a selection of the folders worked on and completed since the last external monitoring activity.

Where a centre does not hold DCS for a qualification it will require an external monitoring activity to take place prior to being able to gain certification for learners.

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. We have provided templates which can be used within the annex of this document or alternatively they, and other templates, 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. We have provided templates which can be used within the annex of this document or alternatively they, and other templates, 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.

Initial Assessment

Centres should complete an initial assessment with learners prior to the commencement of the qualification to ensure that the subject matter and level of the qualification is the most appropriate to meet their needs.

This initial assessment should also form part of the planning process so that the most appropriate methods of assessment are chosen to suit the learner and their learning environment whilst also meeting any mandatory assessment methods the qualification may contain.

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 provided.

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. A template for the collection of a witness testimony has been provided later within this document.

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. A template for the collection of an observation has been provided later within this document.

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. A template for the collection of product evidence has been provided later within this document.

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. A template for the collection of a professional discussion has been provided later within this document.

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.

For full details of how recognition of prior learning can be used within SFEDI Awards qualifications please see the SFEDI Awards website.

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. A template to record this statement has been provided later within this document.

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

Templates to support the planning and feedback functions have been provided later within this document.

Data Protection and Confidentiality

Many of the potential assessment methods that could be used in order to support the delivery of a qualification may lead to the inadvertent collection of data and confidential information, for example where a piece of product evidence has been gathered.

In these instances both the learner and the centre should take all reasonable steps to ensure that data protection and confidentiality legislation and policies are followed and data that should not be released within the public domain is protected.

Protection of Minors in Evidence Collection

Where video or photography is used in order to collect evidence for the completion of a qualification, care should be taken where minors (those under 18) are included within. Both the learner and the centre have responsibility for ensuring child protection legislation and policies are followed and that minors are not put at risk.

If a minor is included within video and/or photographic evidence it is the responsibility of the centre to inform the learner of:

- ✓ The requirement to obtain the permission from the minor's parent or guardian prior to collecting the evidence
- ✓ The purpose of the restrictions that are in place when making use of video and/or photographic evidence
- ✓ The requirement to retain evidence for the purpose of quality assurance and the timeframe that evidence will be retained
- ✓ The requirement to store video and/or photographic evidence securely
- ✓ The associated child protection legislation

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
Unit Level	Level allocated to the unit on the RQF unit databank
Credit Value	Credit value assigned to the unit
Guided Learning	Learning hours required to complete the unit under the guidance of a lecturer, supervisor or tutor whether through physical presence or electronic means

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	Optional
Unit Level	2
Credit Value	2
Guided Learning	16 hours

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

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

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

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

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

	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

L/506/3816   The Business Environment

Unit Status	Optional
QCF Unit Level	2
QCF Credit Value	5
Unit Learning hours	30

Unit Overview and Main Outcomes

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

- Understand the importance of the business environment
- Understand current trends that could affect a start-up 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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the importance of the business environment	1.1	Explain what is meant by the business environment
		1.2	Explain how a PESTLE analysis can support a business in understanding their business environment
		1.3	Explain where a business could access information in order to help it complete a PESTLE analysis
2	Understand current trends that could affect a start-up business	2.1	Describe the current trends within the economy that could affect a business in terms of the following influences: • political • economic • sociological • technological • legal • environmental
		2.2	Describe how the trends identified apply to a company of own choice in order to examine their business environment

K/506/3824 Business Idea Creation Through Innovation and Creativity

Unit Status	Optional
QCF Unit Level	2
QCF Credit Value	5
Unit Learning hours	20

Unit Overview and Main Outcomes

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

- Understand innovation and creativity and their importance in business idea generation
- Understand how competition can support a culture of innovation and creativity

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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand innovation and creativity and their importance in business idea generation	1.1	Describe what is meant by innovation and creativity
		1.2	Describe what is meant by opportunity scouting
		1.3	Explain how business idea generation can be supported through opportunity scouting and innovation and creativity
2	Understand how competition can support a culture of innovation and creativity	2.1	Explain how a competitive business environment can support a business to adopt a culture of innovation and creativity
		2.2	Describe how a business of own choice has made use of innovation and creativity in order to support them in a competitive business environment

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

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

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

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

R/506/3820   Researching a Market

Unit Status	Optional
QCF Unit Level	2
QCF Credit Value	6
Unit Learning hours	30

Unit Overview and Main Outcomes

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

- Understand the main types of market research used to make marketing decisions
- Be able to plan and carry out research
- Be able to analyse and interpret data gathered from research

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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the main types of market research used to make marketing decisions	1.1	Describe types of market research that a business can use
		1.2	Explain how different market research methods have been used to make a marketing decision within a selected situation or business
2	Be able to plan and carry out research	2.1	Plan market research for a selected product/service
		2.2	Conduct the planned research activity
3	Be able to analyse and interpret data gathered from research	3.1	Interpret findings from the research presenting them in an appropriate format

D/506/3819   Financial Modelling and Forecasting

Unit Status   Optional

QCF Unit Level   2

QCF Credit Value   7

Unit Learning hours   30

Unit Overview and Main Outcomes

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

- Understand how finance is managed in a business context
- Understand appropriate sources of business finance
- Be able to estimate income and expenditure 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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how finance is managed in a business context	1.1	Define income, expenditure, turnover and cash flow in a business context
		1.2	Explain the difference between 'gross' and 'net' profit
		1.3	Describe the financial records that should be kept by a business
		1.4	Explain why it is important to keep financial records
		1.5	Describe factors that affect cash flow in a business
		1.6	Explain how to manage temporary cash shortfalls to avoid longer term effects on a business
2	Understand appropriate sources of business finance	2.1	Identify potential sources of finance that a start up business could access
		2.2	Describe the advantages and disadvantages of the sources of finance identified
3	Be able to estimate income and expenditure for a business	3.1	Identify the different types of ongoing expenditure for a business
		3.2	Identify sources of income for a business
		3.3	Input financial data accurately into financial documentation
		3.4	Review income and expenditure for a twelve month period for a business

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

Unit Status	Optional
Unit Level	2
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
- ✓ Know 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

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

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

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

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

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

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

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

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

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

M/601/4408   Run a Business from Home

Unit Status	Optional
Unit Level	2
Credit Value	3
Unit Learning hours	24

Unit Overview and Main Outcomes

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

- ✓ Understand the benefits and challenges of running a business from home.
- ✓ Know the facilities that may be needed for running a business from home.
- ✓ Understand how to create a professional image when running a business from home.
- ✓ Understand how to deal with the expectations of family, neighbours and clients.

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

	Learning Outcome - The learner will:		Assessment Criterion - The learner can:
1	Understand the benefits and challenges of running a business from home.	1.1	Describe range of issues affecting the choice of working from home (for example, time commitment, work/home life balance).
		1.2	Explain the benefits of working from home (for example, cost-savings or meeting family commitments).
		1.3	Describe the administrative and legal requirements for running a business from home, such as registering change of property use.
		1.4	Identify ways of keeping motivated and focused whilst working at home.
2	Know the facilities that may be needed for running a business from home.	2.1	Describe the types of storage, data back-up and equipment needed to meet home business needs, including IT and telephone systems.
		2.2	Explain how to maximise the use of what is already available at home, including current storage space, computer systems and telephone facilities.
		2.3	Decide where the best place to set-up a work station in the home is.
		2.4	Identify sources of advice which would be helpful (for example, accountant, insurance broker, business advisor).
3	Understand how to create a professional image when running a business from home.	3.1	Explain what is necessary to create a positive image to suit the business needs.
		3.2	Provide examples of what might potentially give a negative professional image of the business and explain why.
4	Understand how to deal with the expectations of family, neighbours and clients.	4.1	Identify the sources of potential conflict that may arise from running a business at home.
		4.2	Describe the expectations of people affected by the business (i.e. family, neighbours and clients).
		4.3	Explain the kind of agreements can be reached so that the business needs can be aligned with the perceptions and needs of other people when appropriate.

F/507/0262   VAT for Business

Unit Status	Optional
Unit Level	2
Credit Value	3
Unit Learning hours	18

Unit Overview and Main Outcomes

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

✓ Understand the VAT requirements for a business
✓ Understand how to make a VAT return
✓ Understand where to access support regarding VAT issues

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

Learning Outcome - The learner will:			Assessment Criterion - The learner can:
1	Understand the VAT requirements for a business	1.1	Identify where up to date information on the rules and regulations about VAT requirements can be found
		1.2	Explain when a business would use the following types of VAT: a) standard rate b) fixed rate c) zero rate
		1.3	Explain what VAT information should be included on invoices
		1.4	Explain how VAT should be charged when a discount has been applied to the cost of a product or service
		1.5	Describe the situations where VAT should not be charged
		1.6	Describe the situations where goods and services are classed as 'out of scope'
		1.7	Explain what VAT information should be included on credit and debit notes when goods are returned to a business
		1.8	Describe the types of business purchases and expenses that VAT can be reclaimed when making a VAT submission
		1.9	Identify the requirements that must be met in order for a business to be able to reclaim the VAT paid when a debt becomes a bad debt, ie. one written off by a business
2	Understand how to make a VAT return	2.1	Identify the information required when making a VAT return
		2.2	Explain how to and how often VAT returns should be submitted to the relevant tax authority
		2.3	Explain the situations where the method of submission of a VAT return can be altered and how to contact the relevant tax authority in order to agree an alternative method of submission
		2.4	Identify where a business can locate the deadlines for making a VAT return and payment
		2.5	Describe the penalties enforced for late VAT returns or payments
		2.6	Describe what a business should do if they receive a 'VAT notice of assessment of tax' from the relevant tax authority

3	Understand where to access support regarding VAT issues	3.1	Identify circumstances where professional support with VAT is needed
		3.2	Identify where to obtain professional support with VAT
		3.3	Describe how to seek guidance in a professional manner from the relevant tax authority

T/506/3826   Leadership and Teamwork

Unit Status	Optional
QCF Unit Level	2
QCF Credit Value	5
Unit Learning hours	30

Unit Overview and Main Outcomes

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

- Understand the importance of teams
- Be able to work in a team activity and lead a team activity

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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the importance of teams	1.1	Describe the advantages and disadvantages of team working
		1.2	Identify the factors that can contribute to a teams success
		1.3	Identify the different roles within a team
		1.4	Describe the personal skills and behaviours required for effective team working
		1.5	Describe the personal skills and behaviours required for effective team leadership
2	Be able to work in a team activity and lead a team activity	2.1	Assess own performance as a team member against the skills and behaviours identified earlier for effective team working
		2.2	Assess own performance as a team leader against the skills and behaviours identified earlier for effective team working

L/617/1637   Develop Your Business Idea

Unit Status   Optional

Unit Level   2

Credit Value   3

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 how to develop your business ideas
- ✓ Understand the market for your business idea
- ✓ Understand the help and support available

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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to develop Your business idea	1.1	Identify and compare potential business ideas
		1.2	Identify a business idea that is worth developing and describe why it is likely to be successful and financially viable
		1.3	Identify the potential risks associated with the business idea
		1.4	Identify the key milestones for the development of the business idea for the first year
2	Understand the market for Your business idea	2.1	Describe the market for the business idea
		2.2	Identify any potential competitors and check if there is a gap in the market
		2.3	Identify market and business trends that are likely to affect your business idea
3	Understand the help and support available	3.1	Identify the informal sources of help and support available to develop the business idea and how to access them
		3.2	Identify the formal sources of help and support available to develop the business idea and how to access them

R/617/1638   Produce and Present a Business Plan

Unit Status	Optional
Unit Level	2
Credit Value	3
Unit Learning hours	20

Unit Overview and Main Outcomes

This unit contains 5 learning outcomes which will support the learner to be able to:

- ✓ Be able to identify the information required to construct a business plan
- ✓ Be able to produce a business plan
- ✓ Be able to implement business plans for a business
- ✓ Be able to review and improve a business plan
- ✓ Be able to present a pitch for a business plan

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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to identify the information required to construct a business plan	1.1	Identify the main information required to complete a business plan
		1.2	Gather the relevant information together using appropriate tools, eg. the business model canvas
2	Be able to produce a business plan	2.1	Identify a format and order of contents for presentation of a business plan appropriate to own business and the intended audience
		2.2	Produce a plan which shows the relationship between an opportunity, a business idea and requirements for own business
		2.3	Justify the choice of targets outlined in business plan for own business
3	Be able to implement business plans for a business	3.1	Specify the steps needed to put the business plan into action
4	Be able to review and improve a business plan	4.1	Develop methods for collecting feedback from others on the structure and content of the business plan
		4.2	Review own business plan drawing on views of others
		4.3	Identify improvements to own plans based on the review
5	Be able to present a pitch for a business plan	5.1	Prepare a presentation of the business plan choosing the most appropriate method for the audience
		5.2	Use appropriate methods to practice and improve the presentation prior to delivery
		5.3	Deliver the presentation to the audience
		5.4	Review own plans making use of the feedback received as a result of the presentation

F/500/4603   Create Your Business Infrastructure

Unit Status	Optional
Unit Level	2
Credit Value	1
Unit Learning hours	10

Unit Overview and Main Outcomes

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

- ✓ Understand the kind of infrastructure your business needs
- ✓ Understand how to create an infrastructure for your 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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the kind of infrastructure your business needs	1.1	Identify own business goals and how the business infrastructure can help to meet them
		1.2	Check how much resource can be committed to developing the business infrastructure
		1.3	Find information and identify an infrastructure that might be suitable for the business
2	Understand how to create an infrastructure for your business	2.1	Use sources of information and guidance to decide which infrastructure might work best for the business
		2.2	Choose an infrastructure and decide what needs to be done to plan and support it
		2.3	Identify what information and feedback to use to judge whether the infrastructure chosen is likely to remain effective for the business

Y/617/1639   Comply with Legal Requirements

Unit Status	Optional
Unit Level	2
Credit Value	2
Unit Learning hours	12

Unit Overview and Main Outcomes

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

- ✓ Be able to select a legal status for a business
- ✓ Be able to comply with legal requirements of setting up and running 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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to select a legal status for a business	1.1	Identify different types of legal status available to own business
		1.2	Review the advantages and disadvantages of the different types of legal status available to own business
		1.3	Justify the choice of legal status for own business
2	Be able to comply with legal requirements of setting up and running a business	2.1	Identify legal requirements that might impact own business
		2.2	Review the impact of legal requirements on setting up and running own business
		2.3	Develop ways to ensure own business complies with legal requirements
		2.4	Specify what help is available to assist own business in complying with legal requirements

L/617/1640   Estimate Financials for a Business

Unit Status	Optional
Unit Level	2
Credit Value	3
Unit Learning hours	20

Unit Overview and Main Outcomes

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

- ✓ Be able to estimate the finances needed to fund a business
- ✓ Be able to estimate income and expenditure for a business
- ✓ Be able to estimate profit and loss for a business
- ✓ Be able to review income and expenditure shortfalls

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

	Learning Outcome - The learner will:		Assessment Criterion - The learner can:
1	Be able to estimate the finances needed to fund a business	1.1	Identify the items of expenditure for own business
		1.2	Identify sources of income for own business
		1.3	Identify and review the advantages and disadvantages of ways of financing own business
2	Be able to estimate income and expenditure for a business	2.1	Calculate a selling price for products or services of own business
		2.2	Define the break-even point for own business
		2.3	Review income and expenditure for a twelve month period for own business
		2.4	Identify what money should be available during a twelve month period for own business
3	Be able to estimate profit and loss for a business	3.1	Develop ways of monitoring profit and loss for own business
		3.2	Produce a statement of projected gross and net profit for a twelve month period for own business
4	Be able to review income and expenditure shortfalls	4.1	Identify different ways of sourcing cash to manage potential shortfalls in income in own business
		4.2	Develop ways of managing cash shortfalls for own business

D/601/5800   Keep Financial Records

Unit Status	Optional
Unit Level	2
Credit Value	4
Unit Learning hours	32

Unit Overview and Main Outcomes

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

- ✓ Understand the importance of financial records running a business.
- ✓ Know the financial information that needs to be recorded in a business.
- ✓ Be able to select an accounts management system to support a business.
- ✓ Know how to produce financial records

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

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

R/617/1641 Choose Supplies and Suppliers for Your Business

Unit Status   Optional

Unit Level   2

Credit Value   3

Unit Learning hours 20

Unit Overview and Main Outcomes

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

- ✓ Understand how to prepare a schedule of the supplies needed for your business
- ✓ Know how to purchase supplies for your business
- ✓ Know how to set up stock control of your business supplies
- ✓ Know how to plan for contingencies

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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to prepare a schedule of the supplies needed for your business	1.1	Identify utilities, equipment (including IT), tools and materials that may be needed for own business
		1.2	Prepare a schedule of what and when supplies may be needed for own business
		1.3	Use the schedule to decide the resources that may be required, such as staff, time, storage space and costs
2	Know how to purchase supplies for your business	2.1	Identify different suppliers and purchase options for utilities, equipment, tools and materials
		2.2	Compare costs and benefits of possible suppliers and choose the most favourable for own business
		2.3	Identify how to keep accurate records of agreements with suppliers and who in own business should know about them
3	Know how to set up stock control of your business supplies	3.1	Identify how and where different supplies are likely to be stored
		3.2	Identify how the supplies should be managed and/or maintained, for example conditions of storage, shelf-life, waste products
		3.3	Identify how and who might be best placed to keep records of stock in, stock out and restock levels
4	Know how to plan for contingencies	4.1	Identify which of the supplies are business critical to the uninterrupted operations of own business
		4.2	Identify appropriate contingency plans to ensure that the business can remain operational whilst experiencing supply issues
		4.3	Develop appropriate communication strategies that would enable the business to minimise the damage that could be caused in reputation with stakeholders and customers if operations were interrupted

R/500/4590 Choose Your Business Premises

Unit Status	Optional
Unit Level	2
Credit Value	1
Unit Learning hours	10

Unit Overview and Main Outcomes

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

✓ Understand why premises are important to the business
✓ Understand how to choose suitable premises for meeting the business needs

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

Learning Outcome - The learner will:			Assessment Criterion - The learner can:
1	Understand why premises are important to the business	1.1	Identify the uses and features (such as size, access and facilities) required of business premises to meet the potential business needs
		1.2	Consider the ways in which the choice of business premises might affect the running of the business
2	Understand how to choose suitable premises for meeting the business needs	2.1	Identify up-to-date and reliable sources of information and advice on the potential business premises
		2.2	Identify several potential business premises and describe the likely costs, terms, conditions and legal requirements for each
		2.3	Choose suitable premises to meet the potential business needs

Y/617/1642   Plan to Sell a Product or Service

Unit Status	Optional
Unit Level	2
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:

- ✓ Be able to review methods of selling business products or services
- ✓ Be able to set sales targets 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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to review methods of selling business products or services	1.1	Identify different methods of selling own business products or services
		1.2	Review the advantages and disadvantages of each of the methods
2	Be able to set sales targets for a business	2.1	Calculate the level of sales of the products or services needed to break-even on a monthly basis for own business
		2.2	Set sales targets for products or services of own business
		2.3	Develop appropriate timings and methods to review the sales targets

D/617/1643   Sell Your Products or Service

Unit Status	Optional
Unit Level	2
Credit Value	1
Unit Learning hours	10

Unit Overview and Main Outcomes

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

- ✓ Understand the buying needs and interests of your customers
- ✓ Understand how to promote the features and benefits of your products or services to customers

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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the buying needs and interests of your customers	1.1	Identify your customers' requirements, needs and interests
		1.2	Identify which aspects of your products or services can match customers' identified needs
2	Understand how to promote the features and benefits of your products or services to customers	2.1	Present the features and benefits of your products or services to show how they can meet customers' requirements
		2.2	Identify any possible queries or objections that a customer might have
		2.3	Identify ways of helping customers overcome their queries and objections
		2.4	Identify terms of sale that might meet both the requirements of customers and own business

D/506/3822　　The Marketing Plan

Unit Status	Optional
QCF Unit Level	2
QCF Credit Value	5
Unit Learning hours	20

Unit Overview and Main Outcomes

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

- Understand how to market products or services in a business
- Be able to plan marketing and promotional activities

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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to market products or services in a business	1.1	Describe how to identify the market for the products or services of a business
		1.2	Explain how to identify customer needs
		1.3	Describe ways of identifying the competition
		1.4	Describe how to check whether a business is reaching its market
		1.5	Describe how to set marketing targets for a business
		1.6	Identify what information would be needed to judge the marketing performance of a new business
2	Be able to plan marketing and promotional activities	2.1	Produce a marketing plan for a business and product/service of own choice ensuring to include the customer groups being targeted and the estimated costings involved in the activities contained within the plan

T/505/0896   Promotion of Products and Services Through Social Media

Unit Status	Optional
QCF Unit Level	2
QCF Credit Value	6
Unit Learning hours	40

Unit Overview and Main Outcomes

This unit contains 5 learning outcomes which will support the learner to be able to:

- Know the benefits of using social media to conduct market research
- Know the benefits and risks of promoting a product or service through social media
- Know how social media applications are used
- Create a social networking profile for a product or service
- Use a social network to communicate with others to promote a product or service

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

	Learning Outcome - The learner will:		Assessment Criterion - The learner can:
1	Know the benefits of using social media to conduct market research	1.1	Describe how social media can be used to conduct market research for a product or service
		1.2	Describe the benefits of using social media for conducting market research for a product or service
2	Know the benefits and risks of promoting a product or service through social media	2.1	Describe how social media is used to promote products or services
		2.2	Describe the benefits of using social media to promote a product or service
		2.3	Describe the risks of using social networks to promote a product or service
3	Know how social media applications are used	3.1	Identify common social networking sites
		3.2	Describe what is meant by an online identity
		3.3	Describe ways in which social networks can be accessed
		3.4	Identify the guidelines and ethical considerations concerning the use of social networks
4	Be able to create a social networking profile for a product or service	4.1	Use a social media application template to create a profile for a product or service
		4.2	Choose secure passwords for social media accounts
		4.3	Set appropriate privacy levels for social media accounts
		4.4	Upload digital media content to a social media site to promote a product or service
		4.5	Add contacts to a social media profile
		4.6	Demonstrate how to recognise and avoid common online scams
5	Be able to use a social network to communicate with others to promote a product or service	5.1	Send messages to others using social media to promote a product or service
		5.2	Create a group in a social media site to share product or service information
		5.3	Post comments to a social network to promote a product or service

F/503/8878 Build and Maintain Business Relationships

Unit Status	Optional
Unit Level	2
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:

- ✓ Establish potential business contacts
- ✓ Build relationships with customers
- ✓ Build trust in 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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to establish potential business contacts	1.1	Identify potential business contacts to add value to the development of own business
		1.2	Develop a plan for engaging with business contacts who will add value to the development of own business
		1.3	Create a rapport with others when meeting business contacts
2	Be able to build relationships with customers	2.1	Identify opportunities to build business relationships with customers
		2.2	Develop a plan for ensuring customers obtain a service that adds value from own business
		2.3	Develop methods of gaining customer feedback to review the health of own business relationships
3	Be able to build trust in business relationships	3.1	Identify ways to build trust in business relationships
		3.2	Develop a plan to keep in contact with potential customers and business contacts
		3.3	Develop methods for reviewing that commitments with business contacts are met

H/500/4612   Recruit People for Your Business

Unit Status	Optional
Unit Level	2
Credit Value	2
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 what factors to consider when recruiting for a possible job vacancy in your business
✓ Understand how to prepare an advertisement for a possible job vacancy
✓ Understand how to select an applicant for a possible job vacancy

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

	Learning Outcome - The learner will:		Assessment Criterion - The learner can:
1	Understand what factors to consider when recruiting for a possible job vacancy in your business	1.1	Identify the main tasks for a possible job vacancy in the business
		1.2	Identify the skills, knowledge and abilities needed to perform these tasks
		1.3	Check current employment regulations that apply to recruiting people
		1.4	Identify what type of terms and conditions of employment should be set for the job vacancy
2	Understand how to prepare an advertisement for a possible job vacancy	2.1	Identify different methods of advertising a job vacancy, compare costs and choose a suitable method
		2.2	Decide what information, terms and conditions should be included in the job advertisement
3	Understand how to select an applicant for a possible job vacancy	3.1	Identify methods for selecting and testing applicants for the vacancy
		3.2	Identify and use appropriate, fair and legal questions when talking to potential applicants
		3.3	Identify and use selection criteria to recruit the best candidate for the vacancy

R/503/8870   Negotiation in Business

Unit Status	Optional
Unit Level	2
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:

- ✓ Know how to negotiate deals for a business
- ✓ Assess potential deals for a business
- ✓ 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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know how to negotiate deals for a business	1.1	Describe the benefits associated with effective negotiation
		1.2	Analyse the outcomes from effective negotiation for the development of a business
		1.3	Explain the key steps in effectively negotiating deals for a business
2	Be able to assess potential deals for a business	2.1	Review risks involved in negotiating deals in a business
		2.2	Develop ways to manage the risks involved in negotiating deals in own business
		2.3	Develop ways of assessing the impact from negotiating deals for development of own business
3	Be able to negotiate deals for a business	3.1	Review the techniques for negotiating deals for own business
		3.2	Plan approaches to negotiating deals for own business
		3.3	Create a system for ensuring that negotiated deals have been signed off

T/615/7554 Understanding the Impact of Welfare Benefits and Tax Credit Systems for a Business Start Up

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Unit Status Optional

Unit Level 2

Credit Value 2

Unit Learning hours 14

Unit Overview and Main Outcomes

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

✓ Understand the differences between Welfare Benefits and Tax Credits
✓ Be able to conduct a 'better off' calculation
✓ Understand how to obtain support to start 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

	Learning Outcome - The learner will:		Assessment Criterion - The learner can:
1	Understand the differences between welfare benefits and tax credits	1.1	Identify the eligibility criteria for the main types of welfare benefits
		1.2	Identify the eligibility criteria for claiming tax credits
2	Be able to conduct a 'better off' calculation	2.1	Assess own income from contributory and non-contributory welfare and tax credits
		2.2	Assess own income from any current paid employment/self-employment
		2.3	Identify own income from each benefit and tax credit currently being claimed
		2.4	Identify existing/any new benefit or tax credit that could be claimed as a result of starting a business
		2.5	Calculate the monthly income that will be received from own business in the first year of trading
		2.6	Calculate the 'wages' that will be taken from the business
		2.7	Identify the extent to which s/he would be 'better off' by running a business than claiming welfare benefits/tax credits
3	Understand how to obtain support to start a business	3.1	Identify the processes and agencies offering support to start a business

M/506/3825   The Workplace and the Importance of an Enterprise Culture

Unit Status   Optional

QCF Unit Level   2

QCF Credit Value   10

Unit Learning hours 60

Unit Overview and Main Outcomes

This unit contains 5 learning outcomes which will support the learner to be able to:

- Understand what is meant by an enterprise culture
- Understand the importance of negotiation and persuasion skills within a business environment
- Be able to undertake a set project within a business environment
- Be able to review own effectiveness in the completion of a project
- Be able to report and present outcomes

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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand what is meant by an enterprise culture	1.1	Describe what is meant by an enterprise culture in business
		1.2	Identify the advantages and disadvantages of a business having an enterprise culture
		1.3	Explain the role of risk within an enterprise culture and methods of managing risk
2	Understand the importance of negotiation and persuasion skills within a business environment	2.1	Explain the role of negotiation in a business environment
		2.2	Identify who might be involved in negotiations, for example colleagues
		2.3	Identify negotiation and persuasion skills needed in business situations
		2.4	Describe the stages in the process of negotiation for a mutually beneficial outcome
3	Be able to undertake a set project within a business environment	3.1	Prepare a plan showing agreed objectives and targets for one activity within a business environment
		3.2	Implement the activities identified within the plan
		3.3	Demonstrate problem solving skills when carrying out the activities identified within the plan
		3.4	Demonstrate risk identification and risk management skills when carrying out the activities
4	Be able to review own effectiveness in the completion of a project	4.1	Maintain a reflective log to monitor the progress of the activity and development of own skills
		4.2	Explain how own skills and behaviours played a part in the development and promotion of an enterprise culture as a result of completing the project
5	Be able to report and present outcomes	5.1	Present results of activities in a suitable format describing own contribution

F/506/3828   The Impact of the Environment on a Business

Unit Status	Optional
QCF Unit Level	2
QCF Credit Value	4
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 environmental laws and regulations and their potential impact on business
- Understand how a business can comply with environmental laws and regulations
- Understand how a business can develop effective environmental practices

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

	Learning Outcome - The learner will:		Assessment Criterion - The learner can:
1	Understand environmental laws and regulations and their potential impact on business	1.1	Identify key environmental laws and regulations which apply to business, eg. those relating to emissions
		1.2	Identify the enforcement agencies that have powers and responsibilities for environmental laws and regulations in relation to business
		1.3	Explain the consequences of a business failing to comply with environmental laws and regulations
2	Understand how a business can comply with environmental laws and regulations	2.1	Identify sources of information on compliance with environmental laws
		2.2	Explain why it is important for a business to use sources of advice about environmental laws and regulations
3	Understand how a business can develop effective environmental practices	3.1	Identify different ways in which a business could affect the environment
		3.2	Describe the measures a business of own choice could take in order to adopt a more environmentally friendly stance
		3.3	Explain how good environmental practices can benefit a business

D/651/1663   Use of AI in Social Media

Unit Status	Optional
QCF Unit Level	2
QCF Credit Value	3
Unit Learning hours	30

Unit Overview and Main Outcomes

This unit aims to provide learners with an understanding of how artificial intelligence (AI) can be used to enhance social media activities in a business context. Learners will explore the benefits and risks associated with using AI in social media, understand various AI tools and applications, and develop practical skills in leveraging AI to improve social media strategies.

Upon completing this unit, learners will be able to:

1. Understand the role of AI in social media.
2. Recognise the benefits and risks of using AI in social media.
3. Identify and utilise AI tools for social media management.
4. Create and optimise social media content using AI.

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

	Learning Outcome - The learner will:		Assessment Criterion - The learner can:
1	Understand the role of AI in social media	1.1	Explain what AI is and its relevance to social media
		1.2	Describe different AI technologies used in social media marketing
2	Know the benefits and risks of using AI in social media	2.1	Describe the benefits of using AI in social media management
		2.2	Explain potential risks and ethical considerations of using AI in social media
3	Know how to identify and utilise AI tools for social media management	3.1	Identify common AI tools and applications used in social media
		3.2	Demonstrate how to set up and use an AI tool for social media activities
4	Be able to create and optimise social media content using AI	4.1	Explain how AI can be used to generate and optimise content
		4.2	Use an AI tool to create a social media post

Annex

Supporting Documents

SFEDI Awards offers a range of templates and supporting documents to support you. These can be found at sfediawards.co.uk/centre-hub/**Annex**

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