

# **Qualify with a Business<sup>1</sup> (QwaB)**

## **Guidance for Colleges Offering QCF Units & Qualifications**

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<sup>1</sup> Qualify with a Business is a working title and is subject to revision

**Updated on 9 Dec 2010**

## Section 1: A Guide to Offering QwaB

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 funding 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 [the Credit Works website](#).
4. The Agency will fund colleges to offer QwaB through:
  - a. An extension of the Unit Funding Trials 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 *and/or*
  - b. (full) Level 3 qualifications in the QCF<sup>2</sup>. 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.<sup>3</sup> The integrated qualification would be delivered as a (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 under way to ensure that units suitable for QwaB and (full) Level 3 qualifications are available in the QCF to support both the above routes for early 2010 and beyond for Colleges involved in the pathfinder stage of QwaB and will be kept informed about developments throughout.
7. The Agency is supporting this work and further information and guidance can be found at [the Credit Works website](#). 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
  - 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

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<sup>2</sup> For more information, visit the [Skills Funding Agency website](#)

<sup>3</sup> For more information, visit the [Skills Funding Agency website](#)

- 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](mailto: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 Unit Funding Trials 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

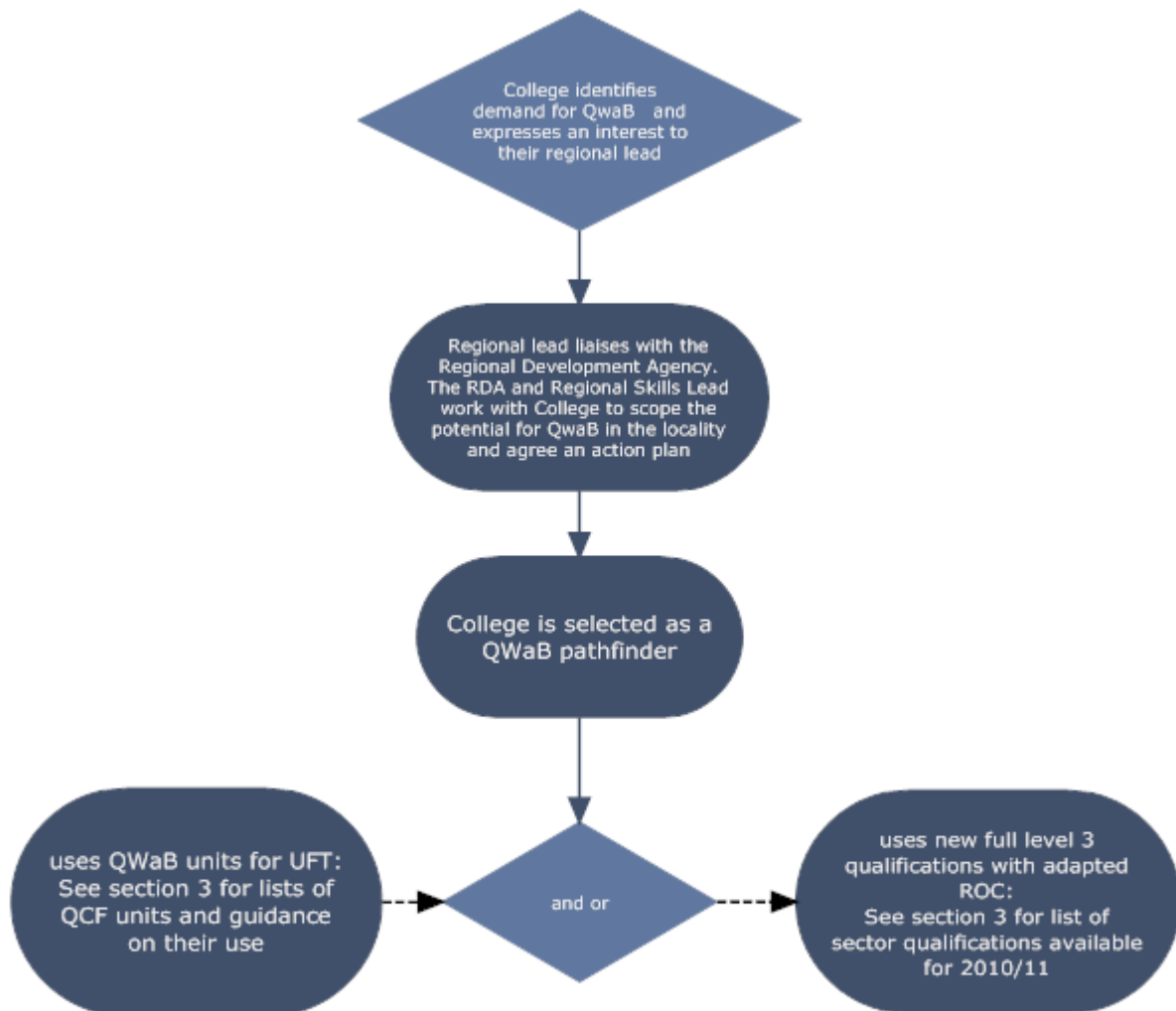
10. The Agency has determined that the Unit Funding Trials can be extended to support the QwaB offer. A number of QCF units have been assessed as suitable for QwaB and colleges will be able to select appropriate units to sit alongside the vocational qualifications. Colleges can prioritise these QwaB 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, 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 Unit Funding Trials may be able to offer QwaB provision through this route in addition to offering (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 have been submitted to the QCF and are now available on the [Register of Regulated Qualifications](#) and on the [Learning Aims Database \(LAD\)](#).
14. In addition Section 3 provides further guidance for colleges following the Unit Funding Trials 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: (Full) Level 3 Qualifications

15. In the longer term QwaB is also expected to be offered through (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 (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 early 2011.
18. There may be colleges that are not included in the Unit Funding Trials and 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 Unit Funding Trials 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: Becoming a Pathfinder College



## Section 3: Further Information and Guidance - (A) The Unit Funding Trials Route

20. As part of the recent announcement on freedom and flexibilities (covered in detail in the Agency's [Guidance Note 4](#)), colleges will have a single post-19 budget. This will enable colleges who wish to participate in the QwaB unit funding trials (and have the support of the RDA and Skills Funding Agency) to allocate appropriate funds to delivering this provision.
21. Once a college identifies a need for delivering QwaB units, an expression of interest should be communicated to their Skills Funding Agency lead for advice and support (who will liaise with the RDA), for inclusion into the QwaB element of 2010/11 Unit Funding Trials.
22. For pathfinder colleges utilising the Unit Funding Trials route the units in Table A below are suitable and available in the QCF. All the units listed are shared units. All the units can be viewed on the Register of Regulated Qualifications by following the links in Table A.
23. 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

24. Where a college has opted to follow the Unit Funding Trials 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.
25. 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.
26. 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.
27. These learner destinations 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 using self-employed bricklayers as sub-contractors.
28. 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.

29. 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.
30. 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.
31. 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

32. 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 Unit Funding Trials will be kept under review during the pathfinders and further guidance may be provided as necessary.

## Levels

33. 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 Unit Funding Trials.
34. 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 Unit Funding Trials will be kept under review during the pathfinders and guidance adjusted as necessary.

**TABLE A: Units Suitable for QwaB**

## Group 1: Core Units

35. **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 paragraph 32). **Units with the same title at different levels are barred combinations.**

UNIT CODE	UNIT TITLE	CREDITS	LEVEL
<a href="#">R/500/4573</a>	Build business relationships	1	2
<a href="#">T/500/4579</a>	Build business relationships	1	3
<a href="#">Y/500/4574</a>	Create a vision for your business	1	2
<a href="#">M/500/4581</a>	Create a vision for your business	1	3
<a href="#">J/500/4604</a>	Develop your business idea	1	2
<a href="#">Y/500/4591</a>	Develop your business idea	1	3
<a href="#">R/500/4606</a>	Explore your business motives	1	2
<a href="#">K/500/4594</a>	Explore your business motives	1	3
<a href="#">F/500/4584</a>	Assess your ability to run your business	1	2
<a href="#">Y/500/4588</a>	Assess your ability to run your business	1	3
<a href="#">Y/500/4607</a>	Improve your business skills	1	2
<a href="#">D/601/5800</a>	Keep financial records	4	2
<a href="#">M/601/5803</a>	Keep financial records	4	3
<a href="#">T/601/4412</a>	Keeping up to date with current legislation in a business	2	2
<a href="#">F/601/5823</a>	Keeping up to date with current legislation in a business	3	3
<a href="#">K/601/4374</a>	Define the product or service of the business	3	2
<a href="#">M/601/4375</a>	Define the product or service of the business	3	3
<a href="#">D/500/4575</a>	Negotiate for your business	1	2
<a href="#">T/500/4582</a>	Negotiate for your business	1	3
<a href="#">Y/500/4610</a>	Prepare a plan for your business	1	2
<a href="#">J/500/4599</a>	Prepare a plan for your business	2	3

<a href="#">M/502/5303</a>	Verbal and non-verbal communication in business contexts	5	2
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## Group 2: Generic Units

36. **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 paragraph 32). **Units with the same title at different levels are barred combinations.**

UNIT CODE	UNIT TITLE	CREDITS	LEVEL
<a href="#">R/601/5356</a>	Carry out banking for a business	2	2
<a href="#">Y/601/5357</a>	Carry out banking for a business	2	3
<a href="#">F/601/6258</a>	Balance business needs and personal life	2	2
<a href="#">D/601/6266</a>	Balance business needs and personal life	2	3
<a href="#">A/601/4377</a>	Carry out plans for a business	3	2
<a href="#">F/601/4378</a>	Carry out plans for a business	3	3
<a href="#">M/601/5915</a>	Check what customers need from a business	3	2
<a href="#">Y/601/5925</a>	Check what customers need from a business	3	3
<a href="#">Y/601/5360</a>	Controls for customer payments	3	2
<a href="#">L/601/4402</a>	Decide on a business location	3	2
<a href="#">Y/601/4404</a>	Decide on a business location	3	3
<a href="#">L/601/5775</a>	Develop procedures to control risks to health and safety	4	2
<a href="#">M/601/6207</a>	How to treat business customers	3	2
<a href="#">D/601/6297</a>	Manage own time and efficiency	2	2
<a href="#">R/601/6300</a>	Manage own time and efficiency	3	3
<a href="#">T/601/4393</a>	Obtaining support for a business idea	3	2
<a href="#">A/601/4394</a>	Obtaining support for a business idea	3	3
<a href="#">Y/601/5939</a>	Plan how to let customers know about products or services	2	2

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

### Group 3: Units for Certain Types of Enterprise

37. 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
<a href="#">K/601/6125</a>	Advertise products or services for a business	4	2
<a href="#">F/601/6129</a>	Advertise products or services for a business	2	3
<a href="#">J/601/6133</a>	Bidding for work	2	2
<a href="#">D/601/6137</a>	Bidding for work	2	3
<a href="#">H/601/4406</a>	Contract the business premises	2	2
<a href="#">K/601/4407</a>	Contract the business premises	4	3
<a href="#">H/601/5930</a>	Deal with Workplace Problems or Disputes	3	2
<a href="#">M/601/6269</a>	Delegate work to others	3	2
<a href="#">M/601/6143</a>	Develop a website for the business	4	2

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

#### Group 4: Specialist Units

38. 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
<a href="#">A/600/0107</a>	Business in an international context	5	3
<a href="#">T/601/6158</a>	Explore overseas markets for a business	3	2
<a href="#">T/601/6161</a>	Explore overseas markets for a business	4	3
<a href="#">H/601/6222</a>	Import or export products or services	4	3
<a href="#">L/601/5792</a>	Invest capital in a business	2	2
<a href="#">K/601/5797</a>	Invest capital in a business	2	3

39. Units can be viewed on the [Register of Regulated Qualifications](#) via the links available in the unit code column.

## (B) Offering (Full) Level 3 Qualifications for QwaB

40. Over time and with consultation with pathfinder colleges it is anticipated that there will be a wide range of (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.
41. 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).
42. Colleges offering QwaB in these sectors can therefore expect to have (full) Level 3 qualifications available for early 2011. Colleges not participating in Unit Funding Trials 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 Agency<sup>4</sup>.
43. Further indicative information about the development of these new qualifications is provided below. Colleges will be kept involved and informed as these developments progress.
44. **Construction Skills** has 9 (full) Level 3 qualifications on the current list of 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.
45. **FSSC** is reviewing the Diploma in Accounting. 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. Integrating QwaB will mean the addition of enterprise units as an optional pathway in the Diploma, and more flexible assessment for the enterprise units alongside the vocational qualification.
46. **Lantra** has a range of models of ROC 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. A number of pathways in the qualifications lead to self-employment for many people and the SSC is therefore working with its AOs to include QwaB units as additional options within these pathways.
47. **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.

48. **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

49. **Credit** – An award made to a learner in recognition of the achievement of designated outcomes of a unit.
50. 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.
51. **Credit accumulation** is the process of putting together a combination of credits to meet the achievement requirements of a qualification.
52. **Credit transfer** is the process of using credit(s) awarded in the context of one qualification towards the achievement requirements of another qualification.
53. **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.
54. **Rules of combination (RoC)** – the credit accumulation requirements for the achievement of a named qualification.
55. 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.
56. 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

57. 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.
58. 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.
59. There is no requirement to use all these headings in every qualification.
60. 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)

61. 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.

62. Further information, resources and support on the QCF is available from the [Excellence Gateway website](#).

## **Flexible Delivery – Unit Funding Trials**

63. The first phase of unit funding trials began in January 2009 and concluded in July 2010. The main purpose of the trials was 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 second phase of Flexible Delivery - Unit Funding Trials that the Agency is supporting during 2010/11 are taking forward the trials to test out the flexibility in terms of modular delivery and credit accumulation and transfer of the Qualifications and Credit Framework (QCF) offer.
64. Within the Adult Learner Responsive Model the key objective will be to test whether unit funding can incentivise the completion of full qualifications.
65. For more information on using QCF units and qualifications to support QwaB see [Credit Works website](#) or contact [info@creditworks.org.uk](mailto:info@creditworks.org.uk)

## Section Five: Indicative SLN Values for (QwaB) Units

Rates for these units and the relevant QCF qualifications are available on the 2010/11 [Learning Aims Database](#) (LAD).

Register of Regulated Qualifications Ref	Standard Ref	Unit Name	Level	Credit Value	GLH	SLN
K6016125	WB4	Advertise Products or Services for a Business	2	4	32	0.05
F6016129	WB4	Advertise Products or Services for a Business	3	4	28	0.054
Y5004588	YS2	Assess your ability to run a business	2	1	10	0.028
F5004584	YS2	Assess your ability to run a business	3	1	10	0.028
F6016258	YS7	Balance Business Needs and Personal Life	2	2	16	0.028
D6016266	YS7	Balance Business Needs and Personal Life	3	2	14	0.028
J6016133	WB9	Bidding for Work	2	2	16	0.028
D6016137	WB9	Bidding for Work	3	3	21	0.028
R5004573	EE2/EE5	Build business relationships	2	1	10	0.028
T5004579	EE2/EE5	Build business relationships	3	1	10	0.028
A6000107	A6000107	Business in an International Context	3	5	30	0.054
R6015356	MN9	Carry out Banking for a Business	2	2	16	0.028
Y6015357	MN9	Carry out Banking for a Business	3	3	14	0.028
A6014377	BD5	Carry Out Plans for a Business	2	3	24	0.028
F6014378	BD5	Carry Out Plans for a Business	3	3	21	0.028
Y6015925	WB1	Check what Customers Need from the Business	3	3	21	0.028
M6015915	WB1	Check what Customers Need from the Business	2	3	24	0.028
D5004592	BS1	Choose supplies and suppliers for your business	2	1	10	0.028
L5004586	BS1	Choose supplies and suppliers for your business	3	2	20	0.028
H6014406	BL3	Contract the Business Premises	2	2	16	0.028
K6014407	BL3	Contract the Business Premises	3	4	28	0.054
Y6015360	MN5	Controls for Customer Payments	2	3	16	0.028
Y5004574	EE1/EE4	Create a vision for your business	2	1	10	0.028
M5004581	EE1/EE4	Create a vision for your business	3	1	10	0.028
H6015930	OP7	Deal with Workplace Problems or Disputes	3	4	28	0.054

Register of Regulated Qualifications Ref	Standard Ref	Unit Name	Level	Credit Value	GLH	SLN
Y6014404	BL1	Decide on a Business Location	3	3	21	0.028
L6014402	BL1	Decide on a Business Location	2	3	24	0.028
K6014374	BD2	Define the Product or Service of the Business	2	3	24	0.028
M6014375	BD2	Define the Product or Service of the Business	3	3	21	0.028
M6016269	YS6	Delegate Work to Others	2	3	24	0.028
M6016143	WB8	Develop a Website for the Business	2	4	32	0.054
D6016154	WB8	Develop a Website for the Business	3	4	28	0.054
L6015775	LG3	Develop Procedures to Control Risks to Health and Safety	2	4	32	0.054
J5004604	BD1	Develop your business idea	2	1	10	0.028
Y5004591	BD1	Develop your business idea	3	1	10	0.028
K6014388	BD9	Evaluate Decision to Buy a Business	2	3	24	0.028
K6014391	BD9	Evaluate Decision to Buy a Business	3	3	21	0.028
T6016158	WB6	Explore Overseas Markets for a Business	2	3	24	0.028
T6016161	WB6	Explore Overseas Markets for a Business	3	4	28	0.054
K5004594	YS1	Explore your business motives	3	1	10	0.028
R5004606	YS1	Explore your business motives	2	1	10	0.028
M6015526	OP5	Getting the Best Out of Staff in the Business	2	2	16	0.028
A6015528	OP5	Getting the Best Out of Staff in the Business	3	3	21	0.028
M6016207	WB11	How to Treat Business Customers	2	3	24	0.028
K6015783	LG5	Impact of the Environment on a Business	2	3	24	0.028
H6016222	WB13	Import or Export Products or Services	3	4	28	0.054
Y5004607	YS3	Improve your business skills	2	1	10	0.028
L6014383	BD7	Improving the Quality of Products or Services	2	3	24	0.028
R6014384	BD7	Improving the Quality of Products or Services	3	3	21	0.028
K6015797	MN6	Invest Capital in a Business	2	2	16	0.028
L6015792	MN6	Invest Capital in a Business	3	2	14	0.028
D6015800	MN3	Keep Financial Records	2	4	32	0.054
M6015803	MN3	Keep Financial Records	3	4	28	0.054
T6014412	LG2	Keeping Up to Date with Current Legislation in a Business	2	2	16	0.028

Register of Regulated Qualifications Ref	Standard Ref	Unit Name	Level	Credit Value	GLH	SLN
F6015823	LG2	Keeping Up to Date with Current Legislation in a Business	3	3	21	0.028
A6016226	WB10	Making Business Presentations	2	3	24	0.028
R6016233	WB10	Making Business Presentations	3	3	21	0.028
D6016297	YS5	Manage Own Time and Efficiency	2	2	16	0.028
R6016300	YS5	Manage Own Time and Efficiency	3	3	21	0.028
K6014410	BS2	Monitor the Quality and Use of Supplies and Equipment	2	3	24	0.028
D5004575	EE3	Negotiate for your business	2	1	10	0.028
T5004582	EE3	Negotiate for your business	3	1	10	0.028
T6014393	BD10	Obtaining Support for a Business Idea	2	3	24	0.028
A6014394	BD10	Obtaining Support for a Business Idea	3	3	21	0.028
Y6015939	WB2	Plan how to let customers know about products or services	2	2	16	0.028
H6015944	WB2	Plan how to let customers know about products or services	3	3	21	0.028
Y6015522	OP2	Plan Staffing Needs in a Business	2	3	24	0.028
D6015523	OP2	Plan Staffing Needs in a Business	3	4	28	0.054
H5004609	WB3	Plan to sell your product or service	2	1	10	0.028
F5004598	WB3	Plan to sell your product or service	3	1	10	0.028
Y5004610	BD3	Prepare a plan for your business	2	1	10	0.028
J5004599	BD3	Prepare a plan for your business	3	2	20	0.028
F6015854	MN10	Prepare Wages	2	2	16	0.028
J6015855	MN10	Prepare Wages	3	4	28	0.054
R6015857	OP1	Review the Skills the Business Needs	2	2	16	0.028
Y6015858	OP1	Review the Skills the Business Needs	3	2	14	0.028
M6014408	BL4	Run a Business from Home	2	3	24	0.028
T6014409	BL1	Run a Business from Home	3	3	21	0.028
J6016245	YS4	Seek Advice and Help for the Business	2	2	16	0.028
H6016236	YS4	Seek Advice and Help for the Business	3	3	21	0.028
H6016169	WB7	Sell Products or Services using the Internet	2	3	24	0.028
F6015935	OP9	Set Up a Stakeholder Pension Scheme for a Small Business	2	3	24	0.028
J6015936	OP9	Set Up a Stakeholder Pension Scheme for a Small Business	3	4	28	0.054

Register of Regulated Qualifications Ref	Standard Ref	Unit Name	Level	Credit Value	GLH	SLN
D6015859	OP4	Sub-Contract Work	2	2	16	0.028
Y6015861	MN11	VAT Registration and Returns	2	3	24	0.028
H6015863	MN11	VAT Registration and Returns	3	4	28	0.054
M5025303	M5025303	Verbal and Non-verbal Communication in Business Contexts	2	5	30	0.054

66. 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](#).
67. 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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