

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

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

Updated on 06 Sep 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
 - Full details of units suitable for QwaB, including which awarding organisations are offering these units

¹ BIS Skills for Growth, BIS November 2009

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

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

- 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.

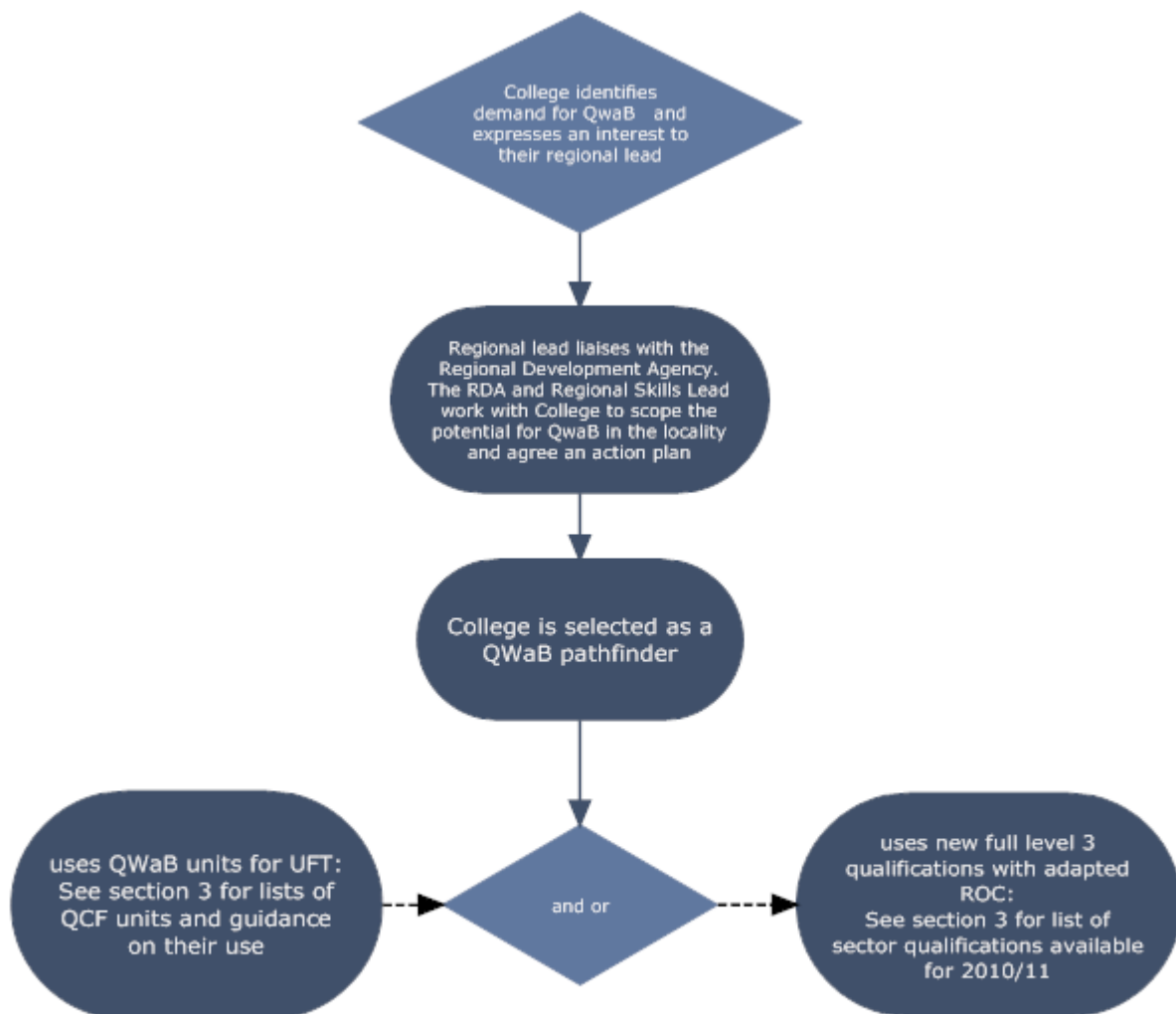
The Two Routes: Unit Funding Trials

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, 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 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 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: Becoming a Pathfinder College to Deliver QwaB



Section 3: Further Information and Guidance - (A) The UFT 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 is accepted as a pathfinder (authorised by the RDA and the Agency regional lead) then they are included in the UFT.
22. For pathfinder colleges using the UFT 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 National Database of Accredited Qualifications (NDAQ) 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 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.
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 UFTs 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 UFTs.
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 UFTs 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
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

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
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
D/601/6297	Manage own time and efficiency	2	2
R/601/6300	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

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
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

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 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

39. Units can be viewed on the National Database of Accredited Qualifications (NDAQ) via the links available.

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

40. 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.
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 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.
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 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.
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](#).

Unit Funding Trials (UFT)

63. 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.
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 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).

NDAQ 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

NDAQ 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

NDAQ 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

NDAQ 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 (which will be available shortly).
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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