

## Level 5 Certificate in Delivery of Business and Enterprise Support Services

Regulator	Ofqual
Qualification Reference Number	610/4064/2
Qualification Start Date	9 <sup>th</sup> April 2024
Last Date for Registration	31 <sup>st</sup> March 2027
Available Age Ranges	Pre 16 ✗ 16-18 ✗ 19+ ✓
Total Qualification Time	260 hours
Guided Learning	88 hours

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## About This Qualification

This qualification is for Business Support Professionals who wish to develop the skills to deliver and develop effective business and enterprise support services, with a particular emphasis on the use of telephone and virtual channels in the delivery of support services.

Those who complete this qualification may wish to undertake other SFEDI Awards qualifications further details of which can be found on our website.

Those who undertake this qualification may progress onto the Level 7 Certificate in Delivery of Business and Enterprise Support Services where there is an emphasis on management of a business support service(s) and/or other business support professionals in a project team. Alternatively, the qualification may lead to staff doing a professional qualification within a specific subject (e.g. marketing, customer service, people development) to complement skills in the delivery of business support.

## Qualification Overview

<b>Qualification Structure</b>	4 Mandatory units
<b>Assessor Qualification Required</b> (please check details of appropriate Assessor qualifications later within this document)	Yes
<b>IQA Qualification Required</b> (please check details of appropriate IQA qualifications later within this document)	Yes

Unit Title	Reference Number	Mandatory/Optional	Unit Level	Credit Value	Guided Learning (hours)
Evaluate and Develop Own Practices in the Delivery of Professional Business and Enterprise Support Services	L/506/8613	Mandatory	6	6	10
Deliver Business Support Services to a Client	Y/506/8758	Mandatory	5	7	30
Analyse and Support the Business Development Needs of a Client	H/651/1222	Mandatory	5	6	20
Delivery of Business Support Services Using Multiple Channels	J/651/1223	Mandatory	5	7	28

## 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@sfedi.co.uk](mailto:customerservices@sfedi.co.uk) 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

## 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 quarterly publication Think Enterprise including case studies of people just like them who are becoming more enterprising
- Enterprise resources including videos and articles to enhance understanding of enterprise and entrepreneurship
- IOEE Enterprise Standards
- IOEE AI Business Bot – a specialist trained AI to support your business ideas and growth plans.

\*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 <https://ioee.org.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@sfedi.co.uk](mailto:customerservices@sfedi.co.uk) 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

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

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

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:

<b>Unit Reference Number</b>	<b>Unit Title</b>
<b>Unit Status</b>	This will show whether the unit is mandatory or optional
<b>Unit Level</b>	Level allocated to the unit on the RQF unit databank
<b>Credit Value</b>	Credit value assigned to the unit
<b>Guided Learning</b>	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.

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

## Qualification Unit Details

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

L/506/8613

## Evaluate and Develop Own Practices in the Delivery of Professional Business and Enterprise Support Services

<b>Unit Status</b>	Mandatory
<b>Unit Level</b>	6
<b>Credit Value</b>	6
<b>Guided Learning</b>	10 hours

### Unit Overview and Main Outcomes

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

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

### Assessment and Grading of This Unit

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

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

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

Unit Content

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

Y/506/8758

## Deliver Business Support Services to a Client

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<b>Unit Status</b>	Mandatory
<b>Unit Level</b>	5
<b>Credit Value</b>	7
<b>Guided Learning</b>	30 hours

### Unit Overview and Main Outcomes

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

- Be able to provide appropriate business support services to a client.
- Be able to support a client in the development of an action plan.
- Be able to signpost clients to appropriate alternative services.

### Assessment and Grading of This Unit

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

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

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

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to provide appropriate business support services to a client.	1.1	Understand processes and procedures of own organisation when delivering business support.
		1.2	Communicate the roles and responsibilities of the support process and the limits of any contractual obligations to a client.
		1.3	Find a style of discussion and exchange that helps clients to be open about business matters.
		1.4	Inspire clients to decide how to develop their business.
		1.5	Work with clients to analyse their business and decide the way forward.
		1.6	Maintain contact and exchange information with a client in ways that are appropriate to their needs.
		1.7	Work with clients in ways that allow them to develop their skills and knowledge for themselves.
		1.8	Work with clients in ways that improves their confidence in how they manage their business.
2	Be able to support a client in the development of an action plan.	2.1	Communicate the importance of developing an action plan to the client.
		2.2	Work with a client to develop understanding of the key steps in developing an action plan.
3	Be able to signpost clients to appropriate alternative services.	3.1	Identify when the needs and requirements of a client are outside own experiences and area of expertise.
		3.2	Direct clients to other services when they will meet their needs more closely.

H/651/1222

## Analyse and Support the Business Development Needs of a Client

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<b>Unit Status</b>	Mandatory
<b>Unit Level</b>	5
<b>Credit Value</b>	6
<b>Guided Learning</b>	20 hours

### Unit Overview and Main Outcomes

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

- Understand the strategies for developing and growing a business.
- Understand the differences between business needs and wants.
- Be able to analyse the needs of a client.
- Be able to consider the implications for the provision of business support in analysing the needs of a business.

### Assessment and Grading of This Unit

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

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

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

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the strategies for developing and growing a business.	1.1	Describe what is meant by business development and growth.
		1.2	Identify the opportunities for developing and growing a business.
		1.3	Explain how to enhance the efficiency and effectiveness of business processes and practices.
		1.4	Explain the opportunities and challenges associated with different strategies which can be used to develop and grow a business.
2	Understand the difference between business needs and wants.	2.1	Describe what is meant by the wants of a business owner-manager in starting and managing a business.
		2.2	Describe what is meant by the needs of a business owner-manager in starting and managing of a business.
		2.3	Compare and contrast the needs and wants of start-up and growth businesses.
3	Be able to analyse the needs of a client.	3.1	Create a suitable environment for a client to be comfortable in discussing their needs.
		3.2	Encourage a client to explain clearly what they want to achieve from considering starting and developing their own business.
		3.3	Use a range of interpersonal and communication skills to assist in analysing the needs of a client.
		3.4	Communicate issues and concepts from own area of expertise to support a client in analysing their needs.
		3.5	Identify ways in which own experiences and knowledge support a client in analysing their needs.
4	Be able to consider the implications for the provision of business support in analysing the needs of a business.	4.1	Identify what is needed and expected from own organisation as a source of support.
		4.2	Communicate what own organisation can deliver to support a client in addressing their needs.
		4.3	Review when own experiences and expertise means that a client needs to be introduced to other sources of support.

J/651/1223

## Delivery of Business Support Services Using Multiple Channels

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**Unit Status** Mandatory

**Unit Level** 5

**Credit Value** 7

**Guided Learning** 28 hours

### Unit Overview and Main Outcomes

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

- Understand the value of using different channels to deliver business support services.
- Be able to communicate effectively with a client in the delivery of business support.
- Be able to deliver business support to a client using different channels.
- Be able to introduce other forms of business support to a client using different channels.

### Assessment and Grading of This Unit

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

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

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

## Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the value of using different channels to deliver business support services.	1.1	Describe the types of channels which can be used to deliver business support to a client.
		1.2	Compare and contrast the advantages and disadvantages of different types of channels which can be used to deliver business support.
		1.3	Explain the benefits of using different channels to deliver business support to a client.
2	Be able to communicate effectively with a client in the delivery of business support.	2.1	Operate the equipment associated with the channel to be used efficiently and effectively and within organisational requirements.
		2.2	Manage the initial introduction with a client following organisational guidance.
		2.3	Establish a rapport with a client using interpersonal and communication skills.
		2.4	Demonstrate how to adapt the style of communication to meet the needs of a client and the channel to be used.
		2.5	Identify the importance of communicating clearly with the channel to be used when dealing with a client.
		2.6	Identify the importance of adapting the style of communication to meet the needs of a client when difficulties are encountered in understanding words, phrases and accents.
		2.7	Respond positively to queries and/or objections from a client about the services(s) of own organisation.
3	Be able to deliver business support to a client using different channels.	3.1	Establish the purpose of the enquiry with a client as early as possible.
		3.2	Identify the options for meeting the needs of a client in using the service(s) of own organisation.
		3.3	Summarise the outcome of the enquiry from a client.
		3.4	Outline the actions required after addressing the enquiry from a client.
		3.5	Record the relevant information from the enquiry with a client following organisational guidelines.
		3.6	Comply with legal requirements and industrial regulations with the channel to be used in the delivery of the business support service with a client.
		3.7	Communicate the roles and responsibilities of the support process and the limits of any contractual obligations to a client.
4	Be able to introduce other forms of business support to a client using different channels	4.1	Identify how to use different channels in raising awareness of other forms of business support with a client.
		4.2	Assess the value of other sources of support in addressing the needs of a client.
		4.3	Introduce a client to other sources of support using different channels.

## Supporting Documents

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

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