



Handbook

BWBC2 – VTCT (Skillsfirst) Level 2 Certificate in Setting-up and Promoting a Baby Well-being Business (RQF)

603/4681/4

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

All material in this publication is copyright of VTCT © Vocational Training Charitable Trust, 2023.

Contents

About Skillsfirst	2
Contents	3
1 Qualification at a glance.....	4
2 Qualification information.....	5
2.1 Qualification aim and design	5
2.2 Progression opportunities.....	5
3 Qualification structure	6
4 Centre requirements.....	7
4.1 Resources	7
4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments	7
4.3 Occupational competence	7
4.4 Occupational knowledge	7
4.5 Qualification requirements of those involved in assessment and internal quality assurance	7
4.6 Expert witnesses	8
4.6.1 Overview	8
4.6.2 Requirements for expert witnesses	8
4.7 Continuous professional development (CPD).....	8
4.8 Total Qualification Time (TQT).....	8
5 Assessment	9
5.1 Summary of assessment methods	9
5.2 Suggested delivery strategy	9
5.3 Characteristics of assessment guidance	9
5.4 Types of evidence	9
5.5 Professional discussion	10
5.6 Simulation and witness testimony	10
5.6.1 Simulation	10
5.6.2 Witness testimony	10
5.7 Recognition of prior learning (RPL).....	10
6 Units	11

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 2 Certificate in Setting-up and Promoting a Baby Well-being Business (RQF)
Qualification number	603/4681/4
Product code	BWBC2
Age range	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
Total Qualification Time (TQT)	137
Guided Learning (GL) hours	105
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 in the work place.
Legal considerations	If videos or photographs of babies are used as the medium to present evidence to meet the qualification requirements, the centre/sub-centre and the learner have responsibilities in terms of meeting child protection legislation.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification has been designed to allow learners to gain the knowledge and understanding required to progress their business start-up idea from paper into reality by setting-up and promoting their own baby well-being business. This would enable them to build self-confidence and to develop entrepreneurial skills. Baby massage and baby yoga is widely supported by medical practitioners across the world.

This qualification will help learners to understand the vital rules for ensuring their business start-up is successful and covers a range of relevant topics such as, business planning, legislation, tax considerations, managing finance and marketing and promoting their baby well-being business.

It will also provide learners with an action plan to carry out the steps needed to start up a successful business and will provide details of where they can seek advice and guidance on business development and financial support.

2.2 Progression opportunities

This qualification provides progression to the following Skillsfirst qualifications:

- Level 3 Diploma in Management (RQF)
- Level 3 Diploma in Customer Service (RQF)

and other related qualifications within child/adult care.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Certificate in Setting-up and Promoting a Baby Well-being Business (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **137**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
BWB1	Principles of planning for a new baby well-being business	2	32	K/617/6134
BWB2	Promoting own baby well-being business	2	33	M/617/6135
BWB3	Principles of managing money in a baby well-being business	2	40	T/617/6136

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

Assessors and those responsible for internal quality assurance are appointed by the recognised centre and approved by Skillsfirst through the external verifier

4.3 Occupational competence

To be occupationally competent, an assessor must be capable of carrying out the full requirements within the competence unit/s they are assessing. Occupational competence must be at the unit level which might mean different assessors across a whole qualification. Being occupationally competent means that the assessor is also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development. This can be demonstrated through current statutory professional registration.

4.4 Occupational knowledge

To be occupationally knowledgeable, each assessor should possess knowledge and understanding relevant to the qualifications and/or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.5 Qualification requirements of those involved in assessment and internal quality assurance

While the Assessor/Verifier (A/V) and the Assessor/Internal Quality Assurance (TAQA) units are valued as qualifications for centre staff, they are not currently a requirement for this qualification. It is strongly recommended, however, that staff must be able to show occupational competence, through mapping their competences and knowledge against the relevant NOS and the assessor and verifier requirements.

Centre staff should have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- corporate membership of a relevant professional institution

Centre staff may undertake more than one role, e.g. tutor and assessor or moderator/IV, but must never internally verify their own assessments

4.6 Expert witnesses

4.6.1 Overview

Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Skillsfirst's requirements for the assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.

4.6.2 Requirements for expert witnesses

An expert witness must:

- have a working knowledge of the units for which they are providing expert testimony
- be occupationally competent in the area for which they are providing expert testimony
- have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.

4.7 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and those responsible for internal quality assurance plan and maintain their CPD. Centres are expected to support their deliverers, assessors and IQAs 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 these requirements.

4.8 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 assessment methods

For this qualification, learners will be required to provide evidence for each unit which may be supplied using a combination of observation of practice, expert witness testimony, professional discussion and questions, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role.

Learners must be registered with Skillsfirst before formal assessment commences.

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.

Delivery of the programme could be either classroom-based or e-learning, or a blended approach.

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
- review and tutorial records
- report
- diary
- worksheet
- audio/video recorded
- discussion/presentation/interview
- assessor observation of practice
- witness statement
- product
- workbook/e-assessment

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.

5.6.1 Simulation

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible. All units within this qualification can be solely achieved by simulation.

5.6.2 Witness testimony

Skillsfirst recognises the use of occupationally competent witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on a learner's performance. Witness testimonies can also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards.

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

BWB1 – Principles of planning for a new baby well-being business

Unit reference number: K/617/6134

Level: 2

Guided Learning (GL) hours: 32

Unit aim

The aim of this unit is to enable learners to develop the skills and understanding of developing business plans and to know how to obtain help and advice when planning for the new baby well-being business. Learners will also know the factors and legislation affecting a new baby well-being business and ways of financing it.

Learning outcomes

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

LO1 Understand business plans

LO2 Know the factors affecting a new baby well-being business

LO3 Understand the legislation affecting the new baby well-being business

LO4 Understand ways of financing the new baby well-being business

LO5 Know how to obtain help and advice when planning for the new baby well-being business

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

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 the 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 baby well-being business	2.1 Describe the different types of business structure
	2.2 Explain the importance of identifying the intended market for the 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 the new baby well-being business	3.1 Identify the laws and regulations that can affect the new business
	3.2 Explain the impact of legislation on the setting up the 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 the new baby well-being business	4.1 Explain how to estimate the likely costs for setting up the potential new business
	4.2 Identify the sources of potential funding for the new business
	4.3 Describe the methods of funding the financial needs of the new business

Learning Outcome	Assessment Criteria
LO5 Know how to obtain help and advice when planning for the new baby well-being business	5.1 Identify the types of information, help and advice that are relevant to planning the business

BWB1 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

BWB2 – Promoting own baby well-being business

Unit reference number: M/617/6135

Level: 2

Guided Learning (GL) hours: 33

Unit aim

The aim of this unit is to enable learners to develop the skills and understanding to develop a marketing plan and to understand the baby massage and baby yoga market and marketing communications.

Learning outcomes

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

LO1 Understand the market

LO2 Be able to develop a marketing plan

LO3 Understand marketing communications

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the market	1.1 Describe the market for baby massage and baby yoga
	1.2 Explain the importance of marketing and branding
	1.3 Explain the use of market research

Learning Outcome	Assessment Criteria
LO2 Be able to develop a marketing plan	2.1 Carry out a SWOT analysis to identify business concerns and opportunities
	2.2 Prepare a mission statement which describes the business and its services
	2.3 Describe target customers and identify competitors
	2.4 Develop a marketing strategy and resources requirements
	2.5 Produce a plan which incorporates a balanced mix of marketing activities

Learning Outcome	Assessment Criteria
LO3 Understand marketing communications	3.1 Describe the importance of personal selling and word of mouth
	3.2 Explain the role of public relations and advertising to promote own baby well-being business
	3.3 Explain the benefits of a website to promote own baby well-being business
	3.4 Describe how the use of: <ul style="list-style-type: none"> e-marketing search engine optimisation can benefit the online presence of own baby well-being business
	3.5 Create a brand identity and tone of voice for own baby well-being business
	3.6 Identify a form of merchandising which could promote own baby well-being business

BWB2 Document History

Version	Issue Date	Changes	Role
1.0	03/02/2023	Rebrand	Regulation Officer

Unit Handbook

BWB3 – Principles of managing money in a baby well-being business

Unit reference number: T/617/6136

Level: 2

Guided Learning (GL) hours: 40

Unit aim

The aim of this unit is to enable learners to develop the skills and understanding of the principles of financial management in a baby well-being business, forecasting financial targets for a new business and the sources of financial support available to a new business. Learners will also know the importance of keeping financial records and the principles of business tax and VAT.

Learning outcomes

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

LO1 Understand the principles of financial management in a baby well-being business

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

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of financial management in a baby well-being business	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 the new baby well-being business
	1.4 List examples of income and expenditure the new baby well-being 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
	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 the new baby well-being business
	3.2 Identify the information required to decide financial targets for the new baby well-being business
	3.3 Explain how to set financial targets that are realistic, achievable and measurable
	3.4 Explain why it is important for the 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

BWB3 Document History

Version	Issue Date	Changes	Role
1.0	03/02/2023	Rebrand	Regulation Officer

BWBC2 Document History

Version	Issue Date	Changes	Role
V2.0	31/01/2023	Formatting and re-branding. No content amendment.	Data Administrator