

**Qualify with a Business
(QwaB) (*Working Title*)**

**Guide for Colleges Offering QCF Units
& Qualifications for QwaB**

14 June 2010

Section 1: A Guide to Offering QwaB

1. Announced in the 2009 Skills Strategy White Paper - *Skills for Growth*¹ the aim of the Qualify with a Business proposal is to enable adults in Further Education (FE) colleges to develop key business skills alongside their vocational training so that they are both qualified in a vocational area and ready to run a business.
2. The Skills Funding Agency (the Agency) in partnership with the Department for Business, Innovation and Skills (BIS), and the Regional Development Agencies (RDAs) have agreed to test a number of different approaches to implementing Qualify with a Business (QwaB) as a clear national programme. The Agency is therefore taking forward QwaB pathfinders focused on post 19 learners in colleges in England during 2010/11.
3. The contractor selected to take forward this work is Credit Works. Further information and guidance for all those involved in QwaB pathfinders is available at www.creditworks.org.uk
4. The Agency will fund colleges to offer QwaB through:
 - a. An extension of the Unit Funding Trials (UFT) funded through the Adult Learner Responsive (ALR) budget. This will allow pathfinder colleges to offer a package of units from the [Qualifications and Credit Framework](#) (QCF) which have been identified as meeting the criteria for inclusion in QwaB.
or/and
 - b. Target bearing (full) Level 3 qualifications in the QCF². For this route the relevant sector organisations - Sector Skills Councils (SSCs), Standard Setting Bodies (SSBs), and Sector Councils (SCs) - are working with awarding organisations (AOs) to revise Level 3 qualifications to incorporate suitable QCF units resulting in integrated vocational/QwaB qualifications.³ The integrated qualification would be delivered as a target bearing (full) Level 3 in the QCF.
5. The two qualification approaches are not mutually exclusive and other approaches may be added as the QCF itself matures and as the Agency further aligns funding and performance to the QCF. In addition, it is also likely that as the pathfinders grow, more sectors will be included. In offering either of the qualification approaches and becoming involved in the QwaB pathfinders, colleges should be aware that there is no additional funding for QwaB and any offer will need to be within existing Adult Learner Responsive (ALR) allocations. QwaB is therefore subject to the Agency's 2010/11 Requirements for Funding: Adult Learner Responsive.
6. Work is underway to ensure that units suitable for QwaB and target bearing full Level 3 qualifications are available in the QCF to support both the above routes by autumn 2010. Colleges involved in pathfinders will be kept informed about developments throughout.
7. The Agency is supporting this work and further information and guidance will be available at www.creditworks.org.uk as soon as it is available. As work progresses this site will include information and guidance on:
 - The qualifications developed to incorporate QwaB, and the units and rules of combination within these qualifications

¹ BIS Skills for Growth, BIS November 2009

² For information see <http://qcf.skillsfundingagency.bis.gov.uk/qcf-funding/confirmationfunding/>.

³ See Skills Funding Agency Guidance Paper Vocational Qualification Reform and QCF Implementation: Technical parameters for funding <http://readingroom.lsc.gov.uk/SFA/ALRFundingParameters-21may2010-v1.pdf>

- Full details of units suitable for QwaB, including which awarding organisations are offering these units
 - Further guidance and information needed by colleges, including any further guidance on funding of units and qualifications
 - A discussion forum to allow sharing of practice in delivering QwaB and raising of issues and questions on qualifications for QwaB
 - Links to other useful sources of information and/or support.
8. Any queries relating to qualifications and units for QwaB can be sent to info@creditworks.org.uk

Using This Document

9. This guide is to help colleges in QwaB pathfinders to determine which of the two routes above is suitable for them. (Note that it may be possible for some colleges to offer both the UFT and the full qualification route.) The document includes further information on both routes below. Section 2 presents a critical path analysis to help colleges determine which route, or routes, suits their position. Section 3 includes necessary information colleges will need at this stage for each route. A Glossary of key terms is provided in Section 4.

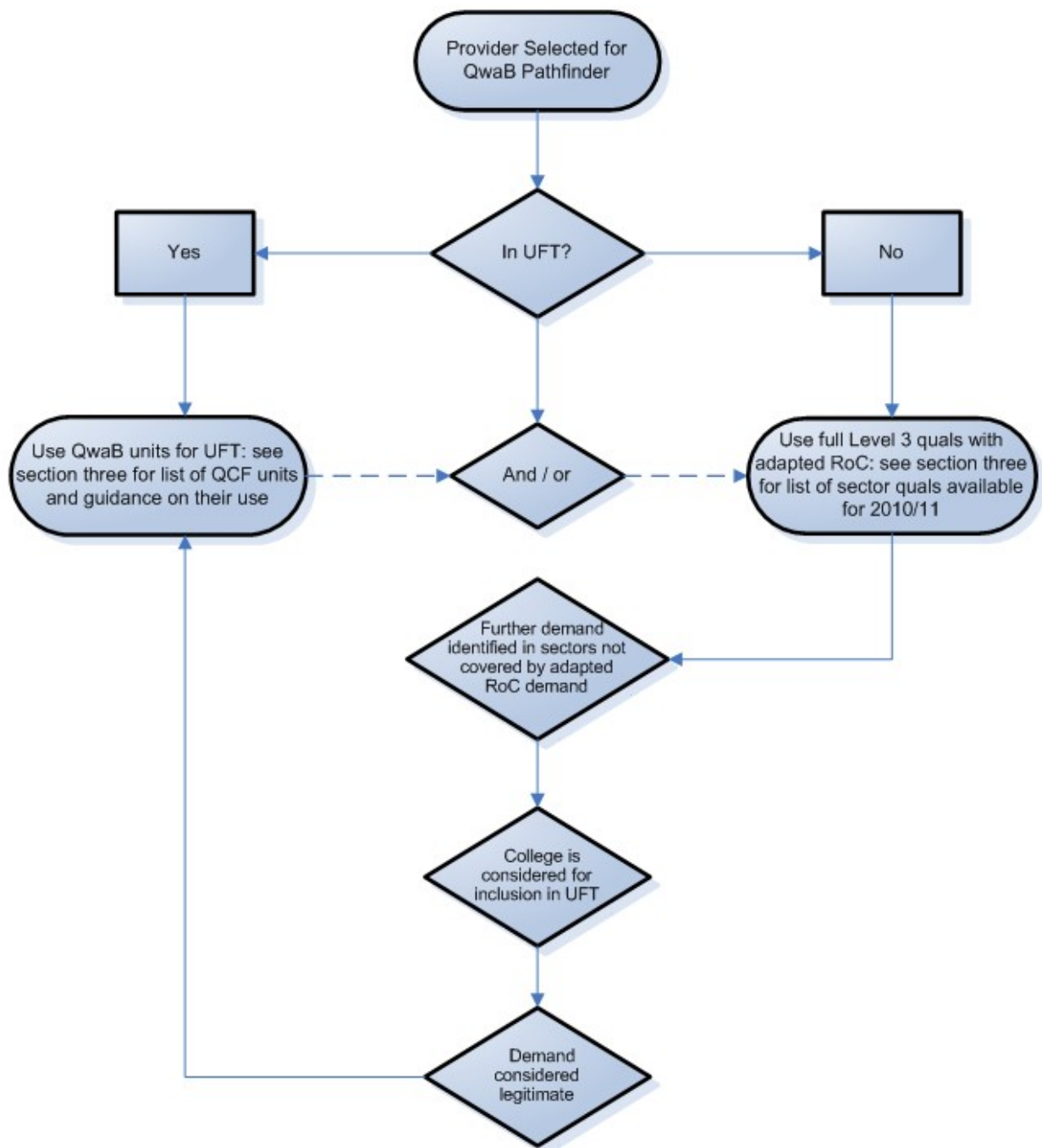
The Two Routes: Unit Funding Trials

10. The Agency has determined that the Unit Funding Trials (UFTs) can be extended to support the QwaB offer. A number of QCF units have been assessed as suitable for QwaB and colleges will be able to select appropriate units to sit alongside the vocational qualifications. Colleges will prioritise these QwaB units in their development learning activity. It is expected that the learner will undertake these units alongside a vocational qualification at Level 3 or possibly after the learner has achieved the vocational qualification.
11. The credit achieved from the units may be accumulated and may, depending on Rules of Combination (see Section 4) be transferred towards an appropriate qualification. One of the benefits of the QCF is the recognition that learners may have different starting points and different ranges and levels of learning achievement; therefore there is the facility to include some Level 2 credits in certain areas as well as Level 3. (It should be noted that colleges participating in the UFTs may be able to offer QwaB provision through this route in addition to offering target bearing (full) Level 3 qualifications in the sectors covered below.)
12. Early in 2010 the then Learning and Skills Council (LSC) undertook work to identify suitable QCF units for QwaB. These units fulfil certain criteria. For example they meet the necessary standards for business enterprise and business start-up and they are shared units available to all awarding organisations.
13. A list of QCF units that meet the criteria and are available for QwaB is provided in Section 3 of this document. It should be noted that many of these suitable units are new and whilst they have been submitted to the QCF they are not yet available on the National Database of Accredited Qualifications (NDAQ). These units are expected to be on NDAQ soon and pathfinder colleges will be kept informed and provided with further information as soon as this is available. Links to the units will be provided via www.creditworks.org.uk as soon as they are available.
14. In addition Section 3 provides further guidance for colleges following the UFT route on how to select and combine the available units to meet demand. Together these documents provide initial information and guidance to help colleges plan and develop the QwaB offer.

The Two Routes: Target Bearing (Full) Level 3 Qualifications

15. In the longer term QwaB is also expected to be offered through target bearing (full) Level 3 qualifications. This supports the aim of developing QwaB as a clear and consistent national programme.
16. At this stage five Sector Skills Councils (SSCs) have agreed to develop rules of combination that integrate QwaB within their target bearing (full) Level 3 qualifications by autumn 2010. These sectors are:
 - Construction Skills
 - Improve (food and drink manufacturing)
 - Financial Services Skills Council
 - Creative & Cultural Skills (crafts, cultural heritage, design, literature, music, performing, and visual arts)
 - Lantra (environmental and land-based industries).
17. These five SSCs will be developing rules of combination, incorporating additional QCF units suitable for QwaB by autumn 2010. They will be working closely with their AOs to ensure that these new qualifications are available for colleges by autumn 2010.
18. There may be colleges that are not included in the UFTs but that have identified a demand not covered by the five sectors above. For example, a college may have demand locally for hair and beauty qualifications with business start-up skills. In this case the college may apply to join the UFT in order to be able to offer a package of units alongside the full Level 3 qualifications in hair and beauty. However it should also be noted that other SSCs will be developing rules of combination to integrate QwaB into their vocational qualifications throughout 2010/11 and colleges will be kept informed of these developments.
19. Further information on how colleges can become involved in the QwaB pathfinders will be disseminated; however it will be critical that any college wishing to join the pathfinders as they progress must have the support of the appropriate RDA.

Section 2: Critical Path Analysis for Pathfinder Colleges



Section 3: Further Information and Guidance - (A) The UFT Route

For pathfinder colleges using the UFT route the units in Table A below are suitable and available in the QCF. All the units below are shared units.

Note that units marked with an * are already used in a QCF qualification(s) and can be viewed on the National Database of Accredited Qualifications (NDAQ) by following the link: <http://www.accreditedqualifications.org.uk/UnitSearch.aspx>

Other units in Table A are on the QCF but not yet on NDAQ. These units should be available on NDAQ during the summer of 2010 and pathfinder colleges will be kept informed of progress. *Links to the units will be provided via www.creditworks.org.uk as soon as they are available.*

20. If further units suitable for QwaB become available these may be added to the list in Table A. We do not expect that there will be many additional units needed for QwaB. However, pathfinder colleges will be informed if and when new units are available.

Selecting and Combining QCF Units

21. Where a college has opted to follow the UFT route, they will not have a prescribed rule of combination for a qualification to guide their selection of units. The following guidelines are intended to support colleges in offering QwaB units to help learners succeed in enterprise, and to ensure some consistency in the offer, however it is funded. These guidelines will be kept under review during the pathfinder phase and developed as necessary in the light of experience.
22. The key factor determining which of the available QwaB units are suitable will be the purpose and planned destination of the learner. It is this that will determine which skills and knowledge are necessary to succeed.
23. Within QwaB there are a number of potential generic destinations that will influence the skills and knowledge requirements of an individual. These include for example:
 - Setting up a small business that employs staff and requires premises
 - Setting up a business that sub-contracts work to individuals or companies
 - Becoming self-employed and seeking contracts or work directly
 - Becoming self-employed and a sub-contractor to larger companies.
24. The destinations in paragraph 26 above are by no means comprehensive, and demands for particular types of enterprise may vary according to the sector or occupation within a sector. For example an adult on a construction programme, planning to become a self-employed bricklayer working mainly as a sub-contractor to larger firms will require a different combination of units to an adult planning to set up a small company tendering for construction projects and employing self-employed bricklayers as sub-contractors.
25. Clearly different adults with different purposes and planned destinations will require different skills and knowledge, and hence may need access to different QCF units. In many colleges the choice of units may also be limited by the expertise of available staff.
26. In addition there are certain core skills and knowledge which are likely to be important for all types of enterprise and all sectors and which all colleges offering QwaB should be able to support.

27. The QwaB units have therefore been organised into groups (See Table A). The groups are:
- Group 1: core skills and knowledge
 - Group 2: generic skills and knowledge
 - Group 3: skills and knowledge for certain types of enterprise
 - Group 4: specialist skills and knowledge.
28. As a general guide every learner should achieve some credits from Group 1 and Group 2. Some learners may also need to achieve credits from units in Group 3 and/or Group 4 to support their enterprise aspirations. More guidance is provided in Table A. Key factors to consider when selecting QwaB units will include the volume of credits to be achieved in proportion to the occupational qualification, and any constraints of public funding.

Volume

29. The volume of learning achievements (number of credits) achieved through QwaB units will depend on the starting point and intended destination of a learner. Learners following QwaB programmes will be taking full Level 3 qualifications, normally a QCF Diploma of 37 credits or more. The number of “additional” credits from QwaB units would normally be significantly less than the number from their occupational qualification. The volume of credit achievements from QwaB units in UFTs will be kept under review during the pathfinders and further guidance may be provided as necessary.

Levels

30. QwaB is funded through Adult Learner Responsive (ALR) as a Level 3 programme. The QwaB units available are at Level 3 and Level 2. Within a rule of combination for a qualification Ofqual regulation states that more than 50% of the credits must be achieved at the level of the qualification or above. (This is a minimum requirement.) This same principle should be applied to the selection of units for QwaB funded through UFTs.
31. Where a learner is taking a Level 3 qualification alongside their QwaB units (or has already completed their (full) Level 3 qualification) then more than 50% of the total credits from the qualification and the QwaB units MUST be at Level 3 or above. In most cases it is expected that more than 50% of credits achieved from the QwaB units should be at Level 3, although there may be legitimate exceptions to this. The level of credits achieved in the UFTs will be kept under review during the pathfinders and guidance adjusted as necessary.

TABLE A: Units Suitable for QwaB**Group 1: Core Units**

32. **All learners must achieve credits from this group.** The choice of units will depend on a person's existing skills and knowledge and on their aims and planned destination. The number of credits should be proportional to the vocational qualification being followed (see paragraphs 32 & 33). Units with the same title at different levels are barred combinations

UNIT CODE	UNIT TITLE	CREDITS	LEVEL
R/500/4573 *	Build business relationships	1	2
T/500/4579 *	Build business relationships	1	3
Y/500/4574 *	Create a vision for your business	1	2
M/500/4581 *	Create a vision for your business	1	3
J/500/4604 *	Develop your business idea	1	2
Y/500/4591 *	Develop your business idea	1	3
R/500/4606 *	Explore your business motives	1	2
K/500/4594 *	Explore your business motives	1	3
F/500/4584 *	Assess your ability to run your business	1	2
Y/500/4588 *	Assess your ability to run your business	1	3
Y/500/4607 *	Improve your business skills	1	2
D/601/5800	Keep financial records	4	2
M/601/5803	Keep financial records	4	3
T/601/4412	Keeping up to date with current legislation in a business	2	2
F/601/5823	Keeping up to date with current legislation in a business	3	3
K/601/4374	Define the product or service of the business	3	2
M/601/4375	Define the product or service of the business	3	3
D/500/4575 *	Negotiate for your business	1	2
T/500/4582 *	Negotiate for your business	1	3
Y/500/4610 *	Prepare a plan for your business	1	2

J/500/4599*	Prepare a plan for your business	2	3
M/502/5303*	Verbal and non-verbal communication in business contexts*	5	2

Group 2: Generic units

33. **All learners must achieve credits from this group.** The choice of units will depend on a person's existing skills and knowledge and on their aims and planned destination. The number of credits should be proportional to the vocational qualification being followed (see paragraphs 32 & 33). Units with the same title at different levels are barred combinations

UNIT CODE	UNIT TITLE	CREDITS	LEVEL
R/601/5356	Carry out banking for a business	2	2
Y/601/5357	Carry out banking for a business	2	3
F/601/6258	Balance business needs and personal life	2	2
D/601/6266	Balance business needs and personal life	2	3
A/601/4377	Carry out plans for a business	3	2
F/601/4378	Carry out plans for a business	3	3
M/601/5915	Check what customers need from a business	3	2
Y/601/5925	Check what customers need from a business	3	3
Y/601/5360	Controls for customer payments	3	2
L/601/4402	Decide on a business location	3	2
Y/601/4404	Decide on a business location	3	3
L/601/5775	Develop procedures to control risks to health and safety	4	2
M/601/6207	How to treat business customers	3	2
R/601/6300	Manage own time and efficiency	2	2
L/601/4397	Manage own time and efficiency	3	3
T/601/4393	Obtaining support for a business idea	3	2
A/601/4394	Obtaining support for a business idea	3	3

Y/601/5939	Plan how to let customers know about products or services	2	2
H/601/5944	Plan how to let customers know about products or services	3	3
R/601/5857	Review the skills the business needs	2	2
Y/601/5858	Review the skills the business needs	2	3
J/601/6245	Seek advice and help for the business	2	2
H/601/6236	Seek advice and help for the business	3	3
L/601/4383	Improving the quality of products or services	3	2
R/601/4384	Improving the quality of products or services	3	3
D/500/4592 *	Choose supplies and suppliers for your business	1	2
L/500/4586 *	Choose supplies and suppliers for your business	2	3
H/500/4609 *	Plan to sell your products or services	1	2
F/500/4598 *	Plan to sell your products or services	1	3

Group 3 Units for certain types of enterprise

34. **Learners may select units from this group according to need and planned destination.** Not all learners need to achieve units from this group. Units with the same title at different levels are barred combinations

UNIT CODE	UNIT TITLE	CREDITS	LEVEL
K/601/6125	Advertise products or services for a business	4	2
F/601/6129	Advertise products or services for a business	2	3
J/601/6133	Bidding for work	2	2
D/601/6137	Bidding for work	2	3

H/601/4406	Contract the business premises	2	2
K/601/4407	Contract the business premises	4	3
H/601/5930	Deal with Workplace Problems or Disputes	3	2
M/601/6269	Delegate work to others	3	2
M/601/6143	Develop a website for the business	4	2
D/601/6154	Develop a website for the business	4	3
K/601/4388	Evaluate decision to buy a business	3	2
K/601/4391	Evaluate decision to buy a business	3	3
A/601/5528	Getting the best out of staff in the business	2	2
M/601/5526	Getting the best out of staff in the business	2	3
K/601/5783	Impact of the environment on a business	3	2
A/601/6226	Making business presentations	3	2
R/601/6233	Making business presentations	3	3
K/601/4410	Monitor the quality and use of supplies and equipment	3	2
Y/601/5522	Plan staffing needs in a business	3	2
D/601/5523	Plan staffing needs in a business	4	3
F/601/5854	Prepare wages	2	2
J/601/5855	Prepare wages	4	3
M/601/4408	Run a business from home	3	2
T/601/4409	Run a business from home	3	3
H/601/6169	Sell products or services using the internet	3	2
F/601/5935	Set up a stakeholder pension scheme for a small business	3	2
J/601/5936	Set up a stakeholder pension scheme for a small business	4	3
D/601/5859	Sub-contract work	2	2
Y/601/5861	VAT registration and returns	3	2
H/601/5863	VAT registration and returns	4	3

Group 4: specialist units

35. **Learners may select units from this group according to need and planned destination.** Not all learners need to achieve units from this group. Units with the same title at different levels are barred combinations

UNIT TITLE	UNIT TITLE	CREDITS	LEVEL
A/600/0107*	Business in an international context*	5	3
T/601/6158	Explore overseas markets for a business	3	2
T/601/6161	Explore overseas markets for a business	4	3
H/601/6222	Import or export products or services	4	3
L/601/5792	Invest capital in a business	2	2
K/601/5797	Invest capital in a business	2	3

Units marked with an * are already used in a QCF qualification(s) and can be viewed on the National Database of Accredited Qualifications (NDAQ) by following the link

(B) Offering Target Bearing (Full) Level 3 Qualifications for QwaB

36. Over time it is anticipated that there will be a wide range of target bearing (full) Level 3 vocational qualifications that integrate QwaB. Sector organisations have been contacted and those with a high demand for enterprise within their sector are expected to review their relevant qualifications with a view to developing new rules of combination that integrate QwaB.
37. Five SSCs are reviewing and developing new rules of combination to integrate QwaB for autumn 2010. These are:
 - Construction Skills
 - Improve (food and drink manufacturing)
 - Financial Services Skills Council
 - Creative & Cultural Skills (crafts, cultural heritage, design, literature, music, performing, and visual arts)
 - Lantra (environmental and land-based industries).
38. Colleges offering QwaB in these sectors can therefore expect to have target bearing (full) Level 3 qualifications available for autumn 2010. Colleges not participating in UFTs must use these revised full Level 3 qualifications that integrate QwaB. These qualifications will follow the guidance and technical parameters for funding set out by the Skills Funding Agency⁴.
39. Further indicative information about the development of these new qualifications is provided below. Colleges will be kept involved and informed as these developments progress.
40. **Construction Skills** has 9 full Level 3 qualifications on the current list of target bearing qualifications for ALR at Level 3. All are large qualifications of 121 – 157 credits. All conform to the same model; all units are mandatory. Their full Level 3 qualifications are currently all offered through Construction Skills AO. The SSC is now keen to increase the flexibility of the current offer, and QwaB offers evidence of the need to do so. The SSC is keen to offer QwaB and accordingly make their qualifications more flexible. The size of their current full Level 3 qualifications mean that the QwaB units would represent a relatively small set of optional units and not skew the emphasis of the qualification away unduly from the construction 'competence' qualification.
41. **FSSC** qualifications for Independent Financial Advisers (IFAs) are not currently in the QCF but are planned to be included for August 2010. Because of the highly regulated nature of the sector there is an inflexible ROC for these qualifications where all units are mandatory and assessment is by examination. QwaB will require the addition of optional units and more flexible assessment for the enterprise units alongside the vocational qualification.
42. **Lantra** has a range of models related to the specific industry, job role and purpose of the qualification. However many of the ROC likely to apply to QwaB follow a mandatory and options model and some also incorporate pathways. This model provides a flexible range of qualification options to suit a range of people in different job roles. It should be relatively straightforward to identify the pathways for which QwaB would be suitable and to incorporate the QwaB units as options into those pathways.

⁴ See Skills Funding Agency Guidance Paper - Vocational Qualification Reform and QCF Implementation: Technical Parameters for Funding – General Guidance Version 2, 21 May 2010 <http://readingroom.lsc.gov.uk/SFA/FundingParametersGenericGuidance-21may2010-v2.pdf>

43. **Creative and Cultural Skills** qualifications follow a mandatory and optional group(s) model and some incorporate pathways. Units are generally small 3 – 6 credits, and include a wide range of options. CCS is keen to continue to increase the flexibility of their qualifications and has designed them with the intention of growing the qualifications to respond to demand. Enterprise skills are high on the agenda for the sector and self-employment and or small enterprise is common across its sub-sectors. The introduction of QwaB will help the SSC in a needed rationalisation of the AO 'enterprise skills' offer in the sector.
44. **Improve** has a small number of full Level 3 qualifications. The SSC has made full use of the flexibility of the QCF and offers qualifications with no mandatory units, allowing selection from groups of optional units to achieve the qualification. All the SSC qualifications conform to this model of ROC. The flexibility of the SSC's qualifications means QwaB units could be incorporated in a variety of ways, without significant changes to the current models used.

Section 4: Glossary of Terms with Explanations

45. **Credit** – An award made to a learner in recognition of the achievement of designated outcomes of a unit.
46. Every unit and every qualification in the QCF has a credit value. One credit represents 10 hours, showing how much time on average it takes to achieve. Each unit also has a level between Entry level and Level 8 showing how difficult it is.
47. **Credit accumulation** is the process of putting together a combination of credits to meet the achievement requirements of a qualification.
48. **Credit transfer** is the process of using credit(s) awarded in the context of one qualification towards the achievement requirements of another qualification.
49. **Credit accumulation and transfer (CAT)** is the system by which learners can accumulate and transfer credits over a period of time in differing locations and contexts, in order to gain qualifications.
50. Rules of combination (RoC) – the credit accumulation requirements for the achievement of a named qualification.
51. RoC set out the requirements for achievement of each qualification in the QCF. Every qualification has a set of these rules, which map out for a learner the particular combination of credits that they will need to achieve to be awarded the qualification.
52. RoC also allows the transfer of credit between qualifications; this means that, where applicable, credits gained for one qualification can be transferred towards the achievement of another qualification. This also avoids unnecessary duplication of learning and assessment.

The Format for ROC

53. All RoC within the QCF are based on a common format. This format makes the rules easier for users to understand and the connections between different qualifications more explicit.
54. All RoC within the QCF set out the requirements for achievement of a qualification under one or more of the following headings:
 - Credits from mandatory units
 - Credits from optional units
 - Credits from other units
 - Equivalent credits
 - Exemptions.
55. There is no requirement to use all these headings in every qualification.
56. All RoC in the QCF must identify either mandatory or optional units, or a combination of both. Optional units set out a list of units from which learners may choose particular combinations to complete the requirements of the qualification.

Qualifications and Credit Framework (QCF)

57. The Qualifications and Credit Framework (QCF) is a new way of recognising learning achievements through the award of credit for units and qualifications. The QCF provides a simple, consistent framework that presents information on qualifications in a way that is easy to understand, measure and compare. It gives

individuals the chance to learn in a more flexible way and enables a wider range of organisations, including employers, to have their training recognised.

58. For further information, resources and support on the QCF see:
<http://www.excellencegateway.org.uk/page.aspx?o=qcfprovidersupport>

Unit Funding Trials (UFT)

59. The unit funding trials began in January 2009 and the main purpose of the trials is to demonstrate the strong benefit that funding units as engagement can have on progressing learners to a full qualification where they would not otherwise engage. The trials additional purpose is how packages of units can be responsive in a period of economic downturn, both in terms of re-engagement, and in terms of upskilling and retraining. These trials will form a critical part of the future direction of funding policy.
60. Within the Adult Learner Responsive Model the key objective will be to test whether unit funding can incentivise the completion of full qualifications.
61. For more information on using QCF units and qualifications to support QwaB see www.creditworks.org.uk or contact info@creditworks.org.uk

Section Five: Indicative SLN Values for (QwaB) Units

Rates for these units and the relevant QCF qualifications will be uploaded onto the 2010/11 Learning Aims Database (LAD).

Unit number	Unit name	SFEDI units referenced	Level	Credit value	GLH	SLN Value
SFEDI WB4	Advertise Products or Services for a Business	WB4	2	4	32	0.054
SFEDI WB4	Advertise Products or Services for a Business	WB4	3	2	14	0.028
SFEDI YS7	Balance Business Needs and Personal Life	YS7	3	2	14	0.028
SFEDI YS7	Balance Business Needs and Personal Life	YS7	2	2	16	0.028
SFEDI WB9	Bidding for Work	WB9	2	2	16	0.028
SFEDI WB9	Bidding for Work	WB9	3	3	21	0.028
A/600/0107	Business in an International Context	WB6	3	5	35	0.054
SFEDI MN9	Carry out Banking for a Business	MN9	2	2	16	0.028
SFEDI MN9	Carry out Banking for a Business	MN9	3	2	14	0.028
SFEDI BD5	Carry Out Plans for a Business	BD5	2	3	24	0.028
SFEDI BD5	Carry Out Plans for a Business	BD5	3	3	21	0.028
SFEDI WB1	Check what Customers Need from the Business	WB1	2	3	24	0.028
SFEDI WB1	Check what Customers Need from the Business	WB1	3	3	21	0.028
SFEDI BL3	Contract the Business Premises	BL3	2	2	16	0.028
SFEDI BL3	Contract the Business Premises	BL3	3	4	28	0.054
SFEDI MN5	Controls for Customer Payments	MN5	2	3	24	0.028
SFEDI OP7	Deal with Discipline and Grievance in a Small Business	OP7	2	3	24	0.028
SFEDI BL1	Decide on a Business Location	BL1	3	3	21	0.028
SFEDI BL1	Decide on a Business Location	BL1	2	3	24	0.028
SFEDI BD2	Define the Product or Service of the Business	BD2	2	3	24	0.028
SFEDI BD2	Define the Product or Service of the Business	BD2	3	3	21	0.028
SFEDI YS6	Delegate Work to Others	YS6	2	3	24	0.028
SFEDI WB8	Develop a Website for the Business	WB8	2	4	32	0.054
SFEDI WB8	Develop a Website for the Business	WB8	3	4	28	0.05

Unit number	Unit name	SFEDI units referenced	Level	Credit value	GLH	SLN Value
SFEDI LG3	Develop Procedures to Control Risks to Health and Safety	LG3	2	4	32	0.054
SFEDI BD9	Evaluate Decision to Buy a Business	BD9	2	3	24	0.028
SFEDI BD9	Evaluate Decision to Buy a Business	BD9	3	3	21	0.028
SFEDI WB6	Explore Overseas Markets for a Business	WB6	2	3	24	0.028
SFEDI WB6	Explore Overseas Markets for a Business	WB6	3	4	28	0.054
SFEDI OP5	Getting the Best Out of Staff in the Business	OP5	2	2	16	0.028
SFEDI WB11	How to Treat Business Customers	WB11	2	3	24	0.028
SFEDI LG5	Impact of the Environment on a Business	LG5	2	3	24	0.028
SFEDI WB13	Import or Export Products or Services	WB13	3	4	28	0.054
SFEDI MN6	Invest Capital in a Business	MN6	2	2	16	0.028
SFEDI MN6	Invest Capital in a Business	MN6	3	2	14	0.028
SFEDI MN3	Keep Financial Records	MN3	2	4	32	0.054
SFEDI MN3	Keep Financial Records	MN3	3	4	28	0.054
SFEDI LG2	Keeping Up to Date with Current Legislation in a Business	LG2	2	2	16	0.028
SFEDI LG2	Keeping Up to Date with Current Legislation in a Business	LG2	3	3	21	0.028
SFEDI WB10	Making Business Presentations	WB10	2	3	24	0.028
SFEDI WB10	Making Business Presentations	WB10	3	3	21	0.028
SFEDI YS5	Manage Own Time and Efficiency	YS5	2	2	16	0.028
SFEDI YS5	Manage Own Time and Efficiency	YS5	3	3	21	0.028
SFEDI BS2	Monitor the Quality and Use of Supplies and Equipment	BS2	2	3	24	0.028
SFEDI BD10	Obtaining Support for a Business Idea	BD10	2	3	24	0.028
SFEDI BD10	Obtaining Support for a Business Idea	BD10	3	3	21	0.028
SFEDI WB2	Plan how to let customers know about products or services	WB2	2	2	16	0.028
SFEDI WB2	Plan How to Let Customers Know About Products or Services	WB2	3	3	21	0.028
SFEDI OP2	Plan Staffing Needs in a Business	OP2	2	3	24	0.028
SFEDI OP2	Plan Staffing Needs in a Business	OP2	3	4	28	0.054
SFEDI MN10	Prepare Wages	MN10	2	2	16	0.028
SFEDI MN10	Prepare Wages	MN10	3	4	28	0.054
SFEDI OP1	Review the Skills the Business Needs	OP1	2	2	16	0.03

Unit number	Unit name	SFEDI units referenced	Level	Credit value	GLH	SLN Value
SFEDI OP1	Review the Skills the Business Needs	OP1	3	2	14	0.028
SFEDI BL1	Run a Business from Home	BL1	3	3	21	0.028
SFEDI BL4	Run a Business from Home	BL4	2	3	24	0.028
SFEDI YS4	Seek Advice and Help for the Business	YS4	2	2	16	0.028
SFEDI YS4	Seek Advice and Help for the Business	YS4	3	3	21	0.028
SFEDI WB7	Sell Products or Services using the Internet	WB7	2	3	24	0.028
SFEDI OP9	Set Up a Stakeholder Pension Scheme for a Small Business	OP9	3	4	28	0.054
SFEDI OP9	Set Up a Stakeholder Pension Scheme for a Small Business	OP9	2	3	24	0.028
SFEDI OP4	Sub-Contract Work	OP4	2	2	16	0.028
SFEDI MN11	VAT Registration and Returns	MN11	2	3	24	0.028
SFEDI MN11	VAT Registration and Returns	MN11	3	4	28	0.054
MFI/502/5303	Verbal and non-verbal communication in business contexts	PE3	2	5	32	0.054

62. Please note that there is an assumed fee that will be charged to learners which, for 2010/11 is 50%. The categories of learners who are entitled to fee remission are set out in the joint YPLA/Skills Funding Agency Learner Eligibility Guidance (which will be available shortly).
63. Recording learner details - code SP046 has been issued by the Information Authority to enable recording of QwaB learners in 2010/11. This monitoring code will be used in the learner responsive ILR field A49. Further details will follow.

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