Pearson
Edexcel Level 3 Diploma in Enterprising Skills in a Business Environment

Specification

Competence-based qualification

First teaching September 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Edexcel Level 3 Diploma in Enterprising Skills in a Business Environment (QCF)

The QN remains the same.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of going to publication.

Summary of Pearson Edexcel Level 3 Diploma in Enterprising Skills in a Business Environment Issue 2 changes

Summary of changes made between previous issue 1 and this current 2 issue	Page Number
All references to QCF have been removed throughout the specification with the exception of documents from other organisations eg Assessment Guidance in an Annexe	Throughout
Definition of TQT added	2
Definition of sizes of qualifications aligned to TQT	2
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	6
TQT value added	6
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	6
QCF references removed from unit titles and unit levels in all units	13-74

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 Diploma in Enterprising Skills in a Business Environment:

Qualification title	Qualification Number (QN)	Operational start date
Pearson Edexcel Level 3 Diploma In Enterprising Skills in a Business Environment	600/2964/X	01/09/2011

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique unit reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learner's final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT is assigned after consultation with employers and training providers delivering the qualifications.

NVQ/Competence qualifications are generally available in the following sizes:

● Award – a qualification with a TQT value of 120 or less

● Certificate – a qualification with a TQT value in the range of 121–369

● Diploma - a qualification with a TQT value of 370 or more

Key features of the Pearson Edexcel Level 3 Diploma in Enterprising Skills in a Business Environment

This qualification is nationally recognised.

What are the aims and objectives of this qualification?

The overall aim of this qualification is to give employers in the private, public and third sectors a workforce that has the enterprising skills required to compete in the future business environment. By developing the knowledge and competencies required, enterprise learners should be able to enhance the productivity, profitability and competitiveness of the organisations in which they are working.

The qualification's key objectives are to:

- develop the enterprising skills of new and existing members of staff so that they can contribute to the productivity, profitability and competitiveness of the business
- tap into the skills and talents of a diverse population by providing flexible entry routes into the world of work
- give individuals the skills, knowledge and experience needed to assist businesses in addressing internal and external challenges and following up opportunities that enable business and organisational development
- give learners an opportunity to develop the skills, knowledge and experience they can apply in different contexts, whether progressing to higher level roles with additional responsibilities, starting their own business or moving on to further or higher education.

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification.

What are the benefits of this qualification to the learner and employer?

This qualification allows learners to demonstrate competence against National Occupational Standards (NOS) in Business Enterprise as defined by the Small Firms Enterprise Development Initiative (SFEDI), the UK Sector Skills Body for Enterprise. It contributes to the development of enterprising skills in the workforce. This qualification contributes towards the competence element of an Advanced Apprenticeship in Enterprise.

What are the potential job roles for those working towards this qualification?

Job titles	Job roles
Trainee business development consultant/junior enterprise consultant/team member	In smaller businesses, these roles will encompass the variety of activities that would be undertaken across the business including: researching markets and products, marketing, dealing with customers, procuring supplies and reviewing approaches to undertaking business activities.
Business development assistant/business development executive/enterprise consultant	In larger organisations, these roles would map to either project-based activity in one or several departments or more functional activities: planning, supporting team members, monitoring work of the team, presenting ideas to internal members of staff and giving feedback.

What are the entry conditions for the Pearson Edexcel Level 3 Diploma in Enterprising Skills in a Business Environment?

There are no mandatory entry requirements for this qualification. However, consultations undertaken with employers in developing this qualification highlighted that they are looking for learners with enthusiasm, energy, passion, sharpness and a 'can do' attitude. They expect entrants to demonstrate a basic understanding of how business works and the ways of doing business, as well as having basic numeracy, literacy and communication skills on which to build their enterprising skills.

It is likely that entrants will come from a diverse range of backgrounds and will vary in terms of age, experience, personal achievements and personal experiences. Examples include having:

- held a position of responsibility at school or college (eg run a club or society)
- organised and undertaken work experience, a work placement or voluntary work
- engaged with some form of enterprise education (eg Young Enterprise, Students in Free Enterprise, tailored enterprise development programme)
- undertaken an enterprising task or venture (eg run a business whilst at school or in employment)
- achieved GCSEs or A levels
- achieved Awards, Certificates or Diplomas
- undertaken learning in the Foundation Learning Curriculum
- undertaken a Young Apprenticeship
- achieved a Foundation or Higher Diploma, within another subject area.

Initial assessment must be used to ensure that applicants have a fair opportunity to demonstrate their ability and skills. Learning programmes can then be tailored to meet a range of abilities and skills and to recognise prior knowledge and experience.

What are the progression routes from the Pearson Edexcel Level 3 Diploma in Enterprising Skills in a Business Environment?

Progression from this qualification

With support and opportunities in the workplace, learners can progress on to:

- other higher level apprenticeships such as in Business and Professional Administration or Leadership and Management
- further or higher education to undertake enterprise or other related business and management degrees, including Foundation Degrees in business and business management
- a range of enterprise and entrepreneurial management undergraduate programmes
- a range of relevant professional qualifications at level 4 and above.

With additional training, learners may be able to progress their careers to a variety of roles. This will be influenced by the size of business (eg as a successor to the owner-manager in a small business or a wide range of managerial roles within larger organisations such as a middle manager or departmental manager) or starting their own business.

What is the qualification structure of the Pearson Edexcel Level 3 Diploma in Enterprising Skills in a Business Environment?

To achieve the Pearson Edexcel Level 3 Diploma in Enterprising Skills in a Business Environment learners must achieve a minimum of 59 credits.

Individual units can be found in the *Units* section.

Key Information

1. Total Qualification Time: 590
2. Guided Learning Hours: 360
3. Credit value: minimum of 59 credits

All units must be assessed in accordance with Skills for Care and Development's Assessment Principles and the regulatory arrangements.

Mandatory unit group

Learners must achieve all eight units.

Unit number	Unit reference number	Unit title	Level	Credit value
1	A/503/4621	Developing the Mindset and Skills Required for Enterprise	3	5
2	F/503/4622	Developing the Innovative Intrapreneur	3	5
3	J/503/4623	Planning and Pitching a New Business Opportunity	3	15
4	L/503/4624	Business Organisation, Behaviour and Communication	3	5
5	Y/501/5168	Project Management	3	4
6	R/503/4625	Using Enterprise Skills in the Workplace	3	10
7	A/600/0320	Leadership and Teamwork	3	10
8	Y/503/4626	The Business Environment	3	5

How is the qualification graded and assessed?

Assessment strategy

All units within this qualification are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes. Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Assessment* section of the unit. The *Evidence type* section alongside the learning outcomes and assessment criteria in the unit indicates the forms of assessment evidence which allow learners to produce valid, sufficient and reliable evidence.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

Opportunities to link the delivery and assessment of units with other units should also be encouraged to avoid over assessment.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade*.

In the Pearson Edexcel BTEC Level 3 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process of approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel Online.

Approval agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards (see *Annexe A: Quality Assurance* for key Quality Assurance principles). It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

1 Delivery of the qualification as part of a BTEC apprenticeship (single click registration)

- an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions

2   Delivery of the qualification outside the apprenticeship

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
- Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further specific details, go to the UK BTEC Quality Assurance Handbook on our website www.edexcel.com and *Annexe A* of this specification *Quality Assurance*.

What resources are required?

This qualification is designed to prepare learners for employment in business or develop enterprising skills of staff already in business. Physical resources need to support the delivery of the programme and the proper assessment of the learning outcomes and should, therefore, normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in business. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Units

Unit 1: Developing the Mindset and Skills Required for Enterprise

Unit reference number:	A/503/4621
Level:	3
Credit value:	5
Guided learning hours:	30

Unit summary

This unit gives learners an understanding of the mindset and skills required by successful entrepreneurs and intrapreneurs.

Unit introduction

Many people dream of running a successful business. Persuasion, networking and innovation are just some of the skills required to make a business successful. In this unit, learners will investigate the attributes, qualities and skills of successful entrepreneurs and intrapreneurs. The differences between entrepreneurs and intrapreneurs in terms of contributing to business success will be explored, together with an understanding of the mindset of both.

This unit gives learners the opportunity to assess the key risks involved when planning and developing a business venture and the types of actions that can be taken to minimise these risks.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the mindset and skills required to be a successful entrepreneur	1.1 Explain the mindset and skills needed by entrepreneurs to successfully start a business 1.2 Explain the mindset and skills needed by entrepreneurs to be successful in business	Research from interviewing at least two entrepreneurs to investigate their skills and mindset, or use examples from knowledge. At least one should be local.		
2 Understand the mindset and skills required to be a successful intrapreneur	2.1 Explain the mindset and skills needed by intrapreneurs to contribute successfully to a business 2.2 Compare the mindset and skills of successful entrepreneurs and intrapreneurs	Research from interviewing at least two intrapreneurs to investigate their skills and mindset, or use examples from knowledge. At least one should be local. Comparison should include at least one example of each type, either local or from knowledge.		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how enterprising skills contribute to business success	3.1 Analyse how enterprising skills contribute to business success 3.2 Explain how successful intrapreneurs manage risk to contribute to business success	Select different skills from content (persuasion, negotiation, networking, innovation etc) and apply them to two different ventures can develop from research for Learning outcome 1. Using two examples, identify a risk they have taken and how they managed it.		

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit content

1 Understand the mindset and skills required to be a successful entrepreneur

Mindset: focus; enthusiasm and passion; approaches to risk taking (eg goal driven without consideration of current resources); being motivated and dedicated; flexibility and adaptability; creativity; intuitiveness; the drive to succeed and grow; willingness to change; having vision and capacity to inspire; ability to see opportunities and trends; 'what if' questioning – looking at customer needs and markets in different ways

Skills: skills eg practical/technical skills for designing or making product or providing service, interpersonal communication skills (effective listening, questioning, idea - pitching skills, body language, assertiveness), written communications, ability to deal with stress and change, negotiation, problem solving, time management, use planning aids, set objectives, prioritise tasks, delegate

2 Understand the mindset and skills required to be a successful intrapreneur

Definition of an intrapreneur: a person within a large organisation who takes direct responsibility for turning an idea into a profitable finished product through assertive risk-taking and innovation

Mindset: acts first and seeks forgiveness later; challenges system or organisation from within; calculated approaches to risk taking; ability to bounce back from failure; having capacity to inspire and work with others

Skills: skills eg practical/technical skills for designing or making product or providing service, interpersonal communication skills (effective listening, questioning, idea - pitching skills, body language, assertiveness), written communications, ability to deal with stress and change, negotiation, problem solving, time management, use planning aids, set objectives, prioritise tasks, delegate

3 Understand how enterprising skills contribute to business success

Enterprising skills: identifying own motives and future goals; assessing own strengths and weaknesses; developing skills and understanding of business techniques; negotiation; assertiveness, effective skills of persuasion; ability to build support networks, maintaining business networking relationships; presenting suggestions for new approaches and solutions; taking initiative; using research techniques to inform decision making; keeping up to date with relevant legislation

Manage risk: importance of assessing risk; reasons for taking risks; types of risk eg high risk, low risk; assessing the pros and cons of different opportunities; avoiding pitfalls; minimising risks; how successful entrepreneurs manage risk.

Essential guidance for tutors

Delivery

This unit will allow learners to examine the mindset and skills needed by successful entrepreneurs and intrapreneurs. Learners need to understand the differences and similarities between the two. Most of the delivery of the learning for this unit will take place in a classroom environment.

To introduce the unit and learning outcome 1, tutors could show an extract from the television programme 'Dragons' Den'. Learners could discuss the enterprising skills of the 'Dragons' and the creativity and innovation from the potential entrepreneurs, identifying the most common characteristics and qualities. Learners could then work in small groups listing as many people as they know who run their own business, the skills these people have, and how they think they achieved success. Each group could select two or three entrepreneurs from their list and discuss their findings. Ideally, learners could be encouraged to talk to local entrepreneurs about their experiences, so they can question them on the skills and attributes that they valued when planning and developing their business, to develop an understanding of the enterprising mindset.

To investigate intrapreneurship, learners could work in groups and examine how some companies such as 3M and Apple encourage intrapreneurship to exploit new opportunities and innovations whilst reducing risk. Guest speakers and visits to local intrapreneurial businesses would enable learners to discuss the challenges for the intrapreneur and the organisation, as well as identifying the enterprising skills and attributes needed. This could then be drawn together using case study materials highlighting strong and weak contributions to help learners focus on the skills they need to identify and how this relates to contributing to a business venture.

To understand the importance of managing risk, a visiting speaker, for example a local intrapreneur could be invited to deliver a presentation illustrating the types of risk they faced when in business, the opportunities they identified and developed to enable their business to grow, and how they managed the risks to achieve their business goals. Learners could then produce a mindmap of the benefits and risk to the business that potential innovations could bring – using their own business idea if they already have one. They could then prepare a short statement describing what steps they could take to minimise these risks.

Assessment

A range of assessment methods can be used, for example, presentations, management reports, essays, or professional discussion. All evidence presented must support achievement of the assessment criteria.

It is suggested that one assignment could cover the evidence requirements for this unit, broken down into separate tasks, although centres should write their own assignments to meet local needs. The learner could act as a business consultant writing an article for a local newspaper on enterprise advising on the skills and mindset necessary in order to plan and develop a business idea, using examples from interviews with entrepreneurs and intrapreneurs.

For AC1.1, 1.2 and 2.1, learners should research the mindset and skills of at least two intrapreneurs and two entrepreneurs, one of each which should be local. This evidence can be developed for AC2.2 to compare the skills and mindset.

For AC3.1, learners should select at least four enterprising skills from the content and apply these to two different business ventures – evidence from learning outcome 1 could be used.

For AC3.2, learners should describe two intrapreneurial innovations, identify the risks involved, and explain the steps taken to minimise the risks to ensure business success.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the assessment criteria. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 2.1, 2.2. 3.1, 3.2	The Enterprising Mindset	An article for a local newspaper on enterprise skills.	Conduct interviews with entrepreneurs and intrapreneurs to determine skills, mindset and risk-management strategies for business success.

Indicative resource materials

Textbooks

Bannatyne D et al – *Dragons' Den: Success, From Pitch to Profit* (Collins, 2011) ISBN 9780007270828

Jones P – *Tycoon* (Hodder Paperbacks, 2008) ISBN 9780340952351

Websites

www.businessballs.com	Business resources, including a business plan template
www.businesslink.gov.uk	Business Link site for guidance on skills, planning, and legislation for entrepreneurs
www.fsb.org.uk	Federation of Small Businesses
www.peterjones.tv	Peter Jones' website and resources
www.sfedi.co.uk	UK Sector Skills Body for Enterprise

Unit 2: Developing the Innovative Intrapreneur

Unit reference number:	F/503/4622
Level:	3
Credit value:	5
Guided learning hours:	30

Unit summary

This unit gives learners the understanding and skills they need to present potential solutions to develop an identified business opportunity and assess their own enterprising skills to meet the needs of the proposed business.

Unit introduction

Entrepreneurs and intrapreneurs are innovative by nature and new enterprises are usually built on innovation of one type or another. A new venture may provide entirely new products or offer established products in a different way.

In this unit, learners will start to explore different types of creativity, including the development of new products or services, new markets and new business models. Common factors for success include the need for entrepreneurs and intrapreneurs to have a clear vision for the product or service and that any business or social enterprise must satisfy the needs or aspirations of customers.

Learners will go on to study how to nurture and enhance creativity by considering theoretical models and the climate conducive to creativity. They will then explore some methods for developing their own creativity. They will learn what an entrepreneur and intrapreneur does with each idea before deciding whether it is worthy of use in an enterprise. Much of this work is intangible, relying on developing a detailed vision and then evaluating the idea to determine whether it has the potential to become profitable and take on a life of its own. Learners will use these skills to propose solutions to business problems.

Finally, learners will start to think about their learning and development and plan their own development with reference to the perceived needs of their proposed business.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how intrapreneurs are innovative	1.1 Explain different types of innovation used by intrapreneurs	Research three types of innovation product development, market development, changes to business model and apply to examples using at least two different intrapreneurs.		
2 Be able to demonstrate personal creativity through the use of different methods	2.1 Outline methods used to encourage creativity 2.2 Demonstrate personal creativity through use of different creative methods 2.3 Review effectiveness of methods used	Provide a reflective account of experiences of using different creativity methods and how these helped develop ideas – this can be when working with others eg at meetings. Supported by employer testimonial.		
3 Be able to propose solutions to business problems	3.1 Present potential solutions to an identified business problem 3.2 Justify why one proposal for a solution should be taken forward rather than others	Provide a reflective account which identifies a work based problem, and evaluate two realistic solutions using different assessment methods.		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to develop own enterprising skills and attributes	4.1 Conduct an assessment of self against identified enterprising skills 4.2 Plan own personal development drawing on outcomes from self-assessment 4.3 Review own personal development, assessing how needs have been met	Complete a self-assessment and devise a personal development plan. This should be monitored and reviewed on an ongoing basis throughout the study programme.		

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit content

1 Understand how intrapreneurs are innovative

Innovation: to meet customers' needs and aspirations; identifying customers' needs not previously identified; different methods of meeting needs already identified eg online retailers of contact lenses, laser eye treatments instead of using spectacles from high-street opticians, MP3 players instead of CD players, strong glue instead of screws to fix shelves, video conferencing instead of holding face-to-face meetings, electronic surveillance and alarm systems for community care

Types of innovation: product development – inventions eg Hypo-Hoist, Facebook and Google; market development eg introduction of online or physical sales environment, exporting concept to different places (such as German Christmas markets in United Kingdom), finding new target markets for established products (such as different versions of cider launched for different types of customer), accessing niche markets via internet; business model innovations eg increasing efficiency and developing cost advantage (such as outsourcing, changing production methods, remodelling the supply chain, electronic ordering and invoicing), improving processes (such as low cost airlines reduced time between flights), changes in offer to customers to increase revenue (such as changes to bundling of products, changes to units of sale and pricing)

2 Be able to demonstrate personal creativity through the use of different methods

Creative methods: theoretical models eg Graham Wallas' model – 1926 (preparation, incubation, illumination and verification), Anderson and West's four-factor theory of group climate for innovation (vision, participative safety, task orientation and support for innovation); other methods eg cultivating own imagination and curiosity, use of mindmaps, problem solving exercises, overcoming barriers to creativity, the journalistic six (asking who, why, what, where, when, how), lateral thinking exercises such as Plus Minus Interesting (PMI), fostering own learning and development

Personal creativity: preparation including use of observation, imagination and curiosity creating store of concepts; analysis of problem; generation of ideas through seeking links between concepts; harvesting of ideas; enhancement and evaluation of ideas

3 **Be able to propose solutions to business problems**

Define the 'proposal' to solve an identified business problem: overall vision; purpose (to enable idea/solution to be assessed); potential customers; competitors; benefits to customers and sponsors of innovation; core values; brand; brand personality; difference from others' ideas; discussing ideas with trusted others; listening to and critiquing other entrepreneurs' ideas

Business problems: types eg new products and services, financial, resources, expansion

Justification of solution: justification eg distinguishing probable from improbable (importance of evidence), scorecards, detailed mental simulation of idea, SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis, viability, likelihood of success, potential return on capital invested (ROI), barriers (such as licences, large start-up costs, potential market, ability of entrepreneur to launch innovation)

4 **Be able to develop own enterprising skills and attributes**

Assessing own skills: skills audit eg psychometric tests, personal SWOT analysis, assessment of skills needs against current skills, taking advice from others, such as family, funders, stakeholders, customers; outlining development needs and how they will be assessed

Enterprising skills and attributes: skills envisaged for new ideas eg paperwork, sales, marketing, finance, production, purchasing, business law, obtaining supplies, maintaining equipment, monitoring quality, getting publicity, writing promotional materials, strategic thinking, communication, dealing with stakeholders, negotiation, decision making, problem solving, delegation

Development plan: plan eg setting goals, training, qualifications, working with other professionals such as business associates, business advice centres, advisers, mentors, counsellors, consultants, non-executive directors, accountants

Essential guidance for tutors

Delivery

Ideally, this unit should be delivered to give learners some of the elements required to enhance their creativity such as encouraging them to develop curiosity, be imaginative and express new ideas. As most of the assessment will take place in the working environment, learners will have the opportunity to develop skills through classroom delivery and other suitable interactive approaches such as technology or learner-directed learning, then apply this learning in the workplace.

Methods of developing an appropriate atmosphere or group culture for the unit, include negotiating 'group rules for behaviour' so that learners take some responsibility for developing the right culture, and also using a range of new learning methods that constantly challenges them. Attention should be paid to the language used and pacing as these can all contribute to creating the desired atmosphere of excitement tempered by self-discipline. Ice-breakers, energisers and innovative endings to each group meeting could all be used to good effect in this unit.

For learning outcome 1, learners should be exposed to the spirit, passion and drive of intrapreneurs and to a range of their ideas. Small groups of learners could investigate the stories of different intrapreneurs and then use role play to present key moments to the whole group. The end result should be that learners can explain different types of innovation and the common characteristics of successful intrapreneurs.

Learning outcome 2 provides opportunities for the use of challenging activities to solve problems, such as designing and making things out of limited materials, developing a marketing proposal for an apparently worthless item etc. It would be best to ensure that a variety of activities is used so that all learners take part in some activities with which they feel comfortable and others that are not within their usual comfort zone. These activities should be carefully briefed and debriefed to ensure that learners reflect on what helped them to develop ideas and how it links with the theoretical content of the outcome.

Learning outcome 3 requires learners to develop solutions to identified business problems. Guest speakers could be invited to share their experiences and highlight both the potential and the pitfalls inherent within the proposed solutions. Learners should be encouraged to value their developing ability to use different methods of thinking at different times.

Learning outcome 4 requires learners to conduct an assessment of their own enterprising skills and attributes and to develop a personal development plan. The assessment of their own skills and attributes should draw on a range of feedback and could include psychometric testing, a personal SWOT analysis and an assessment of current skills against the skills that will be needed to operate the business in the future. Learners could also draw on feedback from the tutor, entrepreneurs, peers, friends and family.

Learners should be encouraged to develop a critical approach to feedback, accepting valid feedback but challenging feedback if they feel it is unjustified. This applies also to psychometric testing.

Assessment

Assessment for this unit will be work based and is likely to be in the form of a portfolio of evidence. Learners will need to provide evidence of an investigation of innovative ideas, as well as diaries and reflective accounts of their own creative experiences in the workplace. It may be possible to assess parts of the unit through observation and professional discussion supported with a signed witness statement.

To achieve AC1.1, learners need to use examples to explain three different types of innovation used by intrapreneurs, including product development, market development and changes to a business model.

For AC2.1 and 2.2, learners should demonstrate use of at least three creativity techniques, one of which could be used to encourage creativity when working with others such as in a team meeting. For AC2.3, learners will need to review the different methods used. They should keep a log or diary of their experiences in the workplace to help them critique the value of each method.

For AC3.1, learners need to identify a business problem and propose realistic solutions to the problem using different assessment methods. It would be beneficial if the problem were agreed with the employer so that the solutions meet a defined requirement and have enough detail to enable them to be assessed. Two well-developed proposals are sufficient. For AC3.2, learners should explain why one proposal should be taken forward in preference to others.

For AC4.1, learners should undertake a self-assessment using a self-assessment tool such as a psychometric test, and briefly assess the results in terms of their applicability to self and the validity of the method. They should draw on the results of the test and the analysis of the business proposal to develop a personal development plan (AC4.2) that sets out the skills and attributes they may need to be successful in business. For AC4.3, learners should review their development against the plan at the end of their course of study.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1	Innovative Intrapreneurs	Learners to research different types of innovation.	Learners write to at least two intrapreneurs explaining why they would like to meet them and what it is about their creativity and innovation that has impressed them.

Criteria covered	Assignment title	Scenario	Assessment method
2.1, 2.2, 2.3	Being Creative	Learners keep a reflective account of creativity experiences in the workplace.	Learners maintain a video or other form of diary, reflecting on their experiences of creativity methods used and the effectiveness of the methods. Evidence supported by employer testimonial.
3.1, 3.2	Solving Business Problems	Learners develop and evaluate ideas and solutions for a work based problem.	Learners develop two realistic solutions for work based problem.
4.1, 4.2, 4.3	Personal Development Plan	Learners complete a self assessment and devise a personal development plan.	Personal development plan showing goals and ongoing monitoring and review.

Indicative resource materials

Textbooks

De Bono E – *Creativity Workout: 62 Exercises to Unlock Your Most Creative Ideas* (Amorata Press, 2008) ISBN 9781569756409

De Bono E – *Six Thinking Hats* (Penguin, 2009) ISBN 9780141033051

Jones P – *Tycoon* (Hodder Paperbacks, 2008) ISBN 9780340952351

Websites

www.businesslink.gov.uk	Business Link site for guidance on skills, planning and legislation for entrepreneurs
www.enchantedmind.com	Techniques and puzzles to enhance creativity
www.fsb.org.uk	Federation of Small Businesses
www.peterjones.tv	Peter Jones' website and resources
www.sfedi.co.uk	UK Sector Skills Body for Enterprise

Unit 3: Planning and Pitching a New Business Opportunity

Unit reference number:	J/503/4623
Level:	3
Credit value:	15
Guided learning hours:	15

Unit summary

The unit provides the skills needed to develop and pitch a business idea to develop a new business opportunity within an existing business. Learners will implement market research and financial techniques to provide realistic market and financial information to support their business plan to address the business opportunity.

Unit introduction

It has been said that failing to plan is planning to fail and this is never more pertinent than when planning the exploitation of a business opportunity. Developing a new business opportunity, which may involve bringing a product or service to market or changing an existing business model, is a complex and creative operation. Systematic planning and reflection will enhance the chances of success.

In this unit, learners will work on an idea for a business opportunity. Learners will go on to plan and undertake market research that will be used to develop their marketing and promotional plans. These will form an essential part of their business plans.

Learners will then learn how to use key financial techniques to aid them in making business decisions needed to create viable business plans.

Finally, learners will learn how to present their written business plan in a coherent and professional manner and to gain approval from a sponsor.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to develop a business idea	1.1 Create a vision and proposal to address an identified business opportunity 1.2 Consult appropriate sources of advice and information about a new business opportunity 1.3 Suggest how the proposed business opportunity may impact on an existing business	Part of the business plan. Records of sources of advice and information maintained by the learner perhaps as a learner log. Part of the business plan.		
2 Be able to develop a marketing and sales plan	2.1 Design valid market research into customer needs and competitors 2.2 Conduct market research according to the requirements of the plan 2.3 Draw valid conclusions from market research to inform a plan for a business opportunity 2.4 develop a realistic marketing and sales plan based on knowledge of customers and competitors	Part of the business plan, with evidence of actual research as an appendix. There may also be some evidence to be observed when pitching the plan.		

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know techniques for planning resources for a business plan	3.1	Describe financial techniques used in business planning	A separate learner log or question and answer.		
		3.2	Describe techniques for the allocation of non financial resources in business planning			
4	Be able to use financial techniques for planning a business opportunity	4.1	Produce a realistic projected profit/loss calculation	The evidence for all three criteria form a key part of the business plan.		
		4.2	Describe with accuracy the break-even point for the business opportunity			
		4.3	Provide the pay-back period for investment in a business opportunity			
5	Be able to develop a structured business plan	5.1	Produce a structured and coherent business plan	The business plan itself. All criteria for learning outcome five can be derived from the business plan.		
		5.2	Specify the main risks inherent within the business plan			
		5.3	Make recommendations about how to minimise or eliminate identified risks			
		5.4	Define the skills needed to implement the business plan			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to present a pitch for approval of a business idea	6.1 Present a clear summary of the business plan 6.2 Make a persuasive and accurate case for the business idea	Observation records supported by notes or visual aids used in the pitch.		

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit content

1 Be able to develop a business idea

Vision: envisage successful outcome; mind's eye view of future different from present; reasons for envisioning eg motivates, inspires support, aids planning and development

Proposal for business opportunity: types of business opportunity, eg new or adapted product/service, new market, new business model ; contribution to organisational objectives; target markets; customer needs; selling points; fit with existing product/service range; fit with existing branding; estimate of development costs*;* contribution to organisational objectives; scope for efficiencies; impact on customers; fit with branding; estimate of development costs

Sources of advice and information: internal eg sales data, customer contact logs, existing market research, costing data, organisational plans and regulations; external eg trade associations, government departments, market data for sector, suppliers; need to maintain confidentiality

Impact on an existing business: impact eg sales, brand image, contribution to strategic objectives, efficiency, profitability, learning opportunities, possibility of creating model for other areas of business

2 Be able to develop a marketing and sales plan

Market research: purposes eg to reduce risks, convince sponsors, make first link with potential customers; primary research methods eg observations, questionnaires, telephone surveys, interviews, collection of data on website activity, focus groups; secondary research sources of data eg existing records such as sales enquiries, websites, purchased research material such as Mintel, omnibus surveys

Cost-effective research: validity; reliability; costs proportionate to risks

Market segmentation: definition; purpose; methods of segmenting a market eg demographic, lifestyle, geographic for consumer markets, size, industry for business markets

Research into customer needs: research eg size of market, prices customers are prepared to pay, who customers are, current and future requirements of customers, why customers choose to work with/use a business, who the most valuable customers might be, customers with specific needs

Competitor research: who they are; why they are successful or unsuccessful

Valid conclusions: consideration of sample size and ability to represent population; consideration of reliability of sources

Marketing plan: market definition (proposed target market segments, demand for product/service); competition; internal requirements eg fit with strategy, branding and product mix; external influences eg trends, legislation; sales forecasts; marketing tactics*:* marketing mix (product or service, place or distribution, price, promotion); importance of designing marketing mix to meet customers' needs

Sales plan: new or existing sales channels; impact on existing channels; how many sales of a product or service can be made; how, where and when sales can be made.

3 Know techniques for planning resources for a business plan

Profit and loss calculations: costs (implementation costs, operating costs, fixed, variable); revenue (sales); gross profit; net profit; simple profit and loss statements

Budget: negotiation; budget headings; sales forecasts; timing of permitted expenditure; control of expenditure eg sign off of orders; monitoring of actual and budgeted expenditure; variance analysis; remedial measures

Break-even calculations: fixed costs; variable costs; revenue per unit; break-even chart; identification of break-even point and margin for safety; limitations of break-even technique

Pay-back period: value; limitations; other financial techniques eg internal rate of return, discounted cash flow

4 Be able to use financial techniques for planning a business opportunity

Profit/loss calculation: projected profit/loss over period of development and maturity; identification of assumptions

Break-even calculations: use of organisational norms eg standard overhead rate, required mark-up; impact of different sales levels; assessment of risks and margin for safety

Pay-back period: calculation at different levels of sales; interpretation eg impact of inflation, assessment of risk

5 Be able to develop a structured business plan

Business plan headings: executive summary (vision, purpose, summary of proposition, outline of rewards); management (goals, risks to business and risk management, fit with corporate or departmental business plans); skill requirements; summary of finance (profit and loss forecast, cashflow forecast, break-even analysis); funding required (purpose, timing of requirements, preferred sources); summary of market(s) and competition (local business environment, market research, marketing, promotion); production or service supply (supplies of materials); accommodation, equipment; appendices (any other evidence to support business plan)

Business plan document presentation: cover, binding or loose leaf file; contents page; dividers; consistent use of fonts; headings and page numbering; professional image

6 **Be able to present a pitch for approval of a business idea**

Approver's needs from potential business opportunity: fit with corporate strategy, compelling idea; skills, experience and knowledge of presenter; trust; business acumen; impression of ability to work with presenter; robust assessment of risks; good potential return on investment

Planning stage of the pitch: gather supporting evidence; identify and overcome risks; determine amount of finance needed; assess Return On Investment (ROI); design presentation of business and financial plan; select and become familiar with venue for meeting; structure of presentation eg introductions, outline of idea, main points in logical order, questions, courteous close; visual aids eg presentation software, handouts, selection of key parts of plan, use of graphics

Presentation skills: personal presentation to portray desired image (dress, professional manner); importance of appearing to be confident; importance of honesty; importance of being fluent about content of pitch; importance of practising presentation

Convincing case: expressing vision; portraying energy, enthusiasm and commitment; practising presentation; mastering information; preparing answers to anticipated questions; fit with objectives of sponsor/approver/organisation

Essential guidance for tutors

Delivery

This unit encompasses crucial business knowledge and learners will need a formal teaching of these principles to gain understanding before going on to apply them within their work placements. Face-to-face small group learning would enable learners to share their ideas but other methods, such as computer-based learning supplemented by individual tutorials, could be used.

For learning outcome 1, learners should be encouraged to consider the potential of different types of business opportunities, such as ideas for completely new products or services; the development of new markets for established products and services and the development of new processes or business models. Ideally, the tutor should seek to create an atmosphere where enthusiasm and excitement are cultivated. Visiting speakers could become role models, provide stimulus material or encourage learners. Good pacing and an active style of learning can also be used to develop an appropriate atmosphere. The value of being able to express the idea as a vision and build on how the future may look if this business opportunity is to be developed should be explored by looking at suitable examples. Learners could then move on to considering who could give advice and guidance on their business ideas. This would include stakeholders within their work placements but may also include external sources such as professional bodies. Learners should be reminded about the need to keep all information about their organisation confidential unless they are given permission to share information.

For learning outcome 2, the tutor could build on the experiences of learners as consumers and customers of business organisations. The fundamental principles of marketing need to be covered and contextualised in the business development environment. Once the principles have been established through exploration of suitable case studies, learners should learn actively through investigating market research plans and marketing and promotional plans used recently by their organisations. They should consider the market research needed for their own ideas. Learners should ensure that their research and planning takes account of the competitive environment as well as the needs of customers.

Learning outcomes 3 and 4 cover the basic principles of business finance relating to the consideration of new business opportunities. Most business finance programmes start with simple examples based on micro-businesses, so finding suitable examples for the profit and break-even calculations should not present any difficulty. Learners can, initially, develop a projected cashflow for their own personal finances before going on to develop cashflows for business scenarios such as projects. It is envisaged that a workshop style of learning be used, with an emphasis on understanding how to use the techniques to make decisions about a business opportunity.

Learning outcome 5 builds on the four previous learning outcomes in that learners will already have covered most of the learning needed to develop a business plan. They will need to add detail about goals, the likely impact of these goals on the business, required resources etc. Much of this will vary considerably depending on the type of business opportunity envisaged. Attention should be given on how to create a professional-looking document which conforms with organisational requirements and, ideally, learners should have the opportunity to examine some completed business plans.

For learning outcome 6, learners could analyse the pitches for funding from a television programme and identify strengths and weaknesses from each one. This would then need to be drawn together by the tutor or guest speaker from the learners' organisation who could introduce any important aspects not already discussed and also how the approach would differ within their workplace. The tutor could lead a discussion on what should be done to avoid any pitfalls identified. Learners may benefit from updating or extending their skills of using presentation software. It is likely that learners will benefit from some individual support and formative feedback as they develop and practise their pitches.

Assessment

Each learner needs to meet each assessment criterion in order to achieve this unit. It is expected that learners will generate evidence through developing and pitching a business plan based on an idea for exploiting a business opportunity. Business opportunities can be interpreted in a range of ways, including the introduction of new processes, a different business model, a new product or service, the repositioning of a product/service or the extension of sales into a new market. As the criteria cover only the planning and pitching stages there is no need for the business proposals to be implemented to enable learners to achieve the unit. Care will need to be taken over the scope and scale of the task of undertaking market research, using financial techniques and creating a business plan. It may be appropriate to limit the scope by, for example, considering only one geographic region, or one target market if it is judged that the work involved would be disproportionate to the credit value of the unit. It is preferable for a learner to fully understand a smaller business proposition than to have a shaky understanding of a much larger one.

For most criteria a business plan produced by the learner will provide the required evidence of achievement but for learning outcomes 3 and 6 other methods of assessment are likely to be necessary. For learning outcome 3 evidence could be from written work or from a professional discussion about making an addition to the presentation which is needed for learning outcome 6. Where assessment relies on non-written evidence, observation records or witness testimonies should be used and these should be supported by other evidence such as the learners' notes in preparation for the discussion or presentation or their visual aids.

The business plan is a large piece of work requiring a great deal of underpinning work and learners at this level are likely to need some support through one-to-one tutorials and interim feedback on their work.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4	Business Plan	Learners in their work placements.	Learners develop individual business plans, seeking approval of a proposal to exploit a business opportunity.
1.2, 3.1, 3.2	Business Plan Log	Learners in their work placements.	Learners use a reflective log to record their consultations with experts, descriptions of the financial techniques to be used and explanations of decisions made that were not appropriate to include in the business plan.
6.1, 6.2	Pitch for Approval of Business Proposal	Learners in their work placements.	Learners present a pitch for approval of their business proposal.

Essential resources

Learners need support to enable them to develop a proposal for a business idea based on an opportunity that arises at their work placements.

Indicative resource materials

Textbooks

Dyson J R — *Accounting for Non-Accounting Students* (FT Prentice Hall, 2010)
ISBN 9780273722977

Journals

Business Review Magazine (Phillip Allan Publishers – see www.philipallan.co.uk)

Websites

www.bizhelp24.com	Advice on business finance
www.businesslink.gov.uk	Government website for practical business advice
www.cips.org	Chartered Institute of Purchasing and Supply
www.sfedi.co.uk	Small Firms Enterprise Development Initiative
www.smallbusiness.co.uk	News and information on small company investment

Unit 4: Business Organisation, Behaviour and Communication

Unit reference number:	L/503/4624
Level:	3
Credit value:	5
Guided learning hours:	30

Unit summary

This unit gives learners an understanding of the features of the business environment. Learners will develop an understanding of the structure and function of an organisation. They will also develop their communication skills and the behaviours required when working with others in an organisation to agree work activities.

Unit introduction

What makes businesses successful in today's complex business world? It is said that people are an organisation's greatest resource. Working effectively with others helps achieve business goals. All entrepreneurs and intrapreneurs need the skills and knowledge to run all aspects and operations of a business. This unit will enable learners to understand the impact of the business environment on organisations and organisational planning and structures.

Learners will have the opportunity to build confidence and skills through developing first-hand experience of the skills and expected behaviours required to work with others. They will develop knowledge and understanding of how businesses succeed and the skills and abilities that entrepreneurs and intrapreneurs draw on when faced with everyday issues or problems across all business functions. This will be achieved through undertaking specific work tasks during the course of the programme of study. It is envisaged that this unit will be delivered and assessed over a period of a few months to give learners the opportunity to practise and improve their skills.

During their work experience, learners will agree and set goals with others and monitor and review their objectives through the process of identifying and developing ideas for work tasks or activities. Learners will monitor their progress against agreed action plan targets and review the effectiveness of their own performance, behaviour and communication skills to achieve these targets, through recording their experiences in a learning log or diary. This will be supported by employer testimonial, observations and tutor reviews, enabling learners to develop interpersonal skills and gain confidence over the course of their programme of study. Being able to reflect on and evaluate their performance and progress will help learners understand the importance of working effectively with others to achieve business goals.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the structure and function of an organisation	1.1 Explain the structure and function of the organisation	Report on the key features of the organisation.		
2 Be able to agree work activities with others	2.1 Negotiate appropriate aims, objectives and targets for work tasks	Produce an action plan outlining agreed objectives and targets.		
3 Be able to behave appropriately in the workplace	3.1 Create a positive impression with stakeholders and colleagues	Keep a journal/log of activities and practices – supported by employer testimonial.		
	3.2 Maintain professional appearance and behaviour in accordance with organisational requirements			
	3.3 Contribute positively to the aims and ethos of an organisation			
	3.4 Review own behaviour in the workplace			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4　Be able to communicate effectively in the workplace	4.1　Demonstrate effective verbal and non-verbal communication skills 4.2　Demonstrate effective written communication skills within the workplace	Keep a reflective journal/log of activities. Produce examples of work documents. Deliver a presentation on own contribution in the workplace. Supported with employer testimonial.		

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit content

1 Understand the structure and function of an organisation

Type of organisation: organisation eg public limited company (plc), private limited company (ltd), partnership, local authority, charity, franchise

Internal structure of organisation: aims; role; policies and procedures of organisation; organisational charts; functional interdependence; staff organisation and roles; learner's role and place in structure

Competitors: eg names, links, national, europe, global

Sector: business eg finance, banking, law, management, human resources, marketing, charity

Function: type and scope of business eg national, international, global; purpose of business eg sales, services, profit, not for profit

2 Be able to agree work activities with others

Aims, objectives and targets: personal/career development; work-related eg job competencies, daily duties and routines, operational, practical, technical, people-related, learning and development, quality, health and safety, equal opportunities; benefit to the learner/organisation; review/achievement dates, decide measurements for success

Work tasks: negotiate task eg scope and terms of reference; strategy development, action planning, setting SMART objectives; ensuring task requires problem solving skills eg creativity, innovation; identifying resources; intended outcomes; timescales

Relevant sources for negotiation: personnel eg supervisor, line manager, colleagues; members of the public

3 Be able to behave appropriately in the workplace

Work practice role setting: eg administration, post, arranging meetings, producing manuals, research, ordering stationery, stock control, work shadowing, archiving

Creating a positive impression: with stakeholders and colleagues eg working with others, teamwork, communication and interpersonal skills, respect for diversity, reliability

Professional appearance and behaviour: dress code; punctuality

Contributing positively to the aims and ethos: finding out what the aims and ethos are; having a 'can do' attitude; carrying out job responsibilities; meeting health and safety requirements

Reviewing own behaviour: experiences eg reflection on interview, placement, organisation, full-time working, meeting health and safety requirements, teamwork, responsibilities of employment; attitudes, skills and behaviours learned eg decision-making skills, problem solving skills; use of learning log - diary format (such as daily, half daily, hourly), detail (such as task, supervisors, location), signatures (such as mentor, supervisor, tutor), information (such as meetings, training, achievements, best and worst aspects, overall evaluation); evidence including witness statements (such as from mentor, supervisor, tutor, customers) and examples of completed work

4 Be able to communicate effectively in the workplace

Communication: eg seeking clarification, giving and receiving clear, constructive and confidential feedback, summarising understanding, negotiation with others about targets, timescales or deadlines, dealing with conflict, resolving conflict, delivering presentations, taking part in discussions, interviewing others

Verbal communication: questioning, types of questions; use of appropriate language; ability to adapt communication techniques to audience requirements; use of jargon; use of humour

Non-verbal communication: body language eg eye contact, facial expressions, open; listening

Written communication: business documents eg emails, reports, letters, memos, minutes; accepted business written conventions; spelling, accuracy, grammar.

Essential guidance for tutors

Delivery

This practical unit enables learners to develop the skills and knowledge needed to carry out activities in the workplace. This involves being able to use problem solving, decision-making and interpersonal skills during a work placement in order to complete agreed work activities. Learners will need to keep a reflective journal/log. Any specific projects undertaken or business problems to solve will be agreed by the tutor, organisation and learner.

Learners need an understanding of different types of organisation. Learners can split into groups with each group researching the key features of a different type of organisation – public, private, voluntary, franchise etc. They could prepare a wallchart and present to the rest of the class for further discussion. This will give learners a broader understanding of their own work placement organisations and the wider environment in which they operate. Learners could then prepare for their work placement by researching their own organisation in terms of competitors, the sector it operates in and its internal structure and function.

Before the work placement, the centre must liaise with the employer and ensure that health and safety and insurance are in place and appropriate. They should also ensure that they are satisfied with the organised programme of the placement and that the following are in place - an induction, a set programme of role(s) for the learner, the appointment of a mentor who will have regular meetings with the learner.

For the purposes of this unit, the centre must also ensure that a tutor visits the learner on regular occasions during the placement to discuss and review progress with both the learner and mentor and to address any concerns or problems. Learners require supported time to plan, review and evaluate their work-experience placements and they should be encouraged to be reflective throughout the whole process. They will need encouragement to collect a variety of evidence as they progress through their work experience. This could include, for example, observations or witness statements from colleagues, supervisors or mentors, or even from customers, or completed work (where confidentiality is not an issue).

As part of the learning for this unit, learners could carry out skills development training for working with others. The importance of dress code, punctuality, business etiquette and interpersonal skills should be emphasised. Role play activities and video clips could be used to illustrate how to create a positive image.

Assessment

Evidence for this unit will be generated solely from the workplace. Learners reflecting on their work will monitor the development and progress of their own knowledge and understanding. It will also allow them to review the demonstration of interpersonal skills and behaviours when doing the job. Assessment is likely to be in the form of a portfolio of evidence supported by detailed workplace reports, witness testimonies and where appropriate, observations and professional discussion. It is envisaged that the learning log will include details of the meetings, teamwork, projects and information gathering that they have been involved in, together with any copies of relevant documentation. Tutors should try and observe learners at their placements wherever possible.

To meet AC1.1, learners will need to describe their placement organisation, its structure and internal organisation. This means that, ideally, the organisation needs to be of sufficient size and complexity to have different functional departments. With a small entrepreneurial organisation this may not be the case. If this is the case, learners would describe how the functions are combined within the structure.

For AC2.1, learners need to include evidence which demonstrates agreement of objectives and targets for the work task activities. This evidence should include an action plan for the activity/problem, clearly setting out aims, objectives and targets, showing when they have been reviewed or completed.

For AC3.1, 3.2 and 3.3, witness testimony from tutors, the work placement supervisor/mentor, or customers, could provide evidence of the demonstration of skills.

For AC3.4, learners need to prepare and maintain a reflective journal/log to monitor the progress of their activities and development of their skills and behaviours in the workplace. This journal should include details of meetings and the teams that they have been involved in, together with any copies of relevant documentation. The learner will prepare a reflective account to monitor the progress of their experiences, particularly on their performance and progress to complete activities. This evidence can be presented as either a written report or delivered as an oral presentation which needs to include all handouts, copies of slides, and research notes. For the presentation it would be useful to have the mentor from the work placement in the audience.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1	The Work Placement Organisation	A brief from a potential investor on the structure and function of different types of organisation.	Prepare a report describing the key features of the host organisation(s).
2.1	Setting Objectives	Brief to include agreed work activity.	Prepare an action plan outlining agreed objectives and targets.
3.1, 3.2, 3.3, 3.4	Workplace Behaviours	Keeping records of activities and practices carried out.	Prepare and maintain a reflective practice journal of workplace activities, behaviours, and own role in these.

Criteria covered	Assignment title	Scenario	Assessment method
4.1, 4.2	Effective Communications	Brief to include outcome of activity and own contribution.	Deliver a presentation on own contribution and effectiveness.

Indicative resource materials

Textbooks

Evans K, Unwin L, Rainbird H and Hodkinson P – *Improving Workplace Learning* (Routledge, New Edition, 2006) ISBN 9780415371209

Fuller A, Munro A and Rainbird H – *Workplace Learning in Context* (Routledge, 2004) ISBN 9780415316316

Journals

Business Review Magazine (Phillip Allan Publishers – see www.philipallan.co.uk)

The Economist

Websites

www.businesslink.gov.uk	Business Link site for guidance on skills, planning, and legislation for entrepreneurs
www.fsb.org.uk	Federation of Small Businesses
www.peterjones.tv	Peter Jones' website and resources
www.sfedi.co.uk	UK Sector Skills Body for Enterprise
www.works-experience.org	National Council for Work Experience

Unit 5:   Project Management

Unit reference number: Y/501/5168

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

In this unit, learners will develop an understanding of the principles of project management. This unit gives learners the skills needed to plan, implement, monitor and evaluate the outcomes of a workplace project.

Unit introduction

Project management techniques are widely used to manage non-repeating work such as the introduction of a new product, a move to different premises or the management of a large event. Sometimes a project management approach is used to develop improvements to an organisation's regularly used processes.

Learners will explore the principles of project management. They find out how to plan a project, including clarifying the purpose, setting the project outcomes, estimating costs and timeframes and monitoring their progress.

Learners develop their project plan and go on to run the project, monitoring progress and taking actions to address any problems.

Learners then evaluate the success of the project. The overall approach is a practical one and learning may be mainly from experience of working in project teams, with evidence being drawn from managing a project once the project management techniques have been fully assimilated.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of project management	1.1 Explain the difference between routine work and taking part in a project 1.2 Explain why it is important to agree the purpose, scope, timescale, resource requirements, budget, aims and objectives of a project 1.3 Describe how to identify project issues and risks 1.4 Describe how to plan projects using appropriate techniques 1.5 Describe suitable methods for monitoring progress towards outcomes	Professional discussion could be used for all criteria for outcome 1		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to produce a project plan to achieve specified aims and outcomes	2.1 Establish the project's scope and its contribution to the wider objectives of the organisation 2.2 Set project aims and project outcomes and identify measures by which the outcomes will be judged 2.3 Estimate costs and timeframe 2.4 Identify suitable methods for monitoring progress towards outcomes 2.5 Draft a plan for the given project using appropriate techniques 2.6 Use feedback from appropriate people and agree final plan	Records of project team meetings, project plans, learning log or own records for assessment criterion 2.4.		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to implement the project plan	3.1 Agree roles and responsibilities of self and others contributing to the project 3.2 Carry out own responsibilities to quality standards 3.3 Adapt activities to changing requirements 3.4 Communicate with team members and exchange information, in ways that help to meet project objectives 3.5 Monitor and record progress and amend plan as needed	Records of project team meetings, project plans, monitoring records and observation records.		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to evaluate the success of the project	4.1 Use appropriate methods to evaluate the project 4.2 Report on the extent to which the outcomes of the project were achieved 4.3 Describe the costs and benefits resulting from completion of the project	Project report.		

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit content

1 Understand the principles of project management

Differences between routine and project work: routine work - ongoing work (such as processing sales orders, handling enquiries); project work – non repeating work (such as management of a large event, launching a new product), defined beginning and end dates, separate resources, clear outcomes

Importance of defining the project: agreement of success criteria with appropriate people (such as the line manager, customer, stakeholders) eg in terms of purpose, scope, timescale, resource requirements, budget, aims and objectives; importance of gaining buy-in, clarity, increased focus on purpose and deliverables

Project issues and risks: risk assessment (likelihood and severity assessments); contingency plans (such as increase resources, change methods); setting triggers for implementation of contingency plans; decisions about whether contingency plans should be implemented; solutions to problems eg foreseen, unforeseen; remedial actions eg training, extra resources, reviewing allocation of responsibilities, revising project work plan, renegotiating end date/deliverables, reassessing priorities

Project planning techniques: objectives, milestones, activity lists, individual contributions, dependencies, responsibilities, budgets, project work plans/Gantt charts, project management software; project communication plan - objectives of communication plan (such as teambuilding, maintaining sponsor support, managing processes, innovation); levels of meetings (such as steering group, project team, project sub-groups, external stakeholders, ad hoc); communication tools eg newsletters, website, blogs; confidentiality constraints

Methods for monitoring progress: identification of dependencies to establish priorities; systems for collecting data on progress and quality; organisational reporting mechanisms; feedback to team members; comparison of progress with Gantt chart/project work plan; use of project management software

2 Be able to produce a project plan to achieve specified aims and outcomes

Project plan: production of a project plan outlining project's scope and its contribution to wider objectives of the organisation; establish project aims, outcomes and measures by which outcomes will be judged; estimation of cost and timeframe; identification of methods for monitoring progress

Project planning techniques: draft initial plan; techniques eg activities list, milestones, Gantt chart, identify dependencies; gain feedback from appropriate people; agree final plan; finalise plan with feedback

3 Be able to implement the project plan

Implement the project plan: communicate project plan; establish budgetary arrangements; follow required financial accounting systems; establish how to acquire physical resources; delegate own and individual responsibilities; check understanding; set SMART (Specific, Measurable, Achievable, Recorded, Time-bound) objectives for team members; carry out own responsibilities; support team members; build team, resolve conflicts; avoid 'project creep'; exchange information in ways to help meet project objectives; incorporate organisational quality monitoring systems and adapt activities; communicate with team members; record progress and amend plan as needed

4 Be able to evaluate the success of the project

Evaluation methods: comparison of performance with objectives; feedback from others; own reflections

Report on project success against outcomes: comparison of results with objectives and planned deliverables; organisational requirements for reporting outcomes eg project report, oral presentation, web-based reporting

Costs and benefits: lessons learned (such as those related to project planning, implementation, monitoring, reporting); identification of training needs; recommendations for management of future projects; additional benefits eg corporate learning, potential for future

Essential guidance for tutors

Delivery

The learning outcomes in this unit are mostly practical and, if the learner has a suitable work placement, participating as a member of a project team throughout the process, from planning to review and implementation, could be an effective method of learning. This could be supplemented by reading project management guides and organisational guidelines or meetings could be held with a mentor or assessor to clarify the processes and requirements. Other approaches could be to conduct workshops which provide good opportunities for group discussions or to use a computer based learning package on project management.

If face-to-face workshops are used they could start with an introduction to what a project is and why the methodology has become so widely used. It could be interesting for learners to look at and discuss two or three projects where the outcomes were not achieved within time or budget and highlight what went wrong. This is likely to illustrate the importance of the planning stage and project planning techniques can be introduced. A practical approach is likely to engage learners' interest so they can develop project plans for 'practice projects' such as holding a party or a simulated business situation. Learning should focus on the techniques the learner is likely to use when running a project within their workplace. Project management software is widely used to manage projects and this should be introduced if it is used in learners' workplaces.

For learning outcomes 2 and 3 a 'practice project' could be implemented once the techniques have been introduced. This would give learners the opportunity to put into practice what they have learnt about project management before embarking on their assessment.

Learning outcome 4 could follow a similar pattern with an initial introduction to the reasons for evaluation and the methods that can be used. If 'practice projects' have been used then learners could give one another feedback and evaluate their outcomes against the purpose and objectives of the project. It would also be useful for learners to see and discuss project reviews of real workplace projects or to interview a project manager about a recently completed project.

Assessment

To achieve the unit learners need to provide evidence that they have met all of the assessment criteria. Learning outcome 1 could be achieved through professional discussion with the tutor or through a written response to, for instance, a question and answer sheet. Learning outcomes 2, 3 and 4 would be best achieved through each learner having a workplace project assigned to them to manage. It is likely that learners will have to work through other designated project managers who bear ultimate responsibility for the management of the projects but as long as learners can show that they have met each assessment criterion themselves then they can still achieve the unit.

Consideration should be given to the nature and size of the project that is used for this unit. The project needs contributions from more than just the learner and needs to be complicated enough to enable planning techniques to be used and to provide some scope for problems to occur. Some activities should be dependent on the completion of other activities. It should be possible for the project to be completed within the learner's time on the programme. If a learner is working in an environment where very large projects are conducted then consideration could be given to using a part of a large project for the purpose of this assessment. If there is little apparent scope to manage a project at a learner's workplace then a project to investigate the possibility of improving a system could be suggested, or it may be possible to use a community organisation such as a local sports club.

Evidence of achievement of the criteria should be collected and assessed by the assessor. Where evidence is not available in written form the assessor can use observation records or witness testimonies supplemented by other evidence such as notes made to prepare for a meeting or visual aids used to give a presentation. Professional discussions could also be used especially for assessment criteria 3.2 and 3.3.

Programme of suggested assignments
The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 1.4, 1.5	Principles of Project Management	Interview on Principles of Project Management.	Learners participate in a professional discussion interview with their Tutor.
2.1, 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4,3.	Work Place Project	Learners in their work placements	Learners plan, implement and evaluate their own work place project.

Essential resources

Learners do need to be allocated a workplace project to manage.

Indicative resource materials

Textbooks

Dinsmore P C — *The Right Projects Done Right* (John Wiley and Sons, 2005) ISBN 9780787971137

Lewis R I — *Project Managem*ent (McGraw Hill Professional, 2006) ISBN 9780071471602

Lock D — *Project Management 9th Edition* (Gower Publishing Ltd, 2007) ISBN 9780566074516

Nokes S — *The Definitive Guide to Project Management 2nd Edition* (Financial Times/Prentice Hall, 2007) ISBN 9780273663973

Journals

Project Management Journal – Project Management Institute, John Wiley and Son

Websites

www.apm.org.uk	Association for Project Management has some free resources
www.pmi.org/Resources/Pages/Project-Management-Journal.aspx	Website for *Project Management Journal* – see above
www.pmi.org.uk	Website for UK Chapter of Project Management Institute
www.apm.org.uk	Association for Project Management has some free resources

Unit 6: Using Enterprise Skills in the Workplace

Unit reference number:	R/503/4625
Level:	3
Credit value:	10
Guided learning hours:	60

Unit summary

This unit will enable learners to develop and practise the core enterprising skills used by intrapreneurs in a real work situation.

Unit introduction

Both entrepreneurs and intrapreneurs need the skills and knowledge to oversee all aspects and operations of a business. It is important, therefore, for learners to have the opportunity to develop first-hand experience of intrapreneurial activities and be able to apply the core enterprise skills of negotiation, persuasion and networking. It is envisaged that this unit will be delivered and assessed over a period of at least six months to give learners the opportunity to practise and improve their skills.

This unit aims to develop knowledge of the enterprise skills needed by intrapreneurs when faced with the everyday issues or problems that arise across business functions. Learners will be expected to carry out tasks that require problem solving and decision-making skills. This will involve being able to contribute to research and develop ideas in business situations through presenting suggestions for new approaches and solutions.

To reflect on their skills, learners will record their work experiences through developing and maintaining a journal of all their activities. This will be supported by employer testimonial, observations and tutor reviews, enabling learners to develop enterprise skills and gain confidence over the course of their apprenticeship.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to use negotiation skills	1.1 Identify negotiation and persuasion skills needed in business situations 1.2 Set realistic objectives for negotiation in business situations 1.3 Discuss the minimum acceptable outcome from the negotiations 1.4 Examine the possible objectives of the other party in the negotiations 1.5 Demonstrate effective negotiation skills in business situations 1.6 Close negotiations with a confirmed agreement	Keep a journal/log of activities and practices – recording the stages used in the negotiation process and the skills needed to ensure a mutually beneficial outcome is achieved. This is to be supported with employer testimonial.		
2 Be able to network to support role in business	2.1 Create business networking relationships which are relevant to the area of work	Records of creating business networking relationships, creating a good impression and building rapport with business contacts.		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to innovate in the workplace	3.1 Identify opportunities to show initiative and add value to the organisation 3.2 Present realistic suggestions for new approaches and solutions	Reflective account and records of using innovative skills and different methods applied during course of work experience, supported with employer testimonial.		
4 Be able to carry out research to inform decision-making	4.1 Collect relevant data for selected work-related tasks 4.2 Use techniques to accurately analyse and interpret data 4.3 Use findings to make informed decisions 4.4 Explain decisions made to others	Present information in a suitable format on an investigation carried out using research methods.		

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit content

1 Be able to use negotiation skills

Negotiation: importance of making successful business deals; types of agreement eg when setting up in business, when developing business, when changing or adapting products or services

Persuasion: skills eg ability to influence others, focus on the needs of others, developing a line of reasoned argument, backing up points with logic, using positive language, emphasising the positive aspects, mirroring the other person's mannerisms, getting points across in a calm manner

Skills: interpersonal and communication skills eg behaviour, active listening, building rapport; behaving ethically; problem solving; strategies for achieving win-win outcome; finding solutions

Negotiation stages: pre-negotiation eg knowing what you want, identifying objectives, ideal outcome, realistic outcome, fallback position, understanding the motives of others involved in the deal; negotiation eg stating own position, making a proposal, persuading others, compromising, controlling the discussion, finding solutions; closing negotiations (summarising the agreed position); post-negotiation eg signing off deals, evaluation of negotiation process

2 Be able to network to support role in business

Networking: identifying opportunities to build business relationships through networking; benefits of networking; skills for building business relationships eg communication skills, body language, creating good first impressions, building rapport, empathy, courtesy, respect, acting with integrity

Potential contacts: through general membership organisations eg the Federation of Small Businesses, Forum for Private Business, Chamber of Commerce; trade or industry associations; business/enterprise clubs; family or friends; customers/suppliers

3 Be able to innovate in the workplace

Identifying opportunities: opportunities eg market gaps, new markets, social trends; taking advantages of opportunities presented

New approaches and solutions: approaches and solutions eg exploring different solutions to challenges, exploring new markets and ways of conducting business, encouraging others to offer ideas and suggestions, making sure business processes allow for innovation; ways to be innovative eg using thought showers, lateral thinking, mindmapping; thinking creatively; assessing the risk involved in implementing an innovative idea; evaluating the success of an idea; using the evaluation to inform future developments

4 **Be able to carry out research to inform decision making**

Conducting research: types of information eg qualitative, quantitative, marketing, operational, financial, personnel; sources of information eg internal, external, primary, secondary; collection of data

Analyse findings: analysis eg trends, patterns, accuracy, consistency, relevance, sufficiency, reliability, validity; use of spreadsheets for analysis; diagrammatic analysis eg pictograms, pie charts, bar charts, frequency curves, histograms, line graphs, scattergrams, interpretation of results

Presentation of findings: eg oral reports, written reports (formal, informal); visual aids (such as computer graphics, graphs, charts); presentation of conclusions and recommendations; audience; effectiveness; quality of information

Essential guidance for tutors

Delivery

This practical unit builds on the learning gained in Units 1 and 2 and enables learners to develop the core enterprise skills of negotiation, persuasion and networking over the course of their programme of study. This involves being able to contribute to research and develop ideas in business situations through presenting suggestions for new approaches and solutions.

As most of this unit will involve developing knowledge and practising skills in the workplace, learners should have plenty of opportunities to practise enterprise skills in a non-threatening environment such as the classroom. Initially, learners could work in pairs and identify situations in which they have had discussions with others where an agreement was sought. They should list the objectives of the discussion, the other person's objectives and decide whether the outcome was successful for not. Tutors could use video clips or DVDs to illustrate effective negotiation and persuasion skills and provide input on the three ways in which negotiations can end win-lose, lose-lose and win-win, followed by group discussion on the benefits of having a successful outcome.

Tutor input on the stages of the negotiation process could be followed with role-play exercises for learners to practise their negotiation and persuasion skills and evaluate how they felt about the outcomes afterwards.

For learning outcome 2, learners need to understand the relevance of networking and how it can help a business achieve its goals. Group work and discussions can enable research into the different networks that help businesses – these can include guest speakers, for example from Business Link, Young Enterprise, The Prince's Trust or visits to the local Chamber of Commerce, local trade associations, professional bodies and personal networks. Learners could then split into smaller groups and examine the personal qualities that are important when networking with others. Learners could produce a table of their results which identifies the key features of the personal qualities which are essential to build business relationships. In the workplace, learners may need support in developing the interactions which are relevant for the business.

Learning outcome 3 builds on the creativity and problem solving techniques used to develop solutions for business problems covered in Unit 2. Learners should be encouraged and supported in the workplace to identify tasks which require decision making skills. This will develop into learning outcome 4 which requires an understanding of research skills in order to collect and interpret data to inform decision making. Tutor input on primary and secondary research can be followed by group exercises on the advantages and disadvantages of different research methods and data collection, such as designing questionnaires for market research for a new product or service. This will help learners to understand the importance of a business having the relevant information they need to aid decision making.

Learners will need support on the statistical techniques used to interpret the data collected. It may be that linking this to the market research questionnaires will provide a useful way of leading discussion on the effectiveness of the presentation of findings.

It is important that tutors visit the learners' workplaces on a regular basis to discuss and review progress with both learners and employers, and to address any concerns or problems. Learners will need encouragement to collect a variety of evidence, for example, observation records, a reflective journal/log of work activities, testimonials from supervisors, mentors, colleagues, customers, networking contacts etc.

Assessment

Evidence for this unit will be generated solely from the workplace. Learners reflecting on their work will monitor the development and progress of their own knowledge and understanding as it will also allow them to review the demonstration of enterprise skills and behaviours when doing the job. Assessment is likely to be in the form of a portfolio of evidence supported with detailed workplace reports, witness testimonies and where appropriate, observations and professional discussion. It is envisaged that the reflective journal/log will include details of the meetings, teamwork and projects that they have been involved in, together with any copies of relevant documentation.

To meet AC1.1 – AC1.6 learners should keep a reflective journal/log of activities and practices making sure they record the stages used in the negotiation process and that the skills needed to ensure a mutually beneficial outcome are achieved. Learners should be able to demonstrate their use of negotiation and persuasion skills on at least three different occasions. This should be supported with employer testimonials.

For AC2.1, learners should consult with at least two networks which are relevant to the business and provide evidence in the form of testimonials of creating a good impression and building rapport with the business contacts.

For AC3.1, learners must provide a reflective account and records of using innovative skills and different methods applied during the course of work experience, supported with employer testimonial.

To meet AC3.1 and 3.2, learners will use their reflective journal and records to identify opportunities to show initiative in the workplace. Examples of adding value to the organisation as well as present realistic suggestions for new approaches and solutions should be evidenced, together with any supporting employer testimonial.

For AC4.1, 4.2, 4.3 and 4.4, learners need to conduct their own research, collect relevant data, interpret the findings to make informed. The topic for research must be substantial enough in terms of scope for assessment and be agreed with the workplace employer and tutor.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 3.1,3.2	Using Enterprise Skills	Brief on demonstrating enterprise skills in the workplace.	Prepare and maintain a reflective practice journal of workplace activities and own role.
4.1, 4.2, 4.3, 4.4	Research and Analysis	Brief to provide information for decision making.	Produce a portfolio of evidence, including collated research data, presentation of results.

Indicative resource materials

Textbooks

Jones P – *Tycoon* (Hodder Paperbacks, 2008) ISBN 9780340952351

Lowe R and Marriott S – *Enterprise: Entrepreneurship and Innovation* (Butterworth-Heinemann, 2006) ISBN 9780750669207

Journal

Business Review Magazine (Philip Allan Publishers – www.philipallan.co.uk)

Websites

www.businesslink.gov.uk	Business Link - site for guidance on skills, planning and legislation for entrepreneurs
www.fsb.org.uk	Federation of Small Businesses
www.peterjones.tv	Peter Jones' website and resources
www.sfedi.co.uk	UK Sector Skills Body for Enterprise
www.works-experience.org	National Council for Work Experience

Unit 7: Leadership and Teamwork

Unit reference number: A/600/0320

Level: 3

Credit value: 10

Guided learning hours: 60

Unit summary

This unit enables learners to develop an understanding of team leadership and how it impacts on the success of the team. Learners will be able to practise these skills when working in team situations.

Unit introduction

People are the most important resource for any business and intrapreneurs will need to work with a range of people for guidance, advice and training when working on business development projects. This involves leadership and teamworking skills.

Teamwork makes the best use of each individual's strengths so more can be achieved than by an individual. Members of teams work together and support one another which means they can draw on their collective knowledge and skills to solve problems more easily.

In order to become fully collaborative, teams need to go through stages of development. Distinct team roles and tasks need to be assigned to individuals in order to achieve objectives. The team leader needs specific skills, such as being able to create a sense of common purpose and motivating individual members, to build a team. Sometimes when people work in teams, they have their own types of communication behaviour which can affect others and cause conflict or tension. This unit will help learners to understand the factors that contribute to teamwork and be able to practise working in and reflecting on team situations, exploring the roles of both team member and team leader. They will learn how to assess their own teamwork and that of other team members and be able to use and provide feedback to others to enhance individual skills and effectiveness.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of teams	1.1 Describe the features of an effective team 1.2 Explain how teams develop	Reflective diary/ learning log		
2 Understand leadership attributes and skills	2.1 Explain the attributes and skills needed by a leader	Reflective diary/ learning log		
3 Be able to contribute effectively as a team member and leader	3.1 Assess own contribution to achieving team goals 3.2 Demonstrate skills as a team member to meet objectives 3.3 Demonstrate skills as a team leader to meet objectives	Reflective diary/ learning log/role play demonstrating team member and leadership skills/witness testimony/ video or recorded evidence.		
4 Be able to assess effectiveness of team performance	4.1 Receive feedback from team members on contribution to team activities 4.2 Provide feedback to team members on contribution to team activities	Witness testimony/ video or recorded evidence.		

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit content

1 Understand the importance of teams

Team: definition; difference between a group and a team; characteristics of an effective team eg loyalty, shared goals, objectives and vision, commitment, communication, supporting one another, motivation, contributions of members; linking team performance and organisational effectiveness

Team roles: importance; Belbin's team-role theory, differences between the roles eg strengths and allowable weaknesses; contribution of each role to the team; identifying preferred team role

Team development: stages eg Tuckman (forming, norming, storming, performing); methods eg team building activities, training; importance; theories of motivation eg Maslow, Herzberg, McGregor; how motivation theories are used in the workplace

2 Understand leadership attributes and skills

Leadership: definitions; role of the leader; leadership styles eg autocratic, democratic, participative, laissez-faire; impact of styles on team performance; adapting leadership style according to situation; identifying own leadership style

Leadership skills: leadership qualities; authority and responsibility; French and Raven's Five Forms of Power (charismatic, legitimate, export, reward, coercive); Adair's action-centred leadership model; Tannenbaum and Schmidt's continuum of leadership behaviour.

3 Be able to contribute effectively as a team member and leader

Skills as a team member: skills eg clarifying objectives, agreeing tasks, valuing people, being receptive to feedback, encouraging other team members to recommend improvements, recognising and dealing with conflict situations; interpersonal skills eg active listening, questioning, body language, assertiveness

Responsibilities as team leader: creating a sense of common purpose; showing integrity, fairness and consistency in decision making

Skills as a team leader: skills eg verbal and non-verbal communication skills, planning, team building, leading by example, providing and receiving feedback, setting objectives, motivating, consulting, problem solving, valuing and supporting others, stretching people's talents, managing aspirations, monitoring, preventing and resolving conflict, fostering creativity; contextual factors eg virtual teams, cross-cultural teams

4 Be able to assess effectiveness of team performance

Assessment: assessment eg getting feedback from other team members, (360° appraisal), external observation, keeping a diary/log of activities carried out, identifying whether objectives were met, assessing team dynamics; assessing own contribution to team activities; how any conflict was resolved; reasons for conflict; lessons learned

Essential guidance for tutors

Delivery

Teamworking and leadership skills should be learnt in workplace contexts where learners practise the skills and develop their understanding of how these skills are used in the workplace. Learners can reflect on business scenarios where they have seen effective teams in operation. They can also reflect on ideas that they have researched relating to the key features of an effective team and ways of developing these features in a group of workers who might otherwise have little in common. Consideration should be given to the formal and informal creation of teams and how these teams can be linked to the different requirements of organisations.

Learners should explore the characteristics of different team members and identify their own qualities, skills and traits, for example, drive, motivation, energy, determination, reliability, integrity, dedication, pride, analytical skills or efficiency. This exploration could be achieved through activities such as those devised by Meredith Belbin.

Tutor input or individual research is needed on the concept of teams and stages of team development (for example, forming, storming, norming and performing) and how this affects working relationships. Learners can list different types of teams of which they have been a member (for example in work, in social activities and hobbies) and the purpose of the team. They can then identify the factors that made the team effective, and what stages of development they went through.

For learning outcome 1, learners will develop an understanding that teams need to be made up of people with different skills. A team consisting of high performers will not necessarily produce the best results; there needs to be a mix of qualities and the team cannot consist entirely of those with leadership capabilities. Learners may consider stages in the life of teams, recognising the processes encountered, from initial recruitment and induction through to the formation of a fully functioning team. Learners need to be aware of the pressures on teams to meet performance targets, and the strategies used for support and to tackle serious under-performance. To build a high-performance team, team leaders need to motivate and inspire commitment in their team members. Research on different means of motivation will enable learners to investigate the factors that motivate them at work. They can then research the work of relevant motivational theorists (for example Maslow, Herzberg, McGregor), identifying features of different leadership styles (for example autocratic) that may be used to motivate a team.

When reviewing different leadership styles and personal qualities of leaders, it may be useful for learners to start by identifying different leadership styles and qualities, using examples of well-known political or public service leaders. This process will help learners to understand the skills and qualities required to lead a team and be able to apply and use them appropriately.

For learning outcome 2, learners will explore what makes an effective team leader. They will consider the barriers to effective leadership and the evaluation of performance. Learners should be encouraged to conduct self-evaluation and an evaluation of their team. Reflecting on own practice is a skilled task and therefore learners should be encouraged to explore their own skills in a number of scenarios, starting initially by evaluating their own performance in familiar situations. This will help them to identify the key areas to review, how they could improve their

planning skills, and how they could evaluate the performance of a team. Learners should also explore the characteristics and styles of different team leaders. This could be done by identifying the skills and traits of well-known leaders. It is important to emphasise that an effective team needs to be a mix of capabilities and not consist of just those with leadership skills.

Learners should review the well-known, action-centred leadership approach of John Adair, which can be represented as a three-circle model showing the responsibilities of the leader in ensuring the satisfaction of task, team and individual needs. Learners could carry out activities such as positioning the circles from their own experiences at work.

The interpersonal skills needed by team members and supervisors/leaders are crucial to the team's success and it is important to have an understanding of what constitutes good communication skills. These could be demonstrated through practical activity, such as role play, in which learners can explore respondents' reactions when asked to do things in a positive way compared to negative instruction. Learners may be able to reflect on relevant experiences from their workplaces. Learners could be shown television programmes or identify examples from their own experience of different ways of communicating and personal organisation.

Learning outcome 3 is best covered through actual team activities within the learner's work role in which learners have the opportunity to demonstrate leadership and team member skills. Evidence should be collected through witness testimony/video/recorded evidence/reflective diary/learning log of activities carried out.

When studying conflict, care should be taken to protect the confidentiality of those who have been involved in conflict and it may be more suitable to explore case studies of conflict. The learner should be encouraged to consider examples of conflict that have a positive and a negative effect and that are organisation and team member based. It would be useful for learners to find out how their own organisation prevents and diffuses conflict situations within teams.

When providing constructive and positive feedback on their colleagues' team performance for learning outcome 4, learners should be encouraged to reflect on their own experiences of being given feedback in order to improve their ability to give constructive feedback. Video clips and DVDs can be used to show examples of good and bad communication when working in teams.

Assessment

Learners should use the teamworking situations within their work role to explore and demonstrate the skills and qualities required by different teams.

Learning outcomes 1 and 2 require learners to review research on the importance of teams and leadership attributes and skills. Learners should apply the theories to their own experiences. AC1.1 asks learners to describe the features of an effective team. This should include the characteristics of an effective team and the need for a range of roles to be fulfilled. For AC1.2, learners need to examine the key stages in the development of an effective team. AC2.1 requires learners to draw on leadership models, such as Adair, to illustrate the role of the team leader. This should include an explanation of leadership, plus different leadership styles and how they impact on team performance, using examples drawn from their own work experiences.

Learning outcomes 3 and 4 can be achieved through learners providing evidence from working on one or a number of team tasks. Tasks could include running an event or marketing a product. AC3.1 requires learners to assess their contribution to team activity. This will involve learners detailing their specific contributions to the team goals. Evidence could take the form of witness testimony/video/recorded evidence/keeping a reflective journal/log of activities carried out. AC3.2 and 3.3 require learners to work effectively in a team situation, and learners will need to take on both the role of a team leader and a team member in a work task. As a team member they will be expected to make a positive contribution to the team, for example to gather information necessary for the completion of the group task. As a team leader they will be expected to show leadership qualities, for example monitoring performance through giving constructive feedback. Conflict may arise naturally as the activity is happening, and learners should record how this is dealt with. Learners' performances in both roles needs to recorded and reflected on and this reflection should be recorded in either written or verbal form for their portfolio. This should be supported with observation records completed by the assessor or witness testimonies completed by others such as line managers.

The review (AC4.1 and 4.2) of the teamwork activity requires learners to receive and provide feedback on contributions to team activities. Opportunities for feedback between team members and the team leader may arise naturally as the activity is happening but could also be given soon after the activity. For AC4.1 this could be achieved through the analysis of a feedback questionnaire that is distributed to other team members or, for both AC4.1 and 4.2, through a record of a question and answer session. The review should focus on the characteristics and roles within the teams, the leadership/management style of the team leaders, causes (or possible causes) of conflict and how it was/would be resolved. This can be followed by how performance is monitored and an overall judgement of how well the team and team leaders perform. Learners would benefit from interaction with intrapreneurs to support their team working and team leading experience.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 2.1	What Makes an Effective Team?	Learners are in their own work situation.	Reflection explaining the theory and using examples from their own experiences to demonstrate their understanding.
3.1, 3.2, 3.3, 4.1, 4.2	Working in and Leading a Team	Learners are in their own work situation.	Learners undertake team work acting as both team member and team leader. Evidence is collected.

Essential resources

Indicative resource materials

Textbooks

Adair J – *Effective Teambuilding: How to Make a Winning Team* (Pan, 2009)
ISBN 9780330504232

Belbin M – *Team Roles at Work Second Edition* (Butterworth-Heinemann Ltd, 1996)
ISBN 9781856178006

Honey P – *Teams and Teamwork* (Peter Honey, 2001) ISBN 9781902899152

Leigh A and Maynard M – *Leading Your Team* (Nicholas Brealey, 2002)
ISBN 9781857883046

Journals

Business Review Magazine (Philip Allan Updates)

Websites

www.bized.ac.uk	Business education website, including learning materials and quizzes
www.businessballs.com	Free materials, articles and ideas for team roles and leadership
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.cfa.uk.com	Council for Administration
www.google.com	Search for teamworking sites and textbooks
www.managers.org.uk	Chartered Management Institute
www.sfedi.co.uk	Small Firms Enterprise Development Initiative

Unit 8:   The Business Environment

Unit reference number: Y/503/4626

Level: 3

Credit value: 5

Guided learning hours: 30

Unit summary

This unit gives learners knowledge about the environment in which a business operates, it givens them the skills to use this knowledge to contribute to business decisions.

Unit introduction

No business can survive unless it fits into the environment in which it operates. The business environment is continually changing so those developing business ideas must constantly monitor these changes and adapt their business plans to ensure that their businesses succeed.

In this unit learners will learn about the impact changes in the external environment have on a selected business. The influence of the macro-environment, including political, economic, social, technological, legal and environmental factors will be studied as well as changes to a business' micro-environment which includes consideration of factors such as customers, competitors and suppliers.

Having explored the many sources of influence learners will then use this knowledge to apply it to a business, using analytical tools to contribute to business decisions.

Learners will also learn about the stages of business development and how this knowledge can help us to understand the challenges faced by businesses at different stages.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about current socio-economic trends	1.1 Describe how current socio-economic trends may impact on business opportunities 1.2 Describe potential ethical concerns that customers may have about a business	Verbal or written environmental analysis supported by research evidence.		
2 Understand how the current business environment may impact on business opportunities	2.1 Evaluate from information sources the impact that the current business environment has on business opportunities 2.2 Evaluate how a selected business relates to the current business environment	Verbal or written environmental analysis supported by research evidence, eg press cuttings, blogs.		
3 Understand the stages of business development	3.1 Explain the key stages of business development 3.2 Assess the stage of business development of a selected business	Verbal or written report on stages of business development.		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to make business decisions using knowledge of the current business environment	4.1 Use knowledge of the business' markets to identify how to take advantage of business opportunities over the next three years	Verbal or written report on business opportunities.		

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit content

1 **Know about current socio-economic trends**

Trends: definition (direction in which something tends to move); social trends eg population changes (such as increasing life expectancy), households and families (such as more cohabitation), education (such as increasing achievements at GCSE level), labour market (such as increase in flexible working), travel (such as the increase in amount of travel); increasing use of information technology (such as e-commerce, telephony and web developments); environment (such as increase in renewable energy and recycling); other current trends

Ethical concerns of potential customers: ethical concerns eg carbon footprint, sources of timber, child labour, inadequate pay, animal welfare; values of an organisation and ethical codes to address ethical concerns; links with branding; impact on potential business opportunities

2 **Understand how the current business environment may impact on business opportunities**

Sources of information: eg broadsheet newspapers, professional and trade journals and websites, government websites, business networking organisations, internal data and knowledge; reliability of sources; bias and currency

Current macro business environment

National: political issues eg taxation, government support; economic issues eg level of employment, inflation, exchange rates, cost/availability of loans, supply/demand issues.

Local: issues eg planning regulations, employment market, economic environment

Current micro business environment: micro environment eg customers, suppliers, employees, shareholders, distributors, media relationships, competitors

Impact on business opportunity: relevance to selected target group of customers; relevance to specific business proposition

3 **Understand the stages of business development**

Stages: establishment (development of concept and business plan, acquisition of funding, business launch, establishment of processes, building of market share); development (expansion, investment in increasing capacity, increased profitability); maturity (established processes and markets, established brand, loyal customer base, potential for diversification or expansion); decline (market pressures, difficulties handling pressures, reduced profitability; challenges associated with each stage; actions to mitigate challenges

Assess the environment: macro business environment; PESTLE (Political, Economic, Social, Technological, Legal, Environmental) analysis; micro business environment eg suppliers, distributors, customers, competition

4 Be able to make business decisions using knowledge of the current business environment

Knowledge of markets: existing market size and share; strength of brand; trends in the marketplace

Contribute to business decisions: use of analytical tools eg Porter's Five Forces analysis (likelihood of new entrants, power of buyers, power of suppliers, degree of rivalry, threat of substitutes); SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis; fit of proposals with overall business strategy

Essential guidance for tutors

Delivery

The unit potentially covers a large amount of ground. The intention is that, rather than become knowledgeable about all aspects of the business environment, learners instead become aware of the need to monitor the business environment and develop the skills to research what they need in order to contribute to, or at least better understand, business decisions taken by staff in their workplace organisation. It is likely that some formal tuition is needed and face-to-face small, group tutorials would provide good opportunities to discuss views and findings with other learners.

An active and selective approach should be taken to delivery to encourage learners to take responsibility for finding information and applying it to their industry. The unit gives learners opportunities to explore current affairs and reflect on the impact that changes could have on their organisation.

For learning outcome 1, learners could identify the social, technological and environmental trends that are pertinent to the development of business ideas for their organisation and then use research to check out whether these trends are supported by data. Learners should assess the validity of the sources of data and also the need to find sources that can be understood and accurately interpreted. Learners should then consider their businesses and the impact that these trends will have on the business. This learning outcome also includes consideration of the need to be aware of the views that an organisation's customers have about ethical issues. Learners should focus their study on the issues which are, or have the potential to be, of concern to their own organisation's customers and consider what impact this could have on the organisation's reputation and business opportunities.

For learning outcome 2, learners should read selected press cuttings or blogs on local, national or international issues and consider the level and type of impact of the developments on their business. The tutor could act as a consultant, explaining terms and correcting assumptions as needed. The intention is for learners to be enabled to contribute to practical decisions about the business ideas which are under development within their organisation.

In learning outcome 3, learners learn about the different stages of business development. It would be useful for learners to study a range of case studies featuring organisations at different stages. They could consider their own work placement and to evaluate whether it faces the opportunities and challenges that would be expected for an organisation at that stage of development.

In learning outcome 4, learners apply the knowledge from the previous learning outcomes to identify how to take advantage of business opportunities.

Assessment

It is expected that assessment of this unit is based on learners' work placements. The assessment for this unit could be integrated into the assessment for *Unit 3 Planning and Pitching a New Business Opportunity,* as an environmental analysis is part of the marketing plan. The evidence for this unit could take the form of an appendix to the business plan with key findings being used to help to make and justify decisions within the business plan.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
All	Impact of Business Environment on a Business Proposal	The learner is in their own work placement.	Learner undertakes an environmental analysis for their business plan and incorporates the findings into their plans.

Indicative resource materials

Textbooks

Richards C, Dransfield R, Goymer J and Bevan J – *BTEC Level 3 National Business Student Book 1* (Pearson Education Ltd, 2010) ISBN 9781846906343

Further information

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details:
  qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges:
  www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Pearson publications catalogue and update catalogue.

Pearson publications concerning the Quality Assurance System and the internal and standards verification of vocationally-related programmes can be found on the Pearson website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Please contact:

Skillset
Focus Point
21 Caledonian Road
London
N1 9GB

Telephone:	+44 (0) 20 7713 9800
Fax:	+44 (0) 20 7713 9801
Website:	www.skillset.org
Email:	info@skillset.org

Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs

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Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com/en/support/contact-us.html

Online support: find the answers to your questions in Knowledge Base, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com
Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com
Telephone: 0844 576 0045

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.

- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.

- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.

- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications

- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer

- annual visits by occupationally competent and qualified Pearson standards verifiers for sampling of internal verification and assessor decisions for the occupational sector

- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe B: Centre certification and registration

Pearson standards verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson QCF NVQs/competence qualifications through ensuring that their awarding is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action

- limit or suspend certification.05

- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications* for further details. qualifications.pearson.com