

**all you need  
to know.**

**Qualification Specification**

NCFE Level 2 Certificate in Business and  
Enterprise (601/0048/5)

Issue 9 April 2018

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# Section 1

## Qualification overview

## Qualification overview

### Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Business and Enterprise.

All information contained in this specification is correct at the time of publishing.

To ensure that you are using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Certificate in Business and Enterprise.

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### About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/0048/5.

This qualification forms part of a suite of qualifications which have been developed to meet the Department for Education's (DfE's) requirements for high-quality, rigorous qualifications which:

- have appropriate content for the learner to acquire core knowledge
- allow the qualification to be graded
- provide synoptic assessment
- enable progression to a range of study and employment opportunities.

This qualification features on the DfE list of approved qualifications for Key Stage 4 performance tables.

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### Things you need to know

- Qualification number (QN): 601/0048/5
- Aim reference: 60100485
- Total Qualification Time (TQT)\*:185
- Guided learning hours (GLH): 120 plus 5 hour assessment
- Level: 2
- Assessment requirements:
  - Internally assessed and externally moderated portfolio of evidence and externally set and assessed question paper and practical assessment.

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### \*Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

### Qualification purpose

This qualification is designed for learners who want an introduction to business and enterprise that includes a vocational and hands-on element. It has been developed to enthuse and inspire learners about a career in business and enterprise. The qualification will appeal to learners who wish to either set up their own business, move into employment, or progress onto further study.

This qualification aims to:

- develop a broad and comprehensive understanding of business and enterprise
- develop a significant knowledge core which spans the vocational sector
- provide academic and study skills that will support progression within business and enterprise and more broadly.

The objectives of this qualification are to help learners to:

- add breadth to their knowledge and understanding of the sector as part of their career progression and development plans
- progress to a level 3 qualification, an apprenticeship or set up their own enterprise.

Throughout the delivery of this qualification, the following core areas and transferable skills should be evident:

- team working – the qualification requires learners to work with others either on small tasks or during the final project task
- communication skills
- presentation skills – learners will learn to present their work to those around them in a suitable way and will also learn the most appropriate way of communicating as an entrepreneur
- use initiative – learners will learn what initiative is and why it is important for an entrepreneur or business person
- work independently – learners will understand how to work independently on specific tasks.

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### Entry guidance

There are no specific recommended prior learning requirements for this qualification.

This qualification has been developed for learners aged 14 -16 in schools and colleges but is also accessible for learners' post-16.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of the qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding levels.

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## Achieving this qualification

This qualification consists of:

Unit number and title	Mandatory/optional	Assessment
Unit 01 Introduction to business and enterprise	Mandatory	Internally assessed portfolio of evidence
Unit 02 Marketing for business and enterprise	Mandatory	Externally assessed assignment
Unit 03 Finance for business and enterprise	Mandatory	Internally assessed portfolio of evidence
Unit 04 Plan, develop and participate in a business or enterprise project	Mandatory	Internally assessed portfolio of evidence

To be awarded the NCFE Level 2 Certificate in Business and Enterprise, learners are required to successfully achieve **4** mandatory units.

The learning outcomes and assessment criteria for each unit are provided in Section 4 (page 29).

To achieve the NCFE Level 2 Certificate in Business and Enterprise, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification.

Learners must achieve a minimum of a Pass in all assessment criteria within a unit in order to pass the unit as a whole.

If a minimum of a Pass is not achieved in one or more of the assessment criteria, the learner will receive a grade of 'Not Yet Achieved' for the unit. If a learner does not achieve a minimum of a Pass in all units, they will receive a grade of 'Not Yet Achieved' for the overall qualification.

A Unit Certificate can be requested for learners who don't achieve the full qualification but who have achieved at least one whole unit.

Grades are awarded for this qualification. For further information about grading and submitting these grades to NCFE, please see Section 3 (page 24).

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### Progression opportunities

Learners could progress to this qualification from:

- other V Cert qualifications:
  - NCFE Level 1 Certificate in Business and Enterprise
- or other NCFE Level 1 qualifications:
  - NCFE Level 1 NVQ Award or Certificate in Business and Administration
  - NCFE Level 1 Award in Developing Enterprise Skills
  - NCFE Level 1 Award in Exploring Enterprise Skills

Learners who achieve this V Cert qualification could progress to further Level 3 qualifications and A levels, such as:

- NCFE Level 3 Certificate in Principles of Business and Administration
- NCFE Level 3 NVQ Certificate in Business and Administration
- NCFE Level 3 Certificate or Diploma in Managing a Music Business Enterprise
- GCE in Business or Applied GCE in Business

Learners will:

- have a suitable basis of knowledge and understanding in Business and Enterprise in preparation for Level 3 qualifications
- be able to apply business concepts to real life businesses due to the vocational element of this qualification.

As the qualification is partly targeted toward setting up a new business there are many and varied qualifications that would be useful to study along with. Examples include:

- Travel and Tourism
- Creative Studies.



It may also be useful to those studying qualifications in the following sectors:

- Marketing
- Business Administration
- Business Enterprise.

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### Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications <https://register.ofqual.gov.uk> and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Where a qualification has an external assessment this can only be taken up to the last assessment date set by us. No external assessments will be permitted after this date so learners will need to be entered in sufficient time.

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### Staffing requirements

This section is intended to give some guidance on the experience and qualifications needed to deliver and assess this qualification.

The guidance in this section isn't intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for delivery or assessment roles.

Centres must provide sufficient numbers of suitably experienced Assessors and Internal Moderators to ensure that qualifications are delivered effectively. NCFE can't be held responsible for any complications that arise in the delivery or assessment process as a result of internal recruitment decisions. Staff recruitment should be made at the discretion of centres, and centres should be aware that it's their responsibility to ensure that all staff involved in the delivery and assessment of NCFE qualifications are suitably qualified.

### Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant expertise and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

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### Resource requirements

Although NCFE does not specify the resource requirements for this qualification, centres are expected to have appropriate equipment to allow learners to cover all of the assessment criteria. NCFE does not stipulate the software packages or equipment centres should use. However, centres must offer learners access to software packages and equipment appropriate to business and enterprise. These might typically include (as available within centres):

- appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification
  - appropriate health and safety policies in place relating to the use of equipment by learners.
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## Support for learners

### Evidence and Grading Tracker

We've produced an Evidence and Grading Tracker for each internally assessed unit to help learners keep track of their work and to help Teachers to reach a judgement on the overall unit grade.

They can be downloaded free of charge from our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk). You don't have to use the Evidence and Grading Tracker – you can devise your own evidence-tracking documents instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.

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## Support for centres

There are a number of documents available that you might find useful. These are available to download from our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk) or can be requested from the Centre Support team on 0191 239 8000 or by emailing [service@ncfe.org.uk](mailto:service@ncfe.org.uk).

### Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates, and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

### Assessment and Moderation Handbook for Schools

This guide describes the moderation process so that you can be aware of what systems and processes you should have in place.

### Regulations for the Conduct of External Assessments - V Certs

This is designed to assist centres in the correct administration of the external assessment component of NCFE V Cert qualifications.

## Reasonable Adjustments and Special Considerations Policy

This policy is aimed at our customers, including learners, using our products and services and who submit requests for reasonable adjustments and special considerations.

## Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

## Fees and Pricing

This document is published in the spring for the forthcoming academic year.

## Useful websites

Teachers may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- [www.ncfe.org.uk](http://www.ncfe.org.uk)
- [www.statistics.gov.uk](http://www.statistics.gov.uk)
- [www.direct.gov.uk](http://www.direct.gov.uk)
- [www.skillsca.org](http://www.skillsca.org)

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## Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

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## Learning resources

Please visit the NCFE website [www.ncfe.org.uk](http://www.ncfe.org.uk) for more information.

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### Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The NCFE Level 2 Certificate in Business and Enterprise has been mapped against the relevant business and enterprise standards. More detailed mapping is provided in Section 7 (page 65).

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### School accountability measures (performance points)

This V Cert qualification has been developed to meet the criteria set by the DfE to be included in the Key Stage 4 performance tables. Each grade has been assigned a points value. Please check the Register of Regulated Qualifications website, <http://register.ofqual.gov.uk/> for further information.

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### Work experience

Work experience can be very valuable to learners to gain a realistic insight into the career or job they may be interested in. The following websites provide useful information and guidance:

- [www.bbc.co.uk/careers/work-experience/](http://www.bbc.co.uk/careers/work-experience/)
  - <http://www.creativeskillset.org/careers/advisors/faq/>
  - [www.hse.gov.uk/youngpeople/workexperience/index.htm](http://www.hse.gov.uk/youngpeople/workexperience/index.htm)
- 

### Essential skills

In order to complete high-quality project-based learning, learners may spend some time exploring how such projects are undertaken in the commercial sector of their subject area. They may also seek work experience opportunities and develop contacts with workplaces and employers.

All this activity requires that they develop a thorough understanding of the essential skills employers look for in employees.

These range from familiar 'key skills' such as team working, independent learning and problem solving to the softer skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

NCFE has a range of qualifications that schools can use to formalise learning in these aspects of essential work-ready skills. NCFE offers valuable support to learners whose portfolio of qualifications may benefit from some work-specific enhancements. For more information please go to our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

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# Section 2

## Assessment and moderation

## Assessment and moderation

### How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The assessment for the NCFE Level 2 Certificate in Business and Enterprise consists of 2 types of assessment:

- internal assessment – portfolio of evidence. This will be graded by centre staff and externally moderated by NCFE
- external assessment – assignment. This will be graded by NCFE.

Learners must be successful in **both** types of assessment to achieve the qualification.

Learners must achieve a minimum of a Pass in all assessment criteria to achieve a unit, this applies to both internal and external assessments. Learners must achieve a minimum of a Pass in all units to meet the minimum requirements of the qualification. If a grade of 'Not Yet Achieved' is awarded for one or more units, a grade of 'Not Yet Achieved' will be awarded for the overall qualification.

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### Internal assessment

NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Quality Assurance team on 0191 239 8000.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 4 (page 29).



Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Teacher. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Teacher must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the 'Internal Assessment Tasks: Guide for Centres' on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

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### Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

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### Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

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## Presenting evidence

### Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

The use of word frames/templates provided by Teachers which give learners an advantage at meeting the assessment criteria must be avoided. If you're unsure whether a word frame/template does give learners an advantage, please contact your External Moderator for advice before using them. If on your moderation visit, your External Moderator identifies that a word frame/template has been used which gives learners an advantage at achieving the assessment criteria, then the evidence will not be accepted and the unit grade may be rejected.

### Recorded

Where audio/visual evidence of multiple learners is used, centres must ensure that each learner that is being assessed is clearly visible and can be identified by the Examiner/Moderator.

The recorded evidence should allow the learner to demonstrate the assessment criteria clearly but should only show work relevant to what is being assessed. For example, if a performance/participation is done as part of a group the Examiner/Moderator will need to be able to see how each learner being assessed has contributed and met the assessment criteria.

To help our Examiners and Moderators to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact timing of the start and finish times, or the on-going numbered record of the recorded evidence so that the Examiner/Moderator can go straight to that spot on the tape/recording
- a running order list **and** a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Examiner/Moderator to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

### **Test High School**

**Recorded evidence starts:** 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds

**Venue:** School hall

**Audience:** Teachers, parents and friends

#### **Band 1:**

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blond hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

#### **Performance of XXX:**

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blond hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to moderate or examine the work.

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### **Late submissions**

Teachers and Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

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### Submitting unit grades

NCFE has produced grading exemplifications for each internally assessed unit to help Assessors reach grading decisions of the learner's work. The Grading Exemplification documents can be found on the NCFE website.

Each internally assessed unit within the portfolio of evidence must be assessed and graded by Assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Moderator to ensure consistency with national standards. See our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk) for further information on sampling.

Learners may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally moderated, the grades should be submitted to NCFE. This will be classed as the first attempt. Submitted grades for the first unit(s) of the qualification will trigger your first external moderation visit.

Following the external moderation visit the unit grades will either be accepted and banked by your External Moderator or, if they disagree with the grades, they will be rejected. If the grades are rejected, the work cannot be given back to the learner. If a grade is rejected the centre must resubmit the grades discussed and agreed with the External Moderator at the moderation visit. The External Moderator will then accept these new grades in line with their discussion. This will count as the learner's first submission for the unit. The work must then be standardised within the centre to ensure Assessors and Internal Moderators are clear on the standard required.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Moderator, learners are permitted one opportunity to revise and redraft their work. The additional work will need to be assessed, graded and internally moderated again, and the centre will be required to re-submit the updated grade to NCFE for further external moderation. Learners are only permitted one resubmission of internally assessed work.

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### Why would the unit grades be rejected by an External Moderator?

This would occur if the External Moderator did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently or inconsistently from one learner to the next. In this situation, the centre would be required to resubmit grades as agreed at the Moderation visit.

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### External assessment

Each learner is required to undertake an external assessment.

External assessments are set and marked by NCFE. The assessment assesses learners' knowledge, understanding and skills based on Unit 02 of the qualification.

The external assessment should be treated independently from the teaching of the unit. Work completed during the teaching of the unit cannot be used in the external assessment. Any stimulus material used by the centre during the teaching of the unit cannot be used as evidence provided for the external assessment.

The external assessment is administered under specified assessment conditions and will last for 5 hours.

- The 5 hours timed external assessment must be done under timed external assessment conditions and must not include any preparation time. There will be specific tasks that learners must complete within this time. These tasks must be done under timed external assessment conditions and must be invigilated in accordance with the Regulations for Conduct of External Assessment – V Certs, which can be found on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

To access the external assessment, centres need to ensure that learners are entered for the external assessment prior to beginning the external assessment. The assessment material may be given to learners at the centre's discretion but must allow for sufficient time.

There are 2 specific assessment dates during the year. Please refer to the assessment arrangements document on our website [www.ncfe.org.uk](http://www.ncfe.org.uk) for the specific dates.

Centres are free to choose the specific assessment date which best fits in with their delivery model.

To access the external assessment, centres must have entered learners using the NCFE Portal. When you make your registrations in the NCFE Portal you will be prompted to select an assessment date for your learners. NCFE will issue external assessment papers to the learner for the assessment date selected at registration. If you want your learners to sit the external assessment in a different assessment date you will need to contact your Centre Support Assistant and arrange a transfer of entry.

**Centres must enter learners at least 10 working days in advance of the assessment date. Late entries cannot be accepted.**

The external assessment material will be sent out in time for the start of your chosen assessment date. The material must be kept secure at all times throughout the duration of the assessment period.

You must return all external assessment material, learner work and associated paperwork to NCFE one working day after the external assessment has taken place. The last date that NCFE will accept learner work for a specified assessment date is by that assessment cut-off date.

**Please note: the 'cut-off date' is the last day that returned scripts will be accepted by NCFE for the specified assessment date.**

Learners are entitled to one resit, which will be chargeable. This means that learners can have a total of 2 attempts at the external assessment. 'Did Not Attend' will not be classed as an attempt at the external assessment. If you know before the assessment date opens that a learner is no longer able to sit the external assessment please contact NCFE to cancel or transfer the entry.

On completion of their timed assessment learners must sign the assessment declaration on the Learner Front Sheet to declare that the work produced is their own.

For guidance on conducting external assessments, please refer to the Regulations for the Conduct of External Assessments for V Certs, available from our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk), or contact the Quality Assurance team on 0191 239 8000.

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## Moderation

### Internal moderation

Internal moderation is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Moderators to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Moderators are also responsible for supporting Assessors by offering advice and guidance.

The Internal Moderator will follow the centre's own sampling strategy in selecting the sample to be internally moderated. See the guidance on sampling on our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

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### External moderation

External moderation of internal assessments is carried out at least twice a year to ensure that assessment and grading decisions are in line with required standards. External moderation is carried out by External Moderators who are appointed, trained and monitored by NCFE. External Moderators are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Moderator's contact details on registration of learners with NCFE.

For further information on the responsibilities of Assessors and Internal and External Moderators, please refer to NCFE's Centre Support Guide.

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# Section 3

## Grading



## Grading

Grading has been introduced to make sure that this qualification rewards learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

As well as the external assessment, each unit of this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction. Due to the synoptic nature of this qualification, the knowledge, understanding and skills developed are equally important throughout each unit, and therefore all units are weighted equally.

Learners must achieve a minimum of a Pass in all assessment criteria to achieve that unit. Learners must achieve a minimum of a Pass in all units to meet the minimum requirements of the qualification. If a grade of 'Not Yet Achieved' is awarded for one or more units, a grade of 'Not Yet Achieved' will be awarded for the overall qualification.

### Grading internally assessed units

The grading descriptors for each unit have been included in this qualification specification. Grading descriptors have been written for each assessment criterion in a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement – see Section 8 (page 67).

Once Assessors are confident that all the Pass descriptors have been met, they can move on to decide if the Merit descriptors have been met. If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the evidence must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the unit overall. Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.

If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved must be awarded for the unit.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external moderation process. This is known as 'banking' units.

## Grading the external assessment

NCFE will assess and award the learner's external assessment grade using grading descriptors similar to those used for other units.

## Awarding the final grade

The final grade for the qualification will be aggregated by combining the grades achieved for each unit. The final grade will be issued to the centre by NCFE.

The final grade for the qualification is based on a structure of Not Yet Achieved, Pass, Merit, Distinction and Distinction\*.

A Distinction\* grade will be awarded to learners who have consistently achieved a Distinction grade in every unit which demonstrates the learners' high standard of knowledge, understanding and skill at Level 2.

Learners are required to successfully achieve 4 mandatory units. This equates to 4 grades to be aggregated.

The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

Unit grades				Final qualification grade
P	P	P	P	P
M	M	M	M	M
D	D	D	D	D*
P	P	P	M	P
P	P	P	D	P
P	M	M	M	M
M	M	M	D	M
P	D	D	D	D
M	D	D	D	D
P	P	M	M	M
P	P	D	D	M
M	M	D	D	D
P	P	M	D	M
P	M	M	D	M
P	M	D	D	M

### Overall qualification grading descriptors

These grading descriptors should be used as a guide to show what we'd expect to see overall from learners at each grade.

<b>Not Yet Achieved</b>
The learner will not have met all the assessment criteria and will not have enough work or evidence of progress available to allow a valid judgement to be made.
<b>Pass</b>
To achieve a Pass grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit. The learner will make some effort to apply knowledge, and will have a basic understanding of key concepts but may not be able to make links between them. The learner will have a general understanding of processes, resources, techniques and materials but there may be some minor errors or one major error in application. The learner's evidence will show some degree of planning, organisational and investigatory skills but may be lacking in structure. The learner will have shown that they can complete the tasks to the minimum standard.
<b>Merit</b>
To achieve a Merit grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a good standard. The learner will demonstrate a confident level of ability in their application of knowledge and skills and will have a clear understanding of key concepts, making some links between them and giving reasons for their choices. The learner will have a clear understanding of processes, resources, techniques and materials with few errors in application. The learner's evidence will show planning, organisation and investigatory skills in a clear and logical way. The learner will have been able to complete the tasks in a manner exceeding the minimum standard.

**Overall qualification grading descriptors (cont'd)**

<b>Distinction</b>
To achieve a Distinction grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a high standard. The learner will typically demonstrate mastery of appropriate processes, resources, techniques and materials. The learner will demonstrate an ability to undertake relevant and wide-ranging research, analysing and evaluating information to make informed judgements. The learner will have a detailed understanding of processes, resources, techniques and materials showing independent ideas expressed with confidence and originality. The learner's evidence will make cross-curricular connections showing planning, organisation and investigatory skills in a well-structured and thorough way. The learner will have shown a high degree of motivation, ability and commitment and will have been able to complete the tasks effectively in a manner far exceeding the minimum standard.
<b>Distinction*</b>
The learner will have achieved a Distinction grade for all units of the qualification demonstrating consistent work at the level of the qualification.

# Section 4

## Structure and content

## Structure and content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional
- an indication of how the unit is assessed.

Following the unit summary there's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- range (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (types of evidence for internal assessment)
- grading descriptors.

The regulators' unit reference number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about the qualification please contact our Research and Product Development team on 0191 239 8000.

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## Unit summaries

### Unit 01 Introduction to business and enterprise (J/505/2815)

This unit aims to give learners an introduction to business and enterprise. It gives learners an introduction to start up projects and helps them to identify risks and rewards.

Guided learning hours: 30

Level: 2

This unit is **mandatory**

This unit is **internally** assessed

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### Unit 02 Marketing for business and enterprise (R/505/2817)

This unit aims to give learners an insight into market research, and different marketing opportunities and techniques.

Guided learning hours: 30

Level: 2

This unit is **mandatory**

This unit is **externally** assessed

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### Unit 03 Finance for business and enterprise (L/505/2816)

This unit aims to provide learners with a basic knowledge and understanding of business finance for a new business or enterprise.

Guided learning hours: 30

Level: 2

This unit is **mandatory**

This unit is **internally** assessed

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## Unit summaries (cont'd)

### **Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818)**

This unit aims to develop a project plan and implement the project. The learner will then go on to evaluate the overall success of the project.

Guided learning hours: 30

Level: 2

This unit is **mandatory**

This unit is **internally** assessed

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**Unit 01 Introduction to business and enterprise (J/505/2815)****The learner will:**

- 1 Understand different types of businesses

**The learner can:**

- 1.1 Identify **characteristics** of the different business **types**
  - 1.2 Identify 3 different types of local business
  - 1.3 Describe what each business identified in 1.2 is about, showing:
    - what it does
    - how it is owned
    - the type of people it employs and the skills needed to work there
    - the types of customer it has
  - 1.4 Present findings in a clear and appropriate way
- 

**The learner will:**

- 2 Understand the characteristics of an entrepreneur

**The learner can:**

- 2.1 Describe the skills and characteristics of an entrepreneur
  - 2.2 Identify 3 different entrepreneurs including at least one based **locally**
  - 2.3 Compare the enterprise skills and characteristics of the 3 entrepreneurs identified in 2.2
  - 2.4 Research the target market of each entrepreneur/ business identified in 2.2
  - 2.5 Present findings in a clear and appropriate way
- 

**The learner will:**

- 3 Know about risks and rewards in business and enterprise

**The learner can:**

- 3.1 Describe 3 possible **risks** for a new business or enterprise
- 3.2 Describe 3 possible **rewards** for a new business or enterprise
- 3.3 Present findings in a clear and appropriate way

## Unit 01 Introduction to business and enterprise (J/505/2815) (cont'd)

### The learner will:

- 4 Understand how to plan a business or enterprise project

### The learner can:

- 4.1 Define what a **project** is
- 4.2 Investigate 3 different project ideas
- 4.3 Explain the importance of a project plan
- 4.4 Explain what must be included in a project plan
- 4.5 Present findings in a clear and appropriate way

---

### Range

**Characteristics:** liability, ownership

**Types:** eg sole trader, partnership, private limited company, public limited company, franchise, social enterprise eg co-operative, not for profit and charity

**Locally:** eg the locally-based entrepreneur should be someone based in your community. They could be a family member, local shop owner, tradesperson etc

**Risks:** eg bankruptcy, illness, loss of home, removal of funding, low or no income, change in the market place/demand/fashion, work/life balance, holidays, shared responsibility, unpaid holidays, sole trader makes all the decisions

**Rewards:** eg profit, flexibility, work/life balance, control, independence, job satisfaction

**Project:** eg this could be either a business or enterprise project

---

**Unit 01 Introduction to business and enterprise (J/505/2815)**  
(cont'd)**Assessment guidance**

**Types of evidence:** poster, presentation, report

**Assessment criteria:** 1.1

**Additional information:** basic knowledge and brief overview of each type.

---

**Types of evidence:** fact sheet, website page, table, report, presentation

**Assessment criteria:** 1.2–1.4

**Additional information:** it's important to learn about sole trader, partnership and limited companies, therefore learners should choose at least 2 of these business types in the 3 selected. 'How it is owned' refers to ownership type.

AC 1.4 - This does not need to be a presentation.

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**Types of evidence:** fact sheet, table, report, presentation,

**Assessment criteria:** 2.1–2.5

**Additional information:** if an entrepreneur has more than one venture, learners should select one to focus on and state why they have chosen one over the other.

AC 2.5 - This does not need to be a presentation.

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**Types of evidence:** posters, presentation

**Assessment criteria:** 3.1–3.3

**Additional information:** encourage creative evidence.

AC 3.3 - This does not need to be a presentation.

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**Unit 01 Introduction to business and enterprise (J/505/2815)**  
(cont'd)

**Types of evidence:** fact sheet, presentation, project plan template

**Assessment criteria:** 4.1–4.4

**Additional information:** Teachers can provide learners with ideas for them to explore/research further.

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**Types of evidence:** witness statement, observation report, video, peer assessment

**Assessment criteria:** 4.5

**Additional information:** this could be completed through group or individual work. The learner could participate in a mini project or trade fair, or a Dragons' Den style role play. All 3 project ideas should be basic rather than full plans. The learner could then choose one of the projects for Unit 04.

AC 4.5 - This does not need to be a presentation.

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**NCFE has provided a set of sample tasks which cover all learning outcomes and assessment criteria for this unit. These tasks can help to build up the portfolio of evidence. The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered, and if the evidence generated can be graded and internally and externally moderated. For further guidance on internal assessment, please contact the Quality Assurance team.**

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## Grading descriptors – Unit 01 Introduction to business and enterprise (J/505/2815)

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Identify characteristics of the different business types</b>	Learners will identify characteristics of the different business types	Learners will give a detailed description of the characteristics of the different business types	Learners will give a comprehensive description of the characteristics of the different business types
<b>1.2 Identify 3 different types of local business</b>	Learners will identify 3 different types of local business.  See the assessment guidance for direction about the chosen 3	Learners will identify 3 different types of local business justifying choices	No distinction criteria for this AC
<b>1.3 Describe what each business identified in 1.2 is about, showing:</b> <ul style="list-style-type: none"> <li>• what it does</li> <li>• how it is owned</li> <li>• the type of people it employs and the skills needed to work there</li> <li>• the types of customer it has</li> </ul>	Learners will describe what each business identified in 1.2 is about, showing: <ul style="list-style-type: none"> <li>– what it does</li> <li>– how it is owned</li> <li>– the type of people it employs and the skills needed to work there</li> <li>– the types of customer it has</li> </ul>	Learners will describe in detail what each business identified in 1.2 is about	Learners will describe comprehensively what each business identified in 1.2 is about

## Grading descriptors – Unit 01 Introduction to business and enterprise (J/505/2815) (cont'd)

Assessment criteria	Pass	Merit	Distinction
1.4 Present findings in a clear and appropriate way	Learners will present findings in a clear and appropriate way	Learners will present findings showing independent research	Learners will present findings showing a thorough understanding
2.1 Describe the skills and characteristics of an entrepreneur	Learners will describe the skills and characteristics of an entrepreneur	Learners will describe in detail the skills and characteristics of an entrepreneur	No distinction criteria for this AC
2.2 Identify 3 different entrepreneurs including at least one based locally	Learners will identify 3 different entrepreneurs including at least one based locally	Learners will identify 3 different entrepreneurs including at least one based locally, justifying their choice	No distinction criteria for this AC
2.3 Compare the enterprise skills and characteristics of the 3 entrepreneurs identified in 2.2	Learners will compare the enterprise skills and characteristics of the 3 entrepreneurs	Learners will produce a detailed comparison of the skills and characteristics of the 3 entrepreneurs including independent research	Learners will explore the enterprise skills and characteristics of the 3 entrepreneurs, detailing what makes them successful
2.4 Research the target market of each entrepreneur/business identified in 2.2	Learners will research the target market	Learners will research the target market showing initiative	Learners will comprehensively research the target market, explaining their findings

## Grading descriptors – Unit 01 Introduction to business and enterprise (J/505/2815) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.5 Present findings in a clear and appropriate way	Learners will present their findings in a clear and appropriate way	Learners will present their findings showing critical understanding	Learners will present their findings showing a thorough understanding
3.1 Describe 3 possible risks for a new business or enterprise	Learners will describe 3 possible risks for a new business or enterprise	Learners will provide a coherent description of the possible risks	Learners will provide a comprehensive description of the possible risks
3.2 Describe 3 possible rewards for a new business or enterprise	Learners will describe 3 possible rewards for a new business or enterprise	Learners will provide a coherent description of the possible rewards	Learners will provide a comprehensive description of the possible rewards
3.3 Present findings in a clear and appropriate way	Learners will present findings in a clear and appropriate way	Learners will present their findings showing critical understanding	Learners will present their findings showing critical judgement
4.1 Define what a project is	Learners will define what a project is	Learners will define what a project is, showing detailed understanding	No Distinction criteria for this AC
4.2 Investigate 3 different project ideas	Learners will investigate 3 different project ideas	Learners will investigate 3 different project ideas justifying their choices	Learners will investigate 3 different project ideas giving a convincing argument for their chosen ideas



## Grading descriptors – Unit 01 Introduction to business and enterprise (J/505/2815) (cont'd)

Assessment criteria	Pass	Merit	Distinction
<b>4.3 Explain the importance of a project plan</b>	Learners will give a basic explanation of the importance of a project plan	Learners will give a detailed explanation of the importance of a project plan	Learners will explore the consequences of not having a project plan
<b>4.4 Explain what must be included in a project plan</b>	Learners will give a basic explanation of what must be included in a project plan	Learners will provide a coherent explanation of what must be included in a project plan, giving reasons	No distinction criteria for this AC
<b>4.5 Present findings in a clear and appropriate way</b>	Learners will present findings in a clear and appropriate way	Learners will present their findings showing critical understanding	Learners will present their findings showing critical judgement

**Unit 02 Marketing for business and enterprise (R/505/2817)**  
**(Externally assessed unit)****The learner will:**

- 1 Understand different aspects of marketing

**The learner can:**

- 1.1 Describe the different **aspects** of marketing
  - 1.2 Explain why business or enterprise needs marketing
- 

**The learner will:**

- 2 Understand the methods of market research

**The learner can:**

- 2.1 Identify the various target markets for an organisation
  - 2.2 Compare the different needs of the target markets for an organisation
  - 2.3 Describe how an organisation would **research** their target market
- 

**The learner will:**

- 3 Understand the marketing mix

**The learner can:**

- 3.1 Explain the **marketing mix**
  - 3.2 Explain the impact of **social media** and the internet on promotion
- 

**The learner will:**

- 4 Be able to evaluate the effectiveness of different marketing methods

**The learner can:**

- 4.1 Evaluate the effectiveness of different marketing methods
-

**Unit 02 Marketing for business and enterprise (R/505/2817)**  
(cont'd)**Range**

**Aspects:** targeted, niche, mass, product-orientated, market-orientated

**Research:**

- Primary - questionnaires, surveys, focus groups, interviews
- Secondary - internet, newspapers, journals, leaflets, and surveys conducted by others eg Mintel, Keynote, Office of National Statistics
- quantitative and qualitative data – difference between and why both are needed.

**Marketing mix:** The 4 P's:

- price: cost plus pricing, penetrative pricing, promotional pricing, skimming, competition based pricing
- promotion: public relations (PR), web-based, advertising
- place: high street, web-based, retail park, markets, location
- product: tangible, intangible, product lifecycle, Boston Matrix.

**Social media:** eg Blogs, Facebook, Twitter, Pinterest, LinkedIn, websites, apps

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**The assessment for this unit is externally set and marked by NCFE.**

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**Unit 02 Marketing for business and enterprise (R/505/2817)**  
**(cont'd)****Delivery guidance**

The content of this unit must be delivered to the learners so that they are familiar with the underpinning knowledge of the unit that they're being externally assessed on. It is not necessary for any evidence to be generated throughout the teaching of the unit and any evidence that is produced cannot be used in the external assessment.

The external assessment will test learners on their knowledge, understanding and skills associated with this unit.

For further information about the external assessment, please see Section 2 (page 15).

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## Grading descriptors – Unit 02 Marketing for business and enterprise (R/505/2817)

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Describe the different aspects of marketing</b>	Learners will describe the different aspects of marketing	Learners will provide a detailed description of the different aspects of marketing	Learners will provide a comprehensive description of the different aspects of marketing
<b>1.2 Explain why business or enterprise needs marketing</b>	Learners will explain why business or enterprise needs marketing	Learners will provide a detailed explanation about why business or enterprise needs marketing	Learners will provide a comprehensive explanation about why business or enterprise needs marketing and when marketing goes wrong or does not meet the aims of the business
<b>2.1 Identify the various target markets for an organisation</b>	Learners will identify the various target markets for an organisation	Learners will justify reasons why the various target markets are suitable for an organisation	No distinction criteria for this AC
<b>2.2 Compare the different needs of the target markets for an organisation</b>	Learners will compare the different needs of the target markets for an organization	Learners will compare in detail the different needs of the target markets for an organisation	No distinction criteria for this AC

**Grading descriptors – Unit 02 Marketing for business and enterprise (R/505/2817) (cont'd)**

Assessment criteria	Pass	Merit	Distinction
<b>2.3 Describe how an organisation would research their target market</b>	Learners will describe how an organisation would research their target market	Learners will describe in detail how an organisation would research their target market	Learners will describe how an organisation would research their target market showing critical judgement
<b>3.1 Explain the marketing mix</b>	Learners will explain the marketing mix	Learners will explain the marketing mix in detail	Learners will explain the marketing mix perceptively
<b>3.2 Explain the impact of social media and the internet on promotion</b>	Learners will explore the impact of social media and the internet on promotion	Learners will clearly explain the impact of social media on promotion in comparison to traditional methods	Learners will explain the positive and negative impacts of social media on promotion
<b>4.1 Evaluate the effectiveness of different marketing methods</b>	Learners will evaluate the effectiveness of the marketing of the business or enterprise methods	Learners will coherently evaluate the effectiveness of different aspects of the marketing of the business or enterprise methods. Learners will indicate where improvements may be made	Learners will comprehensively evaluate the effectiveness of different aspects of the marketing of the business or enterprise methods. Learners will show critical judgement and indicate where improvements may be made

*Further guidance on how to meet the grading descriptors can be found in the Mark Schemes and Chief Examiners Reports, which are available on [Qualhub.co.uk](http://Qualhub.co.uk)*

*The Mark Scheme demonstrates the requirements of the external assessment and how examiners standardised their marking of it.*

*The Chief Examiner Report provides feedback on the overall performance of learners in the external assessment, highlighting strengths and weaknesses with recommendations for improvement.*

**Unit 03 Finance for business and enterprise (L/505/2816)****The learner will:**

- 1 Understand sources of business funding

**The learner can:**

- 1.1 Research different sources of **funding**
  - 1.2 Identify and explain a minimum of 3 different sources of funding for a new business or enterprise
  - 1.3 Compare the different sources of funding identifying the positive and negative points of each
  - 1.4 Present findings in a clear and appropriate way
- 

**The learner will:**

- 2 Be able to produce a financial plan for a new business or enterprise

**The learner can:**

- 2.1 Describe the differences between fixed and variable costs
  - 2.2 Produce a cash flow and budget forecast
  - 2.3 Create a profit and loss account
  - 2.4 Explain the break-even point
  - 2.5 Assess the impact of an increase or decrease in sales on cash flow, profit and loss, or break-even point
  - 2.6 Present findings in a clear and appropriate way
- 

**The learner will:**

- 3 Understand responsibilities regarding tax and National Insurance liabilities in the UK

**The learner can:**

- 3.1 Research the current guidelines regarding **tax**, National Insurance and Value Added Tax (VAT) liabilities
  - 3.2 Present findings in a clear and appropriate way
-



## Unit 03 Finance for business and enterprise (L/505/2816) (cont'd)

### The learner will:

- 4 Understand financial record keeping

### The learner can:

- 4.1 Describe the importance of keeping up to date **financial records**

---

### Range

**Funding:** eg Prince's Trust, grants, banks, loans, bank of mum and dad, credit union, venture capitalist (Dragons' Den and be your own boss)

**Tax:** eg personal tax linked to self-employment

**Financial records:** eg book keeping, tax returns, invoices, credit notes, receipts, dispatch note, bank statements, PayPal records, contactless payment, Pingit, emails

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## Unit 03 Finance for business and enterprise (L/505/2816) (cont'd)

### Assessment guidance

**Types of evidence:** report, presentation, research results, table

**Assessment criteria:** 1.1–1.4

**Additional information:** the learner can use one of the project ideas from unit 01 or a different idea.

AC 1.4 - This does not need to be a presentation

---

**Types of evidence:** spreadsheet, financial records, templates, report, tables, presentation

**Assessment criteria:** 2.1–2.6

**Additional information:** could use financial software such as Sage or the basic Microsoft package (excel/access/publisher) to create source documents and calculations. Take into account gross and net profit.

AC 2.6 - This does not need to be a presentation

---

**Types of evidence:** report, presentation, table, results of research

**Assessment criteria:** 3.1–3.2

**Additional information:** research HMRC website regarding Self-Assessment and National Insurance.

AC 3.2 - This does not need to be a presentation

---

**Types of evidence:** report, presentation, template

**Assessment criteria:** 4.1

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**Unit 03 Finance for business and enterprise (L/505/2816)**  
**(cont'd)****Assessment guidance (cont'd)**

**NCFE has provided a set of sample tasks which cover all learning outcomes and assessment criteria for this unit. These tasks can help to build up the portfolio of evidence. The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered, and if the evidence generated can be graded and internally and externally moderated. For further guidance on internal assessment, please contact the Quality Assurance team.**

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## Grading descriptors – Unit 03 Finance for business and enterprise (L/505/2816)

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Research different sources of funding</b>	Learners will research different sources of funding	Learners will carry out detailed research of different sources of funding	Learners will comprehensively research different sources of finance giving examples
<b>1.2 Identify and explain a minimum of 3 different sources of funding for a new business or enterprise</b>	Learners will identify and explain a minimum of 3 different sources of funding for a new business or enterprise	Learners will identify and explain a minimum of 3 different sources of funding for a new business or enterprise justifying their choices	No distinction criteria for this AC
<b>1.3 Compare the different sources of funding identifying the positive and negative points of each</b>	Learners will compare the different sources of funding identifying the positive and negative points of each	Learners will compare, in detail, the different sources of funding identifying the positive and negative points of each	Learners will explore the different sources of funding identifying the positive and negative points for each
<b>1.4 Present findings in a clear and appropriate way</b>	Learners will present findings in a clear and appropriate way	Learners will present their findings showing critical understanding	Learners will present their findings showing critical judgement
<b>2.1 Describe the differences between fixed and variable costs</b>	Learners will describe the differences between fixed and variable costs	Learners will describe, in detail, the differences between fixed and variable costs	No distinction criteria for this AC

## Grading descriptors – Unit 03 Finance for business and enterprise (L/505/2816) (cont'd)

Assessment criteria	Pass	Merit	Distinction
<b>2.2 Produce a cash flow and budget forecast</b>	Learners will produce a cash flow and budget forecast	Learners will identify and explain the strengths and weaknesses of the cash flow and budget forecast	No distinction criteria for this AC
<b>2.3 Create a profit and loss account</b>	Learners will create a profit and loss account	Learners will identify and explain the profit and loss account in detail	No distinction criteria for this AC
<b>2.4 Explain the break-even point</b>	Learners will explain the break-even point	Learners will explain the break-even point in detail and identify where it occurs	Learners will provide a comprehensive explanation of the break-even point and identify where it occurs
<b>2.5 Assess the impact of an increase or decrease in sales on either cash flow, profit and loss or break-even point</b>	Learners will assess the impact of an increase or decrease in sales on either cash flow, profit and loss or break-even point	Learners will assess in detail, the impact of an increase and decrease in sales on either cash flow, profit and loss or break-even point	Learners will comprehensively assess the impact of an increase and decrease in sales on cash flow, profit and loss and break-even point
<b>2.6 Present findings in a clear and appropriate way</b>	Learners will present findings in a clear and appropriate way	Learners will present findings showing critical understanding	Learners will present findings showing critical judgement

**Grading descriptors – Unit 03 Finance for business and enterprise (L/505/2816) (cont'd)**

Assessment criteria	Pass	Merit	Distinction
<b>3.1 Research the current guidelines regarding tax, National Insurance and Value Added Tax (VAT) liabilities</b>	Learners will research the current guidelines regarding tax, National Insurance and Value Added Tax (VAT) liabilities	No merit criteria for this AC	No distinction criteria for this AC
<b>3.2 Present findings in a clear and appropriate way</b>	Learners will present findings in a clear and appropriate way	Learners will present findings showing critical understanding	Learners will present findings showing critical judgement
<b>4.1 Describe the importance of keeping up to date financial records</b>	Learners will describe the importance of keeping up to date financial records	Learners will describe the importance of keeping up to date financial records giving examples of what should be included	Learners will explore the consequences of not keeping up to date financial records

**Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818)****The learner will:**

- 1 Be able to identify and research a project

**The learner can:**

- 1.1 Select an appropriate project
  - 1.2 Identify aims and objectives of the project
  - 1.3 Conduct appropriate market **research** for your project
  - 1.4 Assess findings against the aims and objectives, amending if required
- 

**The learner will:**

- 2 Be able to develop a project plan

**The learner can:**

- 2.1 Develop a project plan to include:
    - **aims and objectives**
    - summary of research
    - marketing plan
    - financial plan
    - production/service plan
    - the balance of potential risks against potential rewards
  - 2.2 Present the plan in a clear and appropriate way
- 

**The learner will:**

- 3 Be able to participate in a project

**The learner can:**

- 3.1 **Participate** in the project as planned
  - 3.2 Demonstrate effective communication skills
  - 3.3 Demonstrate effective working relationships with others
-

### Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)

#### The learner will:

- 4 Be able to evaluate their business or enterprise project

#### The learner can:

- 4.1 Evaluate the success of the project against the aims and objectives
  - 4.2 Assess the strengths and areas for development of your contribution to the project
  - 4.3 Present the evaluation in a clear and appropriate way
- 

#### Range

**Research:** minimum of one method of primary research and 2 methods of secondary research. This could include competitors, suppliers, location, customers, and industry. It could include local publications if possible, rather than reliance on the internet.

**Aims and objectives:** objectives must be SMART. A minimum of one aim and 3 objectives should be covered. A mission statement should also be included as the main focused aim.

**Participate:** this could be completed individually or in a team. If this is done in a team, AC 4.1 to 4.3 should be individually assessed and marked due to their own evaluation.

---



**Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)****Assessment guidance**

**Types of evidence:** report, presentation, project plan template

**Assessment criteria:** 1.1–1.4

**Additional information:** learners can use one of the projects identified in Unit 01. Learners may include aims and objectives, costing, timings and milestones, production, research.

---

**Type of evidence:** project plan

**Assessment criteria:** 2.1–2.2

AC 2.2 - This does not need to be a presentation

---

**Types of evidence:** witness testimonies, video, observation, reflective account, presentation

**Assessment criteria:** 3.1–3.3

---

**Types of evidence:** presentation, templates, peer assessment forms, witness testimony

**Assessment criteria:** 3.1–3.3

**Additional information:** the individual learner's contributions should be clearly identified.

---

**Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)**

**Types of evidence:** reflective account, presentation, questionnaires, accounts, peer assessment

**Assessment criteria:** 4.1–4.3

**Additional information:** learners could complete a final presentation of all work covered in the units. For example, explain why it is a viable business and how it meets the requirements of all the assessment criteria in a final report. The presentation could bring together all the units not just the project. A framework could also be included so they evaluate their contribution, what they have learned in total, if they think the business is viable (and why) and what the future holds for the business.

AC 4.3 - This does not need to be a presentation

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**NCFE has provided a set of sample tasks which cover all learning outcomes and assessment criteria for this unit. These tasks can help to build up the portfolio of evidence. The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered, and if the evidence generated can be graded and internally and externally moderated. For further guidance on internal assessment, please contact the Quality Assurance team.**

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## Grading descriptors – Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818)

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Select an appropriate project</b>	Learners will select an appropriate project	Learners will select an appropriate project justifying choices	No Distinction criteria for this AC
<b>1.2 Identify aims and objectives of the project</b>	Learners will identify aims and SMART objectives of the project	Learners will identify coherent aims and objectives of the project	Learners will identify sophisticated aims and objectives of the project showing originality
<b>1.3 Conduct appropriate market research for your project</b>	Learners will conduct appropriate market research for the project	Learners will conduct a range of appropriate market research for the project using initiative	Learners will conduct comprehensive market research for the project
<b>1.4 Assess findings against the aims and objectives, amending if required</b>	Learners will assess findings against the aims and objectives, amending if required	Learners will assess findings showing critical understanding against the aims and objectives, amending if required	Learners will assess findings showing critical judgement against the aims and objectives, amending if required

**Grading descriptors – Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)**

Assessment criteria	Pass	Merit	Distinction
<b>2.1 Develop a project plan to include:</b> <ul style="list-style-type: none"> <li>• aims and objectives</li> <li>• summary of research</li> <li>• marketing plan</li> <li>• financial plan</li> <li>• production/service plan</li> <li>• the balance of potential risks against potential rewards</li> </ul>	Learners will develop a project plan	Learners will develop a project plan showing critical understanding	Learners will develop a project plan showing critical judgement
<b>2.2 Present the plan in a clear and appropriate way</b>	Learners will present the plan in a clear and appropriate way	Learners will present the plan confidently	Learners will present the plan showing creativity
<b>3.1 Participate in the project as planned</b>	Learners will participate in the project as planned	Learners will participate in the project as planned showing initiative	Learners will participate in the project as planned showing enthusiasm, initiative and creativity
<b>3.2 Demonstrate effective communication skills</b>	Learners will demonstrate effective communication skills	Learners will demonstrate clear communication skills	Learners will demonstrate effective communication skills with fluency
<b>3.3 Demonstrate effective working relationships with others</b>	Learners will demonstrate effective working relationships with others	Learners will confidently demonstrate effective working relationships with others	Learners will demonstrate effective working relationships with others perceptively

## Grading descriptors – Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818) (cont'd)

Assessment criteria	Pass	Merit	Distinction
<b>4.1 Evaluate the success of the project against the aims and objectives</b>	Learners will independently evaluate the success of the project against the aims and objectives	Learners will coherently link the success of the project against the aims and objectives	Learners will evaluate the success of the project against the aims and objectives showing critical judgement
<b>4.2 Assess the strengths and areas for development of your contribution to the project</b>	Learners will independently assess the strengths and areas for development of their contribution to the project	Learners will assess the strengths and areas for development of their contribution to the project in detail	Learners will convincingly assess the strengths and areas for development of their contribution to the project
<b>4.3 Present the evaluation in a clear and appropriate way</b>	Learners will independently present the evaluation in a clear and appropriate way – independent work – if rest is part of a group	Learners will present the evaluation confidently	Learners will present the evaluation showing creativity

# Section 5

## Synoptic assessment

## Synoptic assessment

### What is synoptic assessment?

“A form of assessment which requires a learner to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task” (DfE).

Within the NCFE Level 2 Certificate in Business and Enterprise, synoptic assessment encourages learners to combine elements of their learning from different parts of the qualification which they are able to show as they progress through the qualification.

This qualification has been written to ensure that synopticity is embedded in the assessment criteria. It will therefore be evidenced when the learner successfully achieves the qualification.

In order to further support synoptic assessment the qualification encourages learners to take information from across the breadth of their experience and demonstrate how they have integrated and applied their knowledge, understanding and skills.

In Unit 01 the learner explores different aspects of business and enterprise which they can draw on in Units 02 and 03.

The skills, supporting knowledge and understanding they have learned are then applied to achieve Unit 04. As part of this unit, learners are required to plan and participate in a project, evaluating their success and contribution.

# Section 6

## Links to National Skills Standards



## Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.

The mapping is only at the level of the unit.

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### English

All units

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### Mathematics

Unit 03  
Unit 04

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### ICT

All units

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### PLTS Independent Enquirers

All units

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### PLTS Creative Thinkers

Unit 03  
Unit 04

---

### PLTS Reflective Learners

Unit 04

---

### PLTS Team Workers

All units

**PLTS Self-managers**

All units

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**PLTS Effective Participators**

Unit 03

Unit 04

Unit 05

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For further information please contact a member of the Research and Product Development team.

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# Section 7

## Links to National Occupational Standards

## Links to National Occupational Standards

We've mapped this qualification against the Sfed National Occupational Standards (NOS) in business and enterprise. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.

### Sfed Level 2 standards for business enterprise

NCFE Unit number/title	NOS unit number/title
<b>Unit 01 Introduction to business and enterprise</b>	CFABD1, CFABD2, CFABD9, CFAEE4, CFALG1, CFALG2, CFAOP1, CFQWB1, CFAYS1
<b>Unit 02 Marketing for business and enterprise</b>	CFABD1, CFABD2, CFAEE2, CFAWB2, CFAWB3, CFAWB4, CFAWB5, CFAWB6, CFAWB7, CFAWB8, CFAWB10
<b>Unit 03 Finance for business and enterprise</b>	CFABD1, CFABD10, CFALG2, CFAMN1, CFAMN2, CFAMN3, CFAMN4, CFAMN5, CFAMN7, CFAMN8, CFAMN11, CFAWB3
<b>Plan, Develop and participate in a business or enterprise project</b>	CFABD1, CFABD2, CFABD9, CFALG1, CFALG2, CFAMN1, CFAMN2, CFAMN3, CFAMN4, CFAMN5, CFAMN7, CFAMN8, CFAOP1, CFAOP2, CFAWB2, CFAWB3, CFAWB4, CFAWB8, CFAYS1, CFAYS2, CFAYS3

# Section 8

## Grading criteria glossary of terms

## Grading criteria glossary of terms

This table has been provided as an aid to help you grade learners' assessments. These are generic terms used across the Level 2 V Cert qualifications and may not all appear in this qualification specification.

Pass	
Appropriate	Relevant to the purpose/task
Awareness	Knowledge, understanding, perception
Competent	Having the skill, knowledge and ability to complete a task to a given standard
Describe	Define, explain
Differentiate	Tell apart, distinguish
Effectively	In a manner which achieves a satisfactory solution
Evaluate	Make a qualitative judgement taking into account different factors and using available knowledge/experience. Assess
Interpret	Understand and provide a meaning
Merit	
Clearly	Logically and without possibility of misunderstanding
Coherent	Logically connected
Confidently	With certainty in own ability
Critical understanding	The ability to deconstruct, analyse and evaluate, and express opinion
Detailed	Thorough and in-depth
Experimentation	Trial of different methods and techniques
Independent research	Work on one's own to investigate
Initiative	The ability to work without external direction
Justify	Give reasons or evidence to support an opinion
Realistic	Relevant and in context

## Grading criteria glossary of terms (cont'd)

<b>Distinction</b>	
Advanced	Developed, refined and comprehensive
Comprehensive	All-encompassing
Convincing	Persuasive and credible
Creativity	Originality, imaginatively expressed
Critical judgement	Application of a critical understanding informing decisions
Curiosity	An eager desire to seek a fuller understanding
Explore	Search and investigate
Fluently	Smoothly flowing and without apparent effort
Insight	Intuitive perception
Inventive	Having creativity borne of original thought
Originality	Ability to think or express oneself in an independent and individual manner
Perceptively	Showing insight and understanding
Skilfully	In a manner underpinned by technical knowledge and a degree of mastery
Sophisticated	Developed, refined, advanced
Thorough	Completed fully, in some detail
<b>Non-graded</b>	
Accurately	In a manner which provides a correct reading or measurement – deviating only slightly
Demonstrate	Explain or describe through actions
Range of	A variety, an assortment, gamut
Reflect	To review and evaluate
Relate	To link or establish connections
Sufficient	Adequate for the purpose; enough to meet a need or purpose
Technical skill	Technique requiring understanding and ability to produce work of a good-quality standard
Various	Of different kinds, several, many

# Section 9

## General information



## General information

### Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

### Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

## Feedback

Here at NCFE, we're continually looking to review and improve our portfolio of qualifications to make sure they are of a high standard and meeting the needs of both learners and employers.

In order to achieve this and to comply with the requirements of our regulator, Ofqual, we rely on the valuable feedback that you – our centres – provide us with.

For each NCFE qualification you deliver, we would be grateful if you could let us know the following:

- general feedback about the qualification and assessment
- whether the qualification is meeting its intended purpose
- the outcome for the learner – whether they have progressed to further education or into/within employment

You can provide us with this information by emailing [qualificationfeedback@ncfe.org.uk](mailto:qualificationfeedback@ncfe.org.uk), giving us a call on 0191 239 8000, responding to the next survey we send you, or completing this form [www.ncfe.org.uk/qualifications/qualification-feedback/](http://www.ncfe.org.uk/qualifications/qualification-feedback/) - the link to this is on the right hand side of our main 'Qualifications' page. By doing this, you're playing an important role in helping us continue to develop and enhance our qualifications for the benefit of your learners.

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