



Ascentis Level 1 Award in

Understanding Employment, Business and Enterprise

Specification

Ofqual Number	600/6249/6
Ofqual Start Date	23/07/2012
Ofqual Review Date	31/07/2020
Ofqual Certification Review Date	31/07/2021

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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ASCENTIS LEVEL 1 AWARD IN UNDERSTANDING EMPLOYMENT, BUSINESS AND ENTERPRISE

Introduction

The Ascentis Level 1 Award in Understanding Employment, Business and Enterprise qualification is designed to give learners the knowledge and understanding of the basic principles of employment, business and enterprise. This qualification introduces the learner to the importance of entrepreneurial skills within business and encourages them to consider their own role in employment, business and enterprise. The qualification can be used in an induction programme or integrated with a longer programme of study within a vocational area.

There are several features of this qualification that make it very appropriate for its target learners

- Assessment and certification can be offered throughout the year, allowing maximum flexibility for centres
- Qualification offered as a single unit of 20 guided learning hours
- Can be delivered either as a classroom based course or as a blended learning programme
- Assessment is by a multi choice test, offered on screen or paper based. This will normally be taken at the end of the course

Aims

The aims of the qualification are to enable learners

- 1 To understand basic concepts in employment, business and enterprise
- 2 To understand entrepreneurship and recognise entrepreneurial skills
- 3 To understand employment responsibilities and rights

Target Group

The qualification is aimed at a range of learners, including

- Young people wishing to pick up an award as part of another learning programme
- Young people aged 14 – 19 who are in various learning environments

Ofqual Qualification Number - 600/6249/6

Award of the Qualification

Learners must complete one unit for the Level 1 Award in Understanding Employment, Business and Enterprise. This is a single unit qualification and certification is given for achieving a pass in the external assessment.

Ascentis Level 1 Award in Understanding Employment, Business and Enterprise				
Title	Level	Credit Value	GLH	Unit ref
Understanding Employment, Business and Enterprise	1	2	20	L/503/9788

Recommended Guided Learning

The recommended guided learning hours for this qualification is 20.

Total Qualification Time

The total qualification time for the Level 1 Award in Understanding Employment, Business and Enterprise is 21.

Recommended Prior Knowledge, Attainment and / or Experience

No recommended prior learning or experience is required.

Age Range of Qualification

This qualification is suitable for young people aged 14 – 19 and adult learners

Opportunities for Progression

The qualification gives the learner an introduction to health and safety principles which can be applied in a wide variety of contexts. Learners may use the qualification as a stand-alone course or as part of a longer vocational or academic programme of study.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered within 15 working days of the intended test date for paper based assessment and 5 working days for e-assessment.

Registration is via the Ascentis electronic registration portal.

Re-sits

Learners can re-sit the assessment if they do not achieve a pass but should have sufficient time for additional learning. Re-sits for e-assessment are free of charge, but please refer to the pricing structure for re-sits of the paper based tests.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Key Information/Policies area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Key Information / Policies area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

¹ The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Overview

To gain the Level 1 Award Understanding Employment, Business and Enterprise in all learning outcomes and assessment criteria within the unit must be successfully achieved. The full award consists of one unit.

External Assessment

This qualification is assessed through the completion of an Ascentis devised multiple choice test that is carried out at the completion of the course, available as a paper based test or e-assessment. Sample questions are found in Appendix 2.

Conduct of Assessment

The assessment is through a 40-minute test paper or e-assessment consisting of 20 multiple-choice questions.

Full details of candidate, Examinations Officer and invigilator instructions are available from the Key Information / Policies area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Note: Dictionaries cannot be used during the assessment.

Quality Assurance Arrangements

As part of ongoing quality assurance arrangements, Ascentis will carry out quality visits to recognised centres using a risk based approach. The focus of quality visits will normally be

- Review of resources; both physical and staffing
- Observation of assessment practice
- Staff development, if required

Further details will be provided prior to a visit taking place.

Ascentis reserve the right to carry out inspections of assessments taking place without prior notice.

The delivery of the knowledge required within this qualification should be carried out by qualified teachers or those working towards a teaching qualification. Delivery staff should also have a theoretical understanding of Employment, Business and Enterprise.

Results

Provisional results are provided immediately after e-assessment. An hour after the e-assessment the e-assessment achievement list report can be run through Rhombus.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

UNIT SPECIFICATIONS

Understanding Employment, Business and Enterprise

Credit Value of Unit 2

GLH of Unit 20

Level of Unit 1

Introduction

This unit gives the learner a knowledge and understanding of the basic principles of employment, business and enterprise. It introduces the learner to the importance of entrepreneurial skills within business and encourages them to consider their own role in employment, business and enterprise.

Learning Outcomes		Assessment Criteria
The learner will be able to		The learner can
1	Understand employment responsibilities and rights	1.1 List the aspects of employment covered by law
		1.2 Identify employer responsibilities in the workplace
		1.3 Identify agreed ways of working with employers
		1.4 List available guidance and support for employment issues
		1.5 Identify the personal information that must be kept up to date with employers
2	Understand the skills and requirements of running a business	2.1 Identify what skills and qualities are needed within a workforce to help a business / enterprise be successful
		2.2 List the basic functions of running a successful business
		2.3 List the advantages and disadvantages of different types of networking
		2.4 Identify ethical issues a business needs to consider
		2.5 Identify why a business may have financial problems
3	Understand enterprise within business	3.1 List some entrepreneurial skills needed within a workforce to make a business a success
		3.2 Identify situations where entrepreneurial skills, attitudes and qualities are important
		3.3 Identify the financial risks of developing new ideas
		3.4 Identify the key differences between <ul style="list-style-type: none"> ▪ Sole proprietors ▪ Partnerships ▪ Companies
4	Understand customer service	4.1 Identify why customers are good for business
		4.2 Outline why it is important to make a good first impression
		4.3 List some examples of <ul style="list-style-type: none"> ▪ Good customer service ▪ Bad customer service
		4.4 Identify what makes good customer service
		4.5 Identify people that need to be informed in response to a complaint made by a customer
		4.6 List some examples of positive ways of dealing with complaints made by customers

LO1 Understand employment responsibilities and rights

Aspects of employment covered by law

The following are key aspects of laws which relate to employment. These have been grouped into four categories.

- **Tax and insurance** (taxable income, income tax, personal allowance, national insurance contributions, benefits in kind, employer's liability)
- **Employment** (terms and conditions of employment, contracts of employment, bullying and harassment, disability, discrimination, dismissal, grievances, equal pay, minimum wage, parental leave, redundancy, working hours, equal opportunities)
- **Data protection** (General Data Protection Regulation (GDPR), Disclosure and Baring Service (DBS), codes of practice, confidentiality in the workplace)
- **Health and safety** (Health and Safety at Work act, employer and employee responsibilities for health and safety, risk assessments)

Employer responsibilities in the workplace

Employers have several responsibilities to their employees. Many of these responsibilities are linked to different laws stated above. The following are examples of key responsibilities which employers have to their employees.

- salary or wage
- duty of care
- right to complain
- right to have grievance
- confidentiality
- fairness and respect
- sick pay
- paid holidays
- paid a minimum wage

Employers do not have any responsibility to provide a contract of employment or give a reason for dismissal unless that would violate anti-discrimination law.

Agreed ways of working with employers

When employees and employers agree on how they will work together work together there are many benefits such as improved efficiency and satisfied employees. The following are examples of how employees and employers can ensure agreed working practices are recorded and shared.

- codes of practice
- policies and procedures
- contracts of employment
- organisational structure
- staff handbook

Available guidance and support for employment issues

There are many sources of guidance and support which employees can access regarding employment issues. The following are the most common sources of guidance and support used by employees.

- government
- trade unions
- Citizens Advice
- the Advisory, Consolidation and Advisory Service (ACAS)
- professional bodies
- specialist employment solicitors

Personal information which must be kept up to date with employers

All employees have a responsibility to provide their employers with personal information when they start employment and when their personal details change during their employment with the same employer. The following are examples of types of information which must be provided at the start of employment and during employment

At the start of employment: full name, address, gender, date of birth, level of education and current qualifications, national insurance number, emergency contact details, previous training which relates to an employee's role, known disabilities and health conditions, work experience and employment history, and past criminal convictions.

During employment: full name, address, gender, new qualifications gained, emergency contact details, and new disabilities and changes to health, and new criminal convictions.

LO2 Understand the skills and requirements of running a business

Skills and qualities needed within a workforce to help a business/enterprise be successful

A workforce requires a range of skills and qualities which can be separated into hard skills and soft skills. Below are some examples of each of these different skills.

- Hard skills (problem solving, decision making, critical thinking, time management, presentation skills and report writing).
- Soft skills (communication skills, emotional intelligence, resolving conflict, motivation, team working, leadership, coaching and mentoring)

Basic functions of running a successful business

All businesses have a core function referred to as its production activity. Other functions, as shown below, are referred to as supporting functions.

- Human Resources
- Sales and Marketing
- Accounting and Finance
- IT Support
- Research and Development
- Logistics
- Administration
- Procurement and buying

Advantages and disadvantages of different types of networking

Business networks enable individuals to meet, exchange ideas and find new business.

Advantages of networking: Participate in benchmarking; establish staff exchanges and secondments; joint skills development for employees; boost reputation; gather new leads; build mutually beneficial business relationships; share information on legal or regulatory developments; share supplier networks

Disadvantages of networking: Organisations may have different goals for themselves; intellectual rights need to be protected; regular commitment which may be time-consuming; different levels of input from participants

There are a variety of networking opportunities which include the following.

- online platforms such as LinkedIn and Twitter
- conferences
- Chamber of Commerce meetings
- business breakfast clubs
- professional body meetings.

Ethical issues a business needs to consider

Ethics can be viewed as doing what is right rather than what is wrong and is based on the conduct, values and practices of a business and its workforce. The following are some ethical issues a business must consider.

- bribery and corruption
- discrimination
- corporate social responsibilities
- loyalty
- concern
- respect for others
- being law abiding.

Why a business may have financial problems

When a business has financial problems there is a risk that it will cease trading with a lot of debt. Knowing the reasons why a business might have financial problems will help a business avoid getting into debt. The following are some of the most common reasons why a business could have financial problems.

- insufficient start-up capital
- poor financial management
- trying to grow too fast
- competitor activity
- late payment of invoices
- too much debt
- low cash in-flows
- high cash out-flows.

LO3 Understand enterprise within business

Entrepreneurial skills needed within a workforce to make a business successful

There are many entrepreneurial skills required which a workforce requires to make a business successful. Some examples of these skills are:

- leadership
- financial management
- sales and marketing
- customer service
- project management
- problem solving
- networking
- innovation
- creative thinking

Situations where entrepreneurial skills, attitudes and abilities are important

Entrepreneurial skills, attitudes and qualities will be required in the following situations.

- business development
- product or service development
- improving efficiencies
- adding value
- research and development.

Financial risks of developing new ideas

Developing new ideas can result in significant rewards but there are financial risks to the development of new ideas. The following are examples of these risks.

- competitor activity
- availability of development funds
- lack of certainty in the market
- unstable economic environment

- slow consumer 'buy-in'.

Key differences between sole proprietors, partnerships and companies

Most businesses are established as sole traders, partnerships or companies (private limited and public limited). The following are examples of the characteristics of each type of business structure.

- **Sole traders** – simplest form of business structure, wholly owned by one individual, legally responsible for all aspects of the business, make own decisions, take all the profit, responsible for all losses and debts and have full control of the business' assets.
- **Partnerships** – a business with multiple owners, formal arrangements and agreements, risks and rewards are shared, collective decision making, responsibilities can be distributed and brings together complimentary skill sets.
- **Private Limited Company (Ltd)** – own legal identity, ownership is shared but private, liability limited to amount of investment, company enters into contracts, annual accounts must be made public.
- **Public Limited Company (PLC)** – shares offered to the public, ownership is very diluted, shareholders have significant input, must make quarterly as well as annual returns.

LO4 Understand customer service

Why customers are good for business

Ultimately, without customers a business will not survive. The following are examples of why customers are good for business.

- bring in revenue
- make referrals
- repeat business
- improve existing products or services
- inspire new products or services
- support long-term goals

Why it is important to make a good first impression

First impression can make or break a business. The following are examples of why it is important to make a good first impression.

- establish positive expectations
- display professionalism
- build positive relationships
- support long-term relationships
- customers remember their first encounter
- good first impressions could indicate an importance on quality

Examples of good and bad customer service

Good customer service is a key component to any business but sometimes customer service is not good. T

- **Good customer service** – product/service knowledge, transparent communication, educating customers, knowing your customer, individual personalities and traits, and dealing effectively with complaints.
- **Bad customer service** – not listening to customers, using negative language, unwilling to understand customer needs, lack of manners, unfulfilled promises and not accepting responsibility.

What makes good customer service

All employees should have some focus on customer service even if that is not their primary role. The following are some examples of how a business could provide good customer service.

- training and development
- gain feedback from customers
- learn by mistakes
- deliver quality products and services
- code of conduct
- use proactive communications.

People who need to be informed in response to a complaint made by a customer

The type and level of complaint will determine who needs to be informed when a business responds to a complaint by a customer. The following are examples of roles, functions and organisations who may need to be informed when a business responds to a complaint by a customer.

- Roles – employees, line managers, heads of department and senior managers/directors
- Functions – human resources, finance and operations
- Organisations – local government, national government agencies and professional bodies.

Positive ways of dealing with complaints made by customers

All complaints must be dealt with positively even if the complaint is not justified. The following are examples of how to deal with complaints made by a customer.

- concentrate on what the customer is saying
- recognise the complaint
- ask questions relating to the complaint
- agree what will happen next
- keep customers up to date
- respond to the complaint quickly.

Tutor Guidance

Learners should be familiar with and had practice in answering multi-choice based papers. Sample questions are included in Appendix 2 and are also available on request from Ascentis.

Sample Questions

Level 1 Award in Understanding Employment, Business and Enterprise

- 1) Which of these forms will you be given if you're made redundant or you leave a job to go to another job?
 - a) P1
 - b) P21
 - c) P45**
 - d) P60

- 2) When you work, two main taxes are paid straight out of your wages. Which two?
 - a) income tax and national insurance contributions**
 - b) profit contributions and loss tax
 - c) workers' tax and employers' contributions
 - d) health tax and value added contributions

- 3) You are allowed to earn a certain amount of money before you pay any income tax. This is called your:
 - a) maternity contributions
 - b) national insurance contributions
 - c) holiday allowance
 - d) tax allowance**

- 4) The people who lend money to companies to help them grow in return for a share in the profits are usually called:
 - a) charitable
 - b) investors**
 - c) debt collectors
 - d) product developers

- 5) Which sector does a company making motor cars belong to?
 - a) primary sector
 - b) manufacturing sector**
 - c) service sector
 - d) fourth sector

- 6) Which of the following is an example of a variable cost?
 - a) a cost that goes up and down with production output**
 - b) rent
 - c) insurance
 - d) office supplies

- 7) You are allowed to earn a certain amount of money before you pay any National Insurance contributions. This is called your:
- a) income tax contribution
 - b) maternity pay
 - c) national insurance allowance**
 - d) holiday allowance
- 8) The aim of all privately run businesses is to make a:
- a) profit**
 - b) loss
 - c) company
 - d) product
- 9) A good way of describing “being enterprising” would be:
- a) following your local football team
 - b) seeing an opportunity for a business**
 - c) hoping the bank will lend you some money
 - d) all three
- 10) In business the word ‘efficiency’ means:
- a) the business is using its resources in the best way it can**
 - b) the business pays all its workers the minimum wage
 - c) the business gives no training to its workers
 - d) all three