



Handbook

BSUA1 – VTCT (Skillsfirst) Level 1 Award in Principles of
Business Start-up (RQF)

601/6343/4

Version 2.0

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 1 Award in Principles of Business Start-up (RQF)
Qualification number	601/6343/4
Product code	BSUA1
Age range	There are age limits attached to learners undertaking this qualification as this qualification is not approved for learners under the age of 16.
Total Qualification Time (TQT)	90
Guided Learning (GL) hours	55
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence• Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

The Level 1 Award in Principles of Business Start-up (RQF) is designed for those who are considering starting their own business and need the basic knowledge, skills and understanding to progress their business start-up idea. This qualification will also consider some important rules for ensuring a successful business start-up and covers a range of relevant topics such as business planning, legislation, tax considerations, marketing a product and understanding the sales cycle. It will also provide a plan to carry out the steps needed to start up a business successfully and to know where to seek advice and guidance on business development and financial support. It could also provide the basic knowledge to those who would simply like to know what is involved in starting a new business.

2.2 Progression opportunities

On completion of the Level 1 Award in Principles of Business Start-up (RQF) learners may progress into employment or onto the:

- Level 1 Award in Computerised Accounting for Business (RQF)
- Level 1 Award in Computerised Payroll for Business (RQF)

or similar qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 1 Award in Principles of Business Start-up (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **90**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
BSU1	Principles of planning for a new business	1	19	M/507/3027
BSU2	Principles of managing money in a business environment	1	19	T/507/3028
BSU3	Principles of promoting sales in a new business	1	17	K/507/3026

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 SkillsCfA

The Level 1 Award in Principles of Business Start-up (RQF) is based on the units developed by SkillsCfA who are the sector skills council for business enterprise. Their contact details are:

Unit 110, Linton House
164 - 180 Union Street
London SE1 0LH
Phone 020 7091 9620

info@skillsca.org

This handbook provides details from SkillsCfA assessment strategy, which centres will need to apply in order to deliver the Level 1 Award in Principles of Business Start-up (RQF) and includes the:

- Occupational expertise of those who deliver, provide expert witness, assess performance and moderate and verify assessments
- continuous professional development
- summary of delivery and assessment methods
- The complete assessment strategy is available for view and to download from the SkillsCfA website www.skillsca.org

4.3 Occupational expertise of those who deliver, provide expert witness, assess performance and moderate and verify assessments

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

4.4 Deliverers, assessors and internal verifiers

While the Training, Assessment and Quality Assurance (TAQA) units and the assessor/ verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for these qualifications. However, staff should hold, or be working towards, teaching/training qualifications and have sufficient experience and/or qualifications for competent delivery and assessment of the unit.

4.5 Expert witnesses

4.5.1 Overview

An expert witness is someone who is in a position to infer the learner's consistent competence at work and provide the assessor with evidence to support the assessment process. The approved expert witness will usually be the learner's supervisor or manager in the workplace, but could also be an experienced colleague or other approved assessor.

The expert witness does not make any assessment decisions and is not, therefore, required to be qualified. All assessment decisions that take into account evidence provided by an expert witness must be made by an assessor who is qualified with the appropriate qualification.

4.5.2 Requirements for expert witnesses

An expert witness should ideally:

- be the learner's immediate supervisor or manager or other appropriate individual in the workplace
- work alongside the learner, preferably on a daily basis
- be technically competent in the units they are providing an expert opinion on
- understand and have a thorough knowledge of the occupational standards contained in the units they are providing an expert opinion on

4.6 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and IVs plan and maintain their CPD. Centres are expected to support their deliverers, assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.7 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of delivery and assessment methods

For the Level 1 Award in Principles of Business Start-up (RQF), learners will be required to provide a portfolio of evidence which meets all the assessment criteria within the units

5.2 Suggested delivery strategy

Deliverers should familiarise themselves with the structure, content and assessment requirements of the units within the qualification before designing a learning programme. It is suggested that centres design learning programmes that

- best meets the needs and capabilities of their learners and
- satisfies the learning outcomes and assessment criteria of the unit

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can meet all the learning outcomes of a unit and pass all the assessment criteria of a unit. An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.4 Types of evidence

Evidence is not required in any pre-set format and may be of many types and from diverse sources. Examples of types of evidence might include:

- learner statement
- notes
- letter
- e-mail
- annotated or highlighted text
- action plan
- review and tutorial records
- report
- project plan
- diary
- worksheet
- audio/video recorded
- discussion/presentation/interview
- photograph
- assessor observation
- witness statement
- picture
- leaflets
- product
- screen dumps (print screen)

Please note that centres are not restricted to the types of evidence listed above.

5.5 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.6 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

5.6.1 Simulation

Simulation can be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to a breach of confidentiality or privacy, health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. It should only be used when performance evidence is unlikely to be generated through normal working practices.

5.6.2 Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on candidate's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards, such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence. However, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

5.7 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the
- content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements.

6 Units

Unit Handbook

BSU1 – Principles of planning for a new business

Unit reference number: M/507/3027

Level: 1

Credit value: 3

Guided Learning (GL) hours: 19

Unit aim

This unit will provide the learner with the knowledge and understanding of how business legislation and other factors could affect planning for a new business. It will also give the learner an understanding of business planning, financing and sources of help and advice.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand business plans

LO2 Know the factors affecting a new business

LO3 Understand the legislation affecting a new business

LO4 Understand ways of financing a new business

LO5 Know how to obtain help and advice when planning for a new business

Version 1.0

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to Council for Administration NOS:

CFABD1 - Check the likely success of a business idea

CFAPE2 - Find out about business

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for Business enterprise.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand business plans	1.1 Explain the importance of business plans
	1.2 Describe the different uses of a business plan when setting up a business
	1.3 Explain how working to a business plan can help achieve goals for the business
	1.4 Describe the sections and sequence of a business plan
	1.5 Describe the factors to consider when presenting a business plan

Learning Outcome	Assessment Criteria
LO2 Know the factors affecting a new business	2.1 Describe the different types of business structure
	2.2 Explain the importance of identifying the intended market for a new business
	2.3 Explain the importance of identifying an image for a new business
	2.4 Identify the factors to be considered when researching business premises
	2.5 Identify the factors that can affect the success or failure of a new business

Learning Outcome	Assessment Criteria
LO3 Understand the legislation affecting a new business	3.1 Identify the laws and regulations that can affect a new business
	3.2 Explain the impact of legislation on the setting up a business
	3.3 Describe the different policies and licences required to operate within the business environment

Learning Outcome	Assessment Criteria
LO4 Understand ways of financing a new business	4.1 Explain how to estimate the likely costs for setting up a potential new business
	4.2 Identify the sources of potential funding for a new business
	4.3 Describe the methods of funding the financial needs of a new business

Learning Outcome	Assessment Criteria
LO5 Know how to obtain help and advice when planning for a new business	5.1 Identify the types of information, help and advice that are relevant to planning a business
	5.2 Describe the types of support that are available to those planning a new business
	5.3 Describe how to access the support available to those planning a new business

BSU1 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

BSU2 – Principles of managing money in a business environment

Unit reference number: T/507/3028

Level: 1

Credit value: 3

Guided Learning (GL) hours: 19

Unit aim

This unit will provide the learner with the principles of financial management and forecasting financial targets for a new business. It will also give the learner an understanding of a business environment, keeping financial records, VAT and business tax.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the principles of financial management in a business environment

LO2 Know the importance of keeping financial records

LO3 Understand the principles of forecasting financial targets for a new business

LO4 Know the principles of business tax and VAT

LO5 Understand the principles of financial support for a new business

Version 1.0

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to Council for Administration NOS:
CFAM&LEA3 - Manage the use of financial resources
CFAMN3 - Keep financial records for your business

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for business enterprise.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of financial management in a business environment	1.1 Describe what is meant by profit, turnover, credit control and cash flow
	1.2 Explain the importance of financial planning
	1.3 Explain why cash flow is important to a new business
	1.4 List examples of income and expenditure for a new business
	1.5 Identify the problems which could result from expenditure being greater than income
	1.6 Describe ways of reducing expenditure

Learning Outcome	Assessment Criteria
LO2 Know the importance of keeping financial records	2.1 Explain why financial records need to be kept
	2.2 Identify the types of financial records that need to be kept by a business
	2.3 Identify methods of recording income and expenditure

Learning Outcome	Assessment Criteria
LO3 Understand the principles of forecasting financial targets for a new business	3.1 Explain the importance of forecasting financial targets for a new business
	3.2 Identify the information required to decide financial targets for a new business
	3.3 Explain how to set financial targets that are realistic, achievable and measurable
	3.4 Explain why it is important for a business to monitor financial activities against financial targets

Learning Outcome	Assessment Criteria
LO4 Know the principles of business tax and VAT	4.1 Identify the taxes which apply in a business environment
	4.2 Explain the rates and formulae used to calculate business tax
	4.3 Describe how VAT is applied in a business environment

Learning Outcome	Assessment Criteria
LO5 Understand the principles of financial support for a new business	5.1 Identify the types of products provided by banks and building societies and other similar financial institutions to a new business
	5.2 Explain the advantages and disadvantages of different types of account
	5.3 Explain the advantages and disadvantages of borrowing money

BSU2 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

BSU3 – Principles of promoting sales in a new business

Unit reference number: K/507/3026

Level: 1

Credit value: 3

Guided Learning (GL) hours: 17

Unit aim

This unit will provide the learner with the knowledge and understanding of how to market products or services in a new business. It will also give the learner an understanding of the vision and values of a new business as well as sales cycles.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the vision and values of a new business

LO2 Know how to assess the market for a product or service

LO3 Understand how to market products or services in a new business

LO4 Understand the sales cycle

Version 1.0

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to Council for Administration NOS:

CFAWB3 - Plan how you will sell your products and services

CFAM&LFB5 - Manage the marketing of products and services

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for business enterprise.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the vision and values of a new business	1.1 Describe the difference between a vision and a value
	1.2 Explain the importance of having a vision and values when setting up a new business
	1.3 Explain how vision and values can be used to set up a new business

Learning Outcome	Assessment Criteria
LO2 Know how to assess the market for a product or service	2.1 Describe methods that could be used to market research a product or service
	2.2 Identify potential customers for a product or service
	2.3 Identify the main competitors for a product or service
	2.4 Explain how to cost a product or service

Learning Outcome	Assessment Criteria
LO3 Understand how to market products or services in a new business	3.1 Explain why it is important to set goals for marketing and sales against business targets
	3.2 Describe how to set and review marketing targets for a new business
	3.3 Explain the importance of setting sales targets for a new business
	3.4 Describe promotional activities and methods that could be used to market products or services

Learning Outcome	Assessment Criteria
LO4 Understand the sales cycle	4.1 State how to prospect to find customers
	4.2 State how to make appointments
	4.3 Describe how to identify customer needs and wants
	4.4 State how to present the features and benefits of a product or service to meet customer needs and wants
	4.5 Describe how to handle objections and respond to queries
	4.6 Describe methods for closing sales and securing orders
	4.7 State how to process the order
	4.8 Describe how to follow up with the customer

BSU3 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

BSUA1 Document History

Version	Issue Date	Changes	Role
v2.0	31/01/2023		Compliance Manager