



Qualification Guide

Open Awards Level 2 Certificate in Skills for Business (QCF) 601/7562/X

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Open Awards

Set up in 1981 as OCN NWR and now trading as Open Awards, we have been in business for over 30 years. During that time we have helped thousands of learners get started on the education ladder, return to learning, achieve qualifications to help their careers and progress into University.

We were the first to design qualifications and courses based on credit accumulation so that learners could achieve in “bite sized” chunks. We designed the units and qualifications that are now the basis of the Qualification and Credit Framework (QCF). As pioneers and champions of credit we are the experts in the field and we use this expertise to design new qualifications.

We are more than just another Awarding Organisation. Uniquely, we have deep roots in the education sector as forward thinking organisations, FE Colleges and LAs, created OCNs to promote education and achievement. We have a governance structure, which is drawn from the people who use our services – our providers and centres – so that we can truly say we are “of the sector and for the sector”. Our purpose is to meet the needs of our provider organisations and their learners. We are a not for profit organisation and a registered charity and we use our funds to invest in our products and services to support the very organisations that use our products.

Open Awards qualifications are approved by the regulators (England and Northern Ireland) and are designed to meet the needs of learners and employers. The range of qualifications we offer is designed to meet the aspirations of learners who are seeking a stepping stone to their career, returning to learn or wishing to progress and build their skills and experience. We are constantly adding to our qualification portfolio to ensure that it is fresh and up to date.

Qualification and Credit Framework

It is expected that Ofqual will make revisions to the QCF in 2015, Open Awards will update and support centres as the revisions are confirmed.

The QCF is a framework that awards credit for qualification and unit achievement and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace.

There are three sizes of qualification in the QCF

Award	Certificate	Diploma
1 to 12 Credits	13 to 36 Credits	37 Credits and above

The terms Award, Certificate and Diploma **do not** describe the qualification levels. It is possible to have an Award at level 4 and a Diploma at level 2.

For the specific credits related to this suite of qualifications please refer to the Rules of Combination within this guide.

Every unit and qualification in the framework is structured in the following way:

- Unit title
- Level
- Credit value
- Learning outcomes
- Assessment criteria
-

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. The credit value of a unit is based on:

- One credit for those learning outcomes that a learner can achieve in 10 hours of learning.
- Learning time is defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit. For example if a unit is worth 3 credits then it will take on average 30 hours for the learner to complete. Guided learning hours are included in the learning time.
- Guided learning hours are the number of tutor-led contact hours required to support learner achievement of a unit or qualification. Guided learning hours include:
 - Induction specific to the programme; one to one or group tutorials; teaching sessions; facilitated workshops; assessment of learner achievements where the learner is present e.g. when assessing an individual in the workplace or assessing a skills activity in a classroom environment.

QCF Level Descriptors

It is expected that Ofqual will make revisions to the qualification levels in 2015, Open Awards will update and support centres as the revisions are confirmed.

Level 2

Summary

Achievement at Level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgment subject to overall direction or guidance.

Knowledge and Understanding

Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems.

Interpret relevant information and ideas.

Be aware of the types of information that are relevant to the area of study or work.

Application and Action

Complete well-defined, generally routine tasks and address straightforward problems.

Select and use relevant skills and procedures.

Identify, gather and use relevant information to inform actions.

Identify how effective actions have been.

Autonomy and Accountability

Take responsibility for completing tasks and procedures.

Exercise autonomy and judgment subject to overall direction.

Further information on the QCF can be found at www.openawards.org.uk

Qualification Overview

Qualification title(s):

Open Awards Level 2 Certificate in Skills for Business (Non-Endorsed) (QCF)

Open Awards Level 2 Certificate in Skills for Business (Endorsed Pathway) (QCF)

Purpose of the qualification:

Ofqual purpose: **Prepare for further learning or training and/or develop knowledge and/or skills in a subject area**

Ofqual sub-purpose: **Prepare for further learning or training**

Develop knowledge and/or skills in a subject area

Skills Funding Agency purpose: **Progress to the next level of vocational learning, including higher education**

Age ranges and restrictions:

Pre -16	<input checked="" type="checkbox"/>
16 – 18	<input checked="" type="checkbox"/>
19+	<input checked="" type="checkbox"/>
Any other restrictions specific to the qualification(s)	<input type="checkbox"/>

Links to fees and charges:

Please see the Open Awards [Fees and Charges](#) page for further details.

Qualification(s) Purpose Statement

The purpose statement is a pre-requisite for both Ofqual regulation and the Skills Funding Agency. The intention of the statement is to provide a concise but comprehensive understanding of the qualification and may be used by the centre as a stand-alone document to inform the learner.

Overview

The primary purpose of the Open Awards Level 2 Certificate in Skills for Business is to support you to progress to the next level of vocational learning including Further Education. It could also support your entry to employment or your development within employment.

The qualification was designed to provide you with an in-depth understanding across all areas or one chosen specialist area of the Business sector. The combination of vocational and generic units and the option to experience several areas within the sector will support you to develop a strong foundation that will enable progression to higher level learning and/or employment. Higher level learning options may include Level 3 Diploma in Access to Higher Education which is ideal preparation for those planning to progress and continue their studies at university.

For those already in employment, this qualification will contribute to your continued personal development, enabling progression to higher level learning. It will also contribute to improved productivity and effectiveness in the workplace. The qualification is appropriate for you if you are aspiring to work effectively in a business capacity and you want to develop appropriate skills whilst learning in a school, college or workplace setting.

There are no age restrictions for working towards this qualification and no specific prior achievements required. However, evidence of achievement at level 1 may be an advantage. There are no restrictions on learner entry and it may be studied alongside other vocational qualifications.

The size of the qualification is defined by credits. To achieve the qualification you will be required to achieve 16 credits and to commit to approximately 160 hours of learning. The size offers you flexibility to study to suit your personal circumstances, for example you may wish to study over an intense, or alternatively a prolonged, length of time.

You have the opportunity to complete the qualification in one of two ways:

1. **“Endorsed”** Pathway. This pathway requires you to complete the Mandatory unit, a selection of Generic Optional units and units from **one** of four specialist pathways (Business and Enterprise; Leadership and Management; Finance; Sales and Marketing)
2. **“Non-Endorsed”** Pathway. This pathway requires you to complete the Mandatory unit, a selection of Generic Optional units and units from a **minimum of two** of the specialist pathways (Business and Enterprise; Leadership and Management; Finance; Sales and Marketing)

Within both pathways, there is a wide choice of units, allowing the qualification to be tailored to your individual needs and employment aspirations.

Mandatory unit:

- Interpersonal Skills

To achieve this unit you will, for example, be required to:

- Describe your own strengths and show how these skills could be transferred to other roles
- Describe ways of improving your time management
- Describe real situations which illustrate confident behaviour

Generic Optional units available include, but not limited to:

- Communication Skills for Business
- Understanding the uses of Social Media for Business
- Customer Service
- Attracting Customers through Marketing
- Negotiating Skills
- Presentation Skills

To achieve your choice of Generic Optional units you may, for example, be required to:

- Use standard business terminology
- Use appropriate language to convey the required information
- Demonstrate the use of blogs, microblogs, social networks and file sharing for promoting and running your own business
- Identify how you could use social media to conduct market research for your business
- Explain how developing particular skills and knowledge can lead to potential improvements to your business success
- Describe how good customer service promotes customers' confidence in an organisation
- Explain why it is important to make a good first impression on a customer
- Explain how to be constructive in difficult situations to lessen destructive behaviour
- Describe different strategies that can be used for successful negotiation

Four Specialist Pathways:

Business and Enterprise units include, but not limited to:

- Considering a Business Idea
- Importance of Business Plans
- Business On-Line
- Understanding the Legal and Regulatory requirements for starting and running an Enterprise
- Understanding Selling in a Business Venture

To achieve your choice of the **Business and Enterprise** Pathway units you may, for example, be required to:

- Describe the characteristics of target customers for a specific start-up business venture
- Select the selling method for a specific product/service
- Explain how a business plan is used when setting up a business
- Identify sources of information/advice on producing a business plan
- Explain the operational risks for a business organisation operating online
- Describe the benefits to a business organisation of marketing a product or service online
- Analyse information about a proposed enterprise
- Identify the legal and regulatory requirements, including documentation, for setting up and running own enterprise
- Identify sources of support for trading within legal, regulatory and health and safety requirements
- Explain how to attract customers and increase a customer base
- Explain the sales methods to be used for a specific start-up business venture

Leadership and Management units include, but not limited to:

- Managing a Budget
- Developing Leadership Skills
- Managing a Project
- Mentoring Skills
- Effective Leadership Skills

To achieve your choice of the **Leadership and Management** Pathway units you may, for example, be required to:

- Describe the roles and responsibilities of managing a budget
- Set a budget to include income and expenditure
- Describe the skills, qualities and values needed by an effective leader
- Give reasons why the skills, qualities and values needed by an effective leader are important
- Describe the ways in which a leader motivates and organises a team
- Describe the role of communication skills in being an effective team leader
- Know how to plan a project
- Describe your own role in carrying out a project
- Describe the key qualities, values and skills of a mentor
- Identify self-development needs in order to meet the qualities and skills of a mentor

Finance units include, but not limited to:

- Accounting Principles
- Business Finance
- Financial Considerations for a New Business

- Work effectively in Accounting and Finance
- Computerised Accounting

To achieve your choice of the **Finance** Pathway units you may, for example, be required to:

- Calculate and correctly account for VAT on purchases, sales, returns and expenses
- Construct a simple trial balance from given information
- Describe the format used in the preparation of statutory accounts for limited companies using the correct terminology
- Set up general ledger accounts, entering opening balances where appropriate
- Allocate monies paid to suppliers in full or partial settlement of invoices and balances
- Explain the role of accountancy or payroll and other financial functions within the business
- Demonstrate a level of numeracy and literacy skills appropriate to your role within the organisation
- Identify different internal sources of finance for particular business needs
- Explain how cost benefit analysis is used to make a particular investment decision
- Calculate the costs of producing and selling a product or service
- Calculate the selling price for a product or service
- Calculate how much of the product or service needs to be sold to break even

Sales and Marketing units include, but not limited to:

- Understanding Marketing
- The Sales Cycle
- Marketing and Sales for a New Business
- Understanding Sales Targets
- Understanding How to Sell a Product or Service

To achieve your choice of the **Sales and Marketing** units you may, for example, be required to:

- Understand how marketing is planned in an organisation
- Describe the structure of a marketing plan used in organisations
- Identify how organisation processes create the overall customer experience
- Explain the relationship between marketing and the sales cycle
- Describe the process for forecasting sales and setting sales targets
- Explain the pricing structure for products and/or services to meet sales targets
- Identify a unique selling point (USP) for a product or service
- Create a brand concept for a product or service
- Produce an outline sales plan for a product or service
- Identify the methods that could be used to conduct market research
- Produce an action plan for taking your product to market.
- Identify who your potential customers might be

What could this qualification lead to?

The qualification provides a mechanism for you to recognise and develop your skills and establish personal, learning and employment goals.

The achievement of the qualification will prepare you for progression to the next level of vocational learning. Examples of this include, but are not exclusive to:

Level 3 Diploma - Access to Higher Education in Business and Management

The Level 3 Diploma, Access to Higher Education in Business and Management, will build on the skills and knowledge gained through this Level 2 Certificate as well as provide skills needed to progress to Higher Education. To gain the Level 3 Diploma, you would complete units in marketing, Human Resources Management, Leadership, Economics, Spreadsheets, Communication (Speaking and Listening) and Business Structure. Additional units may include note taking, research methodologies and report-writing skills. This Level 3 Diploma would support your progression into Higher Education.

Advanced Apprenticeships in Business, Retail Marketing and Finance

By continuing your learning through an apprenticeship, you will have the opportunity to develop your skills and knowledge in a practical environment. The exact role you would progress into would depend on the employer but could include marketing, product panning, contract checking, financial planning, office administration, data processing, sales and business support. As well as practical work experience, you would continue your learning through completing a Diploma or Certificate in Principles of Business and Administration as well as continuing to improve your functional skills at Level 2 (English, Maths and IT).

Level 3 Diploma in Business Management

The Diploma in Business Management will enable you to continue to develop your skills and knowledge in relation to progressing into a management role within the Business Sector. You will study, in more depth, creative product promotion, training in the workplace, developing teams in business and managing business events. By including units that cover a wide subject area including Marketing, Accounting and Human Resource Management, this Diploma will give you a strong foundation to progress into a management role.

Level 3 Certificate/Diploma in Retail Skills (Management)

The Level 3 Certificate or Diploma in Retail Skills (Management) provides progression into a specific area of Skills for Business. Areas covered include working effectively in your retail organisation, organising the receipt and storage of goods in a retail environment, audit stock levels and inventories, sourcing required goods and services and planning, monitoring and adjusting staffing levels. You will also continue to develop your communication and leadership skills. This will support a progression route into a management role within the retail sector.

Level 3 Certificate in Principles of Leadership and Management

The Level 3 Certificate in Principles of Leadership and Management will support you to continue to develop your skills and competencies in this area. There is a wide choice of units so it can be tailored to meet your specific needs but units could include problem solving and decision making, understanding innovation and change in an organisation, leading and motivating a team, planning and allocating work, understanding discipline in the workplace and stress management in the workplace. The skills gained through working towards this qualification will support you to be an effective and confident leader within the workplace.

Level 3 Diploma in Using Enterprise Skills in a Social Enterprise

This Diploma would be appropriate for you if you are looking to progress into employment within a social enterprise and to continue to develop specific skills around setting up or managing a social enterprise. Units could include achieving work objectives and personal needs, developing the mind-set and skills required for enterprise, planning and pitching a new business opportunity and developing and growing a social enterprise. This qualification requires you to be in employment within a social enterprise in order to evidence the assessment criteria.

Level 3 Diploma in Skills for Business: Sales and Marketing

The Level 3 Diploma in Skills for Business: Sales and Marketing will support you to continue to develop your skills and competencies in this specific area of working in business. It would be appropriate for you if you are interested in beginning a career in sales and marketing or are already working in this sector. Units you could work towards include understanding laws and ethics of selling, using marketing information for sales, prospecting for new business, preparing and delivering a sales presentation and understanding influences on buyer behaviour.

You may choose to seek employment in one of many varied occupational areas, for example:

Sales Representative: As a sales representative you would sell your company's products or services. You will need to use your people skills to persuade and negotiate. You could specialise in selling within a particular industry, such as pharmaceuticals, consumer goods or engineering components. Depending on your product market, your customers might be wholesalers, shops, businesses or individuals.

Shopkeeper: Shopkeepers may manage their own independent store or run a franchise store on behalf of a retail chain. Shopkeepers will normally have overall responsibility for stores such as: green grocers, newsagents, butchers, bakers, booksellers, florists, and antique dealers. To be a shopkeeper you should have: energy and self-motivation, good planning and organisational skills, a good understanding of business and finance, the ability to handle cash and keep accounts, marketing skills with the ability to generate sales opportunities and good communication skills.

Accounts clerk: Bookkeeper: Accounts clerks, also known as finance clerks or bookkeepers, work in all types of businesses and organisations, keeping financial records up to date and helping to prepare accounts. As an accounts clerk or bookkeeper your duties could include: dealing with sales invoices, income, receipts and payments, arranging purchase orders and checking that accounts are accurate.

Local Government Officer: As a Local Government Officer, you would be responsible for putting council policies into practice. You would also make sure that local services are delivered well in your local area. You could work in a variety of departments and roles, such as planning council services in a policy section, or delivering services in a department like education or housing. Your day-to-day tasks may include: managing and evaluating projects, writing reports and briefing papers, dealing with enquiries and giving advice, presenting information at meetings, keeping records, and liaising with other agencies.

Junior Market Research Data Analyst: Market Research Data Analysts study statistics and written information collected through market research surveys. These can be consumer, industrial or social and political surveys, required by all types of clients in industry, business and government. As a market research data analyst, you may write proposals describing how research will be carried out, advise researchers about survey methods and design, check the quality of the data collected, analyse the data using statistical software programs and present results through talks, written reports, graphs and tables.

Purchasing Manager: As a Purchasing or Procurement Manager, you would be responsible for buying the best quality equipment, goods and services for your company at the most competitive rates. Your day-to-day tasks may typically include deciding what goods, services and equipment are needed, monitoring and forecasting stock levels, researching and identifying new products and suppliers, negotiating prices and agreeing contracts and processing payments and invoices.

Who supports this qualification?

The qualification was developed with and is supported by a diverse range of training providers and Further Education Colleges including HMP Hewell (Milton Keynes College), Sixth Sense Learning, Holistic Partnership Limited, Arrow Sales Training, Kirklees Council and Academy Transformation Trust.

Regulatory and Funding Details

Operational Dates:

The Open Awards Level 2 Certificate in Skills for Business is due for review on 31st July 2017

Open Awards will notify centres prior to the review to enable a smooth progression from the current version to the new version.

Qualification Number(s):

Each qualification in the suite is a QCF (Qualifications and Credit Framework). qualification regulated by Ofqual. The table below outlines the regulated title* of each qualification and the associated QAC code.

Regulated Qualification Title	QAC Code
Open Awards Level 2 Certificate in Skills for Business	601/7562/X

*Qualification titles may differ slightly in this guidance to those above, however, when searching the QCF Register please use the regulated title of the qualification or the qualification code to ensure you obtain the correct information.

Funding:

More information about Funding can be found at:

<https://www.gov.uk/government/organisations/skills-funding-agency>

Please confirm eligibility for funding via the appropriate funding source.

Qualification Structure

Learning Time

The minimum and maximum GLH (Guided Learning Hours) and learning hours (credit) for each qualification is outlined in the table below.

Qualification Title	Minimum GLH	Maximum GLH	Learning Hours
Open Awards Level 2 Certificate in Skills for Business (Non-Endorsed)	54	129	160
Open Awards Level 2 Certificate in Skills for Business (Endorsed Pathway)	55	135	160

Rules of Combination

To achieve any Open Awards qualification each learner must fulfil a particular set of Rules of Combination relevant to the specific qualification. It is the centre's responsibility to ensure that the choice of units address the Rules of Combination for the specific qualification.

The Rules of Combination for:

- Open Awards Level 2 Certificate in Skills for Business (Non-Endorsed)
- Open Awards Level 2 Certificate in Skills for Business (Endorsed Pathway)

Level 2 Certificate in Skills for Business (Non-Endorsed)

Credit Value of the Qualification:	16
Minimum Credits to be achieved at or above the Level of the Qualification:	10
Mandatory Units:	All 3 credits must be achieved
Generic Optional Group B	A minimum of 3 credits to be achieved
Pathway Groups: PA1, PA2, PA3, PA4	A minimum of 10 credits to be achieved from any combination of units from Pathway Groups PA1, PA2, PA3, PA4 A minimum of 2 Pathway Groups must be chosen

Level 2 Certificate in Skills for Business (Endorsed Pathway)

Credit Value of the Qualification:	16
Minimum Credits to be achieved at or above the Level of the Qualification:	10
Mandatory Units:	All 3 credits must be achieved
Optional Units Group B:	A minimum of 3 credits to be achieved
Pathway Groups: PA1, PA2, PA3, PA4	A minimum of 10 credits to be achieved from one of the Pathway Groups PA1, PA2, PA3, PA4

Qualification Units

Units in the Open Awards Level 2 Certificate in Skills for Business

QAC Code	Unit Name	Level:	Credit Value:
Mandatory Unit Group (A)			
L/507/7358	Interpersonal Skills	Level Two	3
Generic Optional Unit Group (B)			
A/507/5220	Introduction to Marketing	Level Two	1
A/600/3718	Building and Managing Workplace Relationships	Level Two	2
A/600/3721	Developing Enterprise Skills	Level Two	3
D/505/1735	Creating and Publishing Websites	Level Two	4
F/501/6413	Building Working Relationships with Customers	Level Two	2
F/502/1689	Maintain and Develop Personal Performance	Level Two	2
F/504/8729	Customer Service	Level Two	3
F/600/3719	Communication in the Workplace	Level Two	2
F/600/3722	Developing Meeting Skills	Level Two	2
H/504/8884	Work Experience	Level Two	3
H/505/2286	Creating an Online Profile	Level Two	2
H/506/3465	Understanding the Uses of Social Media for Business	Level Two	2
J/504/8859	Healthy, Safety and First Aid at Work	Level Two	3
J/506/3541	Improve Your Business Skills	Level Two	1
J/507/5186	Promotion of Products and Services through Social Media	Level Two	6
J/507/5219	Attracting Customers through Marketing	Level Two	4
J/507/5222	Communication Skills for Business	Level Two	3
L/504/7695	Communication Skills for Group and Teamwork	Level Two	3
L/504/8202	Research Skills	Level Two	3
L/505/9345	Protection and Safeguarding	Level Two	3
L/600/3738	Understanding Change in the Workplace	Level Two	2

QAC Code	Unit Name	Level:	Credit Value:
M/504/7592	Critical Thinking	Level Two	2
M/504/8726	Conflict Resolution	Level Two	3
M/506/3601	Improve Your Business Skills	Level Three	1
R/502/4631	Website Software	Level Two	4
R/507/5224	Resilience Skills	Level Two	2
T/506/3423	Imaging Software	Level Two	4
Y/504/7781	Negotiation Skills	Level Two	3
Y/506/7769	Presentation Skills	Level Three	1
Y/507/5225	Understand how to Develop Resilience	Level Two	2
Business and Enterprise Units (PA1)			
L/506/3542	Undertaking an Enterprise Project	Level Two	3
Y/506/3589	Assessing Your Capacity to Start and Run a Business	Level Two	1
L/506/3539	Business Online	Level Two	10
H/507/5387	Creating an Online Presence for your Business	Level Two	2
R/507/5255	Developing a Business Plan	Level Three	1
R/507/5272	Solve Business Problems	Level Two	3
L/507/5271	Produce Business Documents	Level Two	3
R/507/5269	Principles of Working in Business Administration	Level Two	3
L/507/5268	Principles of Booking Travel and Making Travel Arrangements	Level Two	2
F/507/5266	The Role of an Administrator	Level Two	3
K/507/5262	Researching your Market	Level Two	5
K/507/5259	Assess the Potential to Export	Level Three	2
H/507/5258	Innovation in a Business Environment	Level Two	8
D/507/5257	Business Culture and Responsibilities	Level Two	8
Y/507/5256	Introduction to Human Resources	Level Two	3
L/507/5254	Exploring Franchising Opportunities	Level Three	2
F/507/5252	Understanding Legislative and Regulatory Requirements for an Enterprise	Level Three	3
A/507/5251	Developing an Idea for a Product or Service	Level Two	3

QAC Code	Unit Name	Level:	Credit Value:
K/507/5231	Importance of Business Plans	Level Two	3
A/507/5234	Assessing own Suitability for Enterprise	Level Two	3
H/507/5230	Understanding the Legal and Regulatory Requirements for Starting and Running an Enterprise	Level Two	2
M/507/5229	Identifying the Resources and Location for a Business Venture	Level Two	3
K/507/5228	Considering a Business Idea	Level Two	3
H/507/5227	Initial Business Planning	Level Two	3
Leadership and Management Units (PA2)			
D/600/3730	Recognising Leadership Skills	Level Two	2
M/504/4627	Developing Leadership Skills	Level Two	3
L/504/8443	Managing a Project	Level Two	1
R/506/3574	Mentoring Skills	Level Two	3
K/507/5293	Leadership and Management for Business	Level Two	6
D/507/5291	Strategic Leadership for Trustees	Level Two	3
Y/507/5290	Effective Leadership Skills	Level Two	3
H/507/5289	Introduction to Leadership Skills	Level Two	1
A/507/5282	Managing a Budget	Level Two	2
A/507/5279	Coaching Skills	Level Two	3
T/507/5278	Induction and Coaching in the Workplace	Level Two	2
H/507/5275	Responsibilities and Accountability in Governance	Level Two	2
D/507/5274	Strategy and Structures in Governance	Level Two	2
Y/507/5273	Skills and Effectiveness in Governance	Level Two	1
Finance Units (PA3)			
T/506/3471	Computerised Accounting Software	Level Two	3
F/506/3540	Financial Considerations for a New Business	Level Two	3
J/507/5317	Understanding Finance for Non Financial Managers	Level Three	1
Y/507/5306	Planning the Financial Management of a Business Venture	Level Two	4
J/507/5303	Understanding the Financial needs of an Enterprise	Level Two	3

QAC Code	Unit Name	Level:	Credit Value:
A/507/5301	Book-Keeping and Accounts	Level Two	4
T/507/5300	Sole Trader Final Accounts	Level Two	3
L/507/5299	Managing Cashflow, Keeping your Business Healthy	Level Two	2
J/507/5298	Understanding Finance in a Business Context	Level Two	2
F/507/5297	Business Finance	Level Two	3
A/507/5296	Work Effectively in Accounting and Finance	Level Two	2
M/507/5294	Computerised Accounting	Level Two	4
H/507/4997	Accounting Principles	Level Two	10
Sales and Marketing Units (PA4)			
R/501/5167	Research Skills	Level Three	3
R/506/3414	Understanding Marketing	Level Two	4
A/504/8115	The Marketing Environment	Level Two	3
A/505/6733	Marketing Research	Level Two	3
D/502/9928	Principles of Marketing Theory	Level Two	4
D/502/9931	Principles of Digital Marketing	Level Two	5
K/505/6730	Marketing	Level Two	3
Y/506/3396	Telesales	Level Two	5
D/506/3397	Understanding Sales Targets	Level Two	2
M/505/9757	Understanding the Relationship between Sales and Marketing	Level Three	3
D/506/3402	Principles of Presentations and Demonstrations in Sales	Level Two	2
L/506/3413	Understanding How to Sell a Product or Service	Level Two	2
F/506/3411	Understanding Sales Techniques and Processes	Level Two	5
H/504/5354	Marketing and Sales for a New Business	Level Two	3
H/506/3398	Sales Targets	Level Two	2
J/506/3412	Understanding Laws and Ethics of Selling	Level Two	3
J/507/5320	Complying with Legal, Regulatory and Ethical Requirements in a Marketing Role	Level Two	2
L/507/5318	Use Digital and Social Media in Marketing Campaigns	Level Two	2
F/507/5316	Understanding Selling within a Business Venture	Level Two	3

QAC Code	Unit Name	Level:	Credit Value:
A/507/5315	Understand how to Market and Sell a Product or Service	Level Two	3
T/507/5314	Identify and Understand a Client's Brand Strategy	Level Three	4
K/507/5309	The Sales Cycle	Level Two	2
H/507/5308	Generating and Qualifying Sales Leads	Level Two	2

Assessment, Verification and Standardisation

Assessment

Assessment practices must reflect the Equality and Diversity Policy of Open Awards. Reasonable Adjustments may be required for individual learners to enable them to undertake assessments fairly. Please see our guidance and the procedures for applying for Reasonable Adjustments. For more information see the [Quality Assurance information on our Website](#).

Candidates must provide sufficient evidence that they have the required knowledge, skills and understanding of the assessment criteria and that it is their own work.

Types of evidence may include:

- Observation of performance
- Questioning (written or oral)
- Personal statements
- Assignments or projects
- Witness testimonies
- Simulations (where allowed)
- Professional discussion
- Recognition of prior learning

Assessments are designed by centres. Assessments should be:

Valid;

- They should clearly measure the knowledge or skills that they set out to measure.

Reliable;

- They will in general produce the same range of responses from learners, as long as they are used in similar circumstances and with similar groups of learners.

Inclusive;

- So that no individual learner is excluded from the opportunity to demonstrate their achievement because of their individual circumstances.

Assessors must be satisfied that learners have achieved all assessment criteria relating to the unit being assessed prior to deciding the learner has completed the unit.

Verification

Verification is the process by which assessment decisions are confirmed.

Centres have a responsibility to conduct internal verification led by a trained internal verifier.

External verification is carried out by Open Awards Quality Reviewers/Open Awards External Verifiers who will confirm that the centre is assessing to standard and ensure that the centre's quality assurance systems continue to meet Open Awards centre recognition criteria.

Further guidance on [Internal Verification](#) and [Training Support](#) for centres can be found [on our website](#).

Standardisation

Open Awards will undertake a process of standardisation periodically. Centres will be notified of the required sample which will be copied and collected by the Quality Reviewer. Feedback on standardisation will be available to centres. Standardisation will agree standards for each unit, identify exemplars and make recommendations for changes where appropriate. For further information, see our [Standardisation](#) activities.

Delivering the Qualifications

Recognised Centres

To deliver Open Awards Qualifications you must be an Open Awards Recognised Centre. For more information about becoming a Recognised Centre then please see our [website](#).

Notification to Deliver Open Awards Qualifications

If you are an Open Awards Recognised Centre then you will need to alert us that you want to deliver this Qualification. For more information about this process [contact your Business Relationship Manager](#).

If you are familiar with the process then proceed to the [Open Awards Secure Portal](#) and complete and submit the New Qualification Notification Form. For help with this see the Administration and Support section of this guide.

Additional Information

Recognition of Prior Learning & Achievement

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess. RPL enables recognition of achievement from a range of achievements and experiences whether at work, home and at leisure and is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Credit based qualifications enable learners to avoid duplication of learning and assessment through equivalences or exemptions:

- For achievements within the QCF it is possible to transfer credits (equivalent)
- Learners with certificated achievements outside the QCF can claim exemption from the requirement to achieve credits for designated units.

It is the responsibility of the centre to inform Open Awards at registration of any exemptions and/or equivalencies for which a claim may be made. These claims will be subject to external verification by the Open Awards Quality Reviewer for the centre.

For more information please [View our RPLA Policy](#).

Support for Functional Skills

The units within this qualification may provide opportunities for developing skills related to Functional Skills in Mathematics, ICT and English: Reading, Writing and Speaking, Listening and Communication.

Administration and Support

Full support is given to all centres along with training for administrators. You can find the Open Awards [Centre Handbook](#) on our website. You can also view [Training/Events](#) information on our website.

The Open Awards web site www.openawards.org.uk is the best source for further information with full listings of our qualifications, news, events, assessment information, policies, and details of our support services. Alternatively our experienced customer service team can be contacted on 0151 494 2072 or via email enquiries@openawards.org.uk.

Glossary

Assessment	The process of making judgements about the extent to which a candidate's work meets the assessment criteria for a qualification, unit, or part of a unit.
Assessment Criteria	Assessment criteria describe what a learner should be able to do in order to evidence the learning outcomes of a unit.
Authentic	Evidence must be the learner's own work.
Award	A qualification within the QCF which has a value between one and twelve credits.
Certificate	A qualification within the QCF which has a value between thirteen and thirty six credits.
Certification end date	The last date on which a certificate can be issued.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole unit.
D Unit	<p>The original qualification for internal verifiers involved in NVQs:</p> <ul style="list-style-type: none"> ➤ D34 Internally verify the assessment process <p>If you have already achieved this qualification then you can continue to internally verify as long as you have continued your professional development.</p>
Diversity	Acknowledging that each individual is unique and recognising individual differences, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic.
EQA	External Quality Assurance
Equality	Fair treatment for all regardless of differences eg culture, wealth, race, gender, ability, sexual orientation or any other group characteristic.
Evidence	Evidence of a candidate's knowledge, understanding or skill that can be used to make a judgment on their achievement against set criteria.

Fair	Ensuring that everyone has an equal chance of receiving objective and accurate assessment.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Holistic	Holistic assessment is identifying how evidence can relate to and be cross referenced to other units rather than taking a unit by unit approach.
IQA	Internal Quality Assurance
Learning Outcomes	Learning outcomes describe what a learner should know and understand on completion of a unit.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF). Levels indicate difficulty and vary from level 1 to level 8.
NVQ	National Vocational Qualification
Operation dates	The first/last dates that learners can be registered for the qualification.
Qualification and Credit Framework (QCF)	The QCF awards credit for achievement of qualifications and units (small steps of learning). Each unit has a credit value. This value specifies the number of credits gained by learners who complete that unit. The flexibility of the system allows learners to gain qualifications at their own pace.
Reliable	Reliable evidence indicates that the learner can consistently perform at this level. A reliable method of assessment will produce consistent results for different assessors at each assessment.
Simulations	Where simulations are allowed they must replicate working activities in a realistic workplace environment. A realistic working environment is one which replicates what is likely to happen when an individual is carrying out their normal duties and activities.
Sufficient	Enough evidence as specified in Evidence Requirements or Assessment Strategy.

Units of assessment	A unit is defined as a coherent and explicit set of learning outcomes and related assessment criteria with a title, credit value and level. Within the QCF the term 'unit' refers to a unit of assessment.
V Unit	<p>The previous unit required to quality assurance the assessment process:</p> <ul style="list-style-type: none"> • V1 Conduct internal quality assurance of the assessment process <p>If you already have this qualification then you can continue to quality assure as long as you have continued your professional development.</p>
Valid	Evidence must be relevant to the learning outcome and assessment criteria i.e. capable of measuring the knowledge or skills in question. For example a written test cannot measure a candidate assessor's ability to provide feedback to learners.
Qualifications Accreditation Number (QAN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.