



STUDENT HANDBOOK

This handbook provides a brief synopsis about BTEC extended certificate in business for students.

Department - BICS

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Course summary

Business Studies

Qualification: BTEC Level 3 National Extended Certificate

Entry Requirements - Level 2 Merit or above in a vocational business course OR grade 4 or above in GCSE business

Course Content:

Students will study the following:

- Unit 1 - Exploring Business
- Unit 2 - Developing a Marketing Campaign
- Unit 3 - Personal and Business Finance

Students will then also study an additional unit from the following options:

- Unit 8 - Recruitment and Selection process
- Unit 14 - Investigating Customer Service
- Unit 22 - Market Research
- Unit 23 - The English Legal System
- Unit 27 - Work experience in Business

Course Assessment:

Assessment	Methodology	Weighting
Unit 1	NEA	25%
Unit 2	External exam assignment	25%
Unit 3	External exam assignment	33.3%
Optional units	NEA	16.6%

More Information

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- Exam board [website](#)
- Our [website](#)

Grade	UCAS Points
D*	56
D	48
M	32
P	16

External Assessment

External assessment

This is a summary of the type and availability of external assessment, which is of units making up 58% of the total qualification GLH. See *Section 5* and the units and sample assessment materials for more information.

Unit	Type	Availability
Unit 2: Developing a Marketing Campaign	<ul style="list-style-type: none"> • A task set and marked by Pearson and completed under supervised conditions. • The Part A Research Pack is released to learners under low control conditions in the afternoon on the day before the Part B assessment, which will be sat in the following morning session. • Learners have access to Part A for a 2 hour preparation period with the Part B assessment being a 3 hour supervised session. • Submission completed using a computer. • 70 marks. 	Dec/Jan and May/June First assessment May/June 2017
Unit 3: Personal and Business Finance	<ul style="list-style-type: none"> • Written examination set by Pearson. • 2 hours. • 100 marks. 	For assessment in January 2020 only
	<ul style="list-style-type: none"> • Written examination set by Pearson. • 2 hours. • 80 marks. 	For assessment from June 2020 onwards

Synoptic assessment

The mandatory synoptic assessment requires learners to apply learning from across the qualification to the completion of a defined vocational task. Within the assessment for *Unit 2:*

Developing a Marketing Campaign, learners will need to draw on business concepts and the wider business environment to formulate responses to the activities in the externally set task.

Learners complete the task using knowledge and understanding from their studies of the sector and apply both transferable and specialist knowledge and skills.

In delivering the unit you need to encourage learners to draw on their broader learning so they will be prepared for the assessment.

Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers.

Unit 1 Exploring business

Type: Internal

Guided learning hours = 90 hours

Unit introduction

A business is any activity that provides goods or services, whether that is to make a profit or not. The common thread in business is that owners and employees are striving to satisfy customers. Nowadays, customers are more informed and have more options in terms of what they buy and who they buy from, so a successful business is one that balances satisfying their customers with selling products or providing services.

In this unit, you will gain an overview of the key ingredients for business success, how businesses are organised, how they communicate, the characteristics of the environment in which they operate, and how this shapes them and their activities. You will also look at the importance of innovation and enterprise to the success and survival of businesses, with the associated risks and benefits.

By developing relevant business knowledge and understanding, this unit will help you to progress to employment, vocational training and higher apprenticeships, or higher education.

Learning aims

In this unit you will:

- A. Explore the features of different businesses and analyse what makes them successful
- B. Investigate how businesses are organised
- C. Examine the environment in which businesses operate
- D. Examine business markets
- E. Investigate the role and contribution of innovation and enterprise to business success.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore the features of different businesses and analyse what makes them successful	A1 Features of businesses A2 Stakeholders and their influence A3 Effective business communications	A report that examines the features of two contrasting businesses, looking at how each is organised, how their structures enable achievement of their aims and objectives and the relationship and communication with stakeholders.
B Investigate how businesses are organised	B1 Structure and organisation B2 Aims and objectives	
C Examine the environment in which businesses operate	C1 External environment C2 Internal environment C3 Competitive environment C4 Situational analysis	A report that examines the effects of the internal and external environment on a large business and how the business has, and will, respond to changes.
D Examine business markets	D1 Different market structures D2 Relationship between demand, supply and price D3 Pricing and output decisions	
E Investigate the role and contribution of innovation and enterprise to business success	E1 Role of innovation and enterprise E2 Benefits and risks associated with innovation	A presentation that investigates the use of enterprise and innovation in an existing business.

Unit content

Learning aim A: Explore the features of different businesses and analyse what makes them successful

A1 Features of businesses

- Ownership and liability:
 - private, e.g. sole trader, partnership, private limited company, public limited company, cooperative, limited and unlimited liability
 - public, e.g. government department
 - not-for-profit, e.g. charitable trust, voluntary.
- Purposes, e.g. supply of products or services, difference between for-profit and not-for-profit businesses.
- Sectors: primary, secondary, tertiary, quaternary.
- Scope of business activities: local, national, international.

- Size: micro – up to nine staff; Small and Medium Enterprises (SMEs); small – between 10 and 49 staff; medium – between 50 and 249 staff; large – more than 250 staff.
- Reasons for success: how these differ depending on the type of business (profit or non-profit), and its aims and objectives, e.g. clarity of vision, innovative products or processes.

A2 Stakeholders and their influence

- Stakeholders:
 - internal, e.g. managers, employees, owners
 - external, e.g. suppliers, lenders, competitors, debtors, creditors, customers, government agencies and departments (local, national, international), communities (local, national, international), pressure groups, interest groups.
- The influence of stakeholders on business success, e.g. shareholder value; customers as long-term assets (strong customer service enables customer loyalty and retention); employee involvement, corporate social responsibility (community groups and interest groups).

A3 Effective business communications

Appropriate presentation and delivery of information to a given audience:

- written presentations, e.g. financial, non-financial, formal and informal reports
- oral presentations, e.g. computer projection/PowerPoint with speaker notes, video conferencing platforms
- importance of communication to aid business success, e.g. social media, virtual communities.

Learning aim B: Investigate how businesses are organised

B1 Structure and organisation

- Organisational structure, e.g. hierarchical, flat, matrix, holacratic.
- Functional/operational areas, e.g. human resources, research and development, sales, marketing, purchasing, production and quality, finance, customer service, IT, administration.

B2 Aims and objectives

- Aims of businesses in different sectors – mission, vision and values:
 - private, e.g. making profits, profit maximisation, break-even, survival, growth, market leadership
 - public, e.g. service provision, cost control, value for money, service quality, meeting government standards
 - not-for-profit, e.g. education, housing, alleviating poverty, healthcare.
- SMART (Specific, Measurable, Achievable, Relevant, Time constrained) objectives.

Learning aim C: Examine the environment in which businesses operate

C1 External environment

- Political, e.g. government support, trading partners with other countries.
- Economic, fiscal, monetary and other government policies, e.g. supply side policy, economic growth, exchange rates.
- Social attitudes to saving, spending and debt; social responsibility requirements; change, e.g. to demographic trends, consumers' tastes/preferences.
- Technological change, e.g. automation, improved communications.
- Environmental factors and ethical trends, e.g. carbon emissions, waste, recycling, pollution.
- Legal environment, e.g. partnership legislation, companies acts, charities legislation, competition legislation, UK Corporate Governance Code, financial services regulation, industry regulators, government departments. (Statutes and regulations current at the time of teaching should be used.
- Outline understanding only is expected.)

C2 Internal environment

- Corporate culture.
- Corporate social responsibility (CSR), ethics.

C3 Competitive environment

- Competition (local, national and international).
- Factors influencing competitive advantage, e.g. differentiation, pricing policies, market leadership, reputation, market share, cost control, technology relationships with customers, suppliers, employees.
- Benefits and importance of establishing and maintaining a competitive advantage.

C4 Situational analysis

- Assessment of the business environment using various techniques, e.g. PESTLE (Political, Economic, Social, Technological, Legal, Environmental) analysis, SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, 5Cs (Company, Competitors, Customers, Collaborators, Climate) analysis, Porter's Five Forces.

Learning aim D: Examine business markets

D1 Different market structures

- Market structures: perfect competition, imperfect competition.
- Features of different market structures: number of firms, freedom of entry, nature of product.

D2 Relationship between demand, supply and price

- Influences on demand, e.g. affordability, competition, availability of substitutes, level of Gross Domestic Product (GDP), needs and aspirations of consumers.

- Influences on supply, e.g. availability of raw materials and labour, logistics, ability to produce profitably, competition for raw materials, government support.
- Elasticity: price elasticity of demand.

D3 Pricing and output decisions

- Impact on pricing and output decisions in different market structures.
- Responses by business to pricing and output decisions of competitors in different market structures.

Learning aim E: Investigate the role and contribution of innovation and enterprise to business success

E1 Role of innovation and enterprise

- Innovation, e.g. creative process, product or service development, new ways of increasing business efficiency or improving profitability, successfully exploiting a new idea, adding value to products, services or markets to differentiate the business from the competitors.
- Enterprise: identifying opportunities to develop business activities through, e.g. creative, lateral (approaching subjects from alternative perspectives) and ‘blue sky’ thinking (approaching subjects with no restrictions on perspectives); chance and serendipity, intuition.

E2 Benefits and risks associated with innovation and enterprise

- Benefits: improvements to products, processes, services and customer experience, business growth, development of new and niche markets, offering unique selling points, improved recognition and reputation, smarter working.
- Risks: failing to meet operational and commercial requirements, failing to achieve a return on investment, cultural problems (resistance to change, unsupportive systems and processes, insufficient support from leadership and management).

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the features of different businesses and analyse what makes them successful		AB.D1 Evaluate the reasons for the success of two contrasting businesses, reflecting on evidence gathered.
A.P1 Explain the features of two contrasting businesses. A.P2 Explain how two contrasting businesses are influenced by stakeholders.	A.M1 Assess the relationship and communication with stakeholders of two contrasting businesses using independent research.	
Learning aim B: Investigate how businesses are organised		
B.P3 Explore the organisation structures, aims and objectives of two contrasting businesses.	B.M2 Analyse how the structures of two contrasting businesses allow each to achieve its aims and objectives.	
Learning aim C: Examine the environment in which businesses operate		C.D2 Evaluate the extent to which the business environment affects a given business, using a variety of situational analysis techniques. D.D3 Evaluate how changes in the market have impacted on a given business and how this business may react to future changes.
C.P4 Discuss the effect of internal, external and competitive environment on a given business. C.P5 Select a variety of techniques to undertake a situational analysis of a given business.	C.M3 Assess the effects of the business environment on a given business.	
Learning aim D: Examine business markets		
D.P6 Explore how the market structure and influences on supply and demand affect the pricing and output decisions for a given business.	D.M4 Assess how a given business has responded to changes in the market.	
Learning aim E: Investigate the role and contribution of innovation and enterprise to business success		E.D4 Justify the use of innovation and enterprise for a business in relation to its changing market and environment.
E.P7 Explore how innovation and enterprise contribute to the success of a business.	E.M5 Analyse how successful the use of innovation and enterprise has been for a given business.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, A.M1, B.M2, AB. D1)

Learning aims: C and D (C.P4, C.P5, D.P6, C.M3, D.M4, C.D2, D.D3)

Learning aim: E (E.P7, E.M5, E.D4)

Unit 2 Developing a market campaign

Type: External

Guided learning hours = 90 hours

Unit introduction

Marketing is a dynamic field central to the success of any business. You will gain an understanding of how a marketing campaign is developed. You will explore different stages of the process that a business goes through when developing its campaign and develop your own campaign for a given product/service.

You will examine the marketing aims and objectives for existing products/services and understand the importance of relevant, valid and appropriate research in relation to customers' needs and wants. You will use given market research data and other information to make recommendations about the type of marketing campaign that a business should undertake. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

This unit will give you an insight into how important marketing is to business. It will enable you to make an informed choice as to whether you want to specialise in marketing in employment, training or higher education.

Summary of assessment

This unit is assessed under supervised conditions. The Part A Research Pack is released to learners under low control conditions in the afternoon on the day before the Part B assessment, which will be sat in the morning session. **Learners have access to Part A for a 2-hour preparation period with the Part B assessment being a 3-hour supervised session. The assessment is set and marked by Pearson. The number of marks for the unit is 70.**

Assessment outcomes

- **AO1** Demonstrate knowledge and understanding of marketing principles, concepts, processes, key terms, data sources and definitions
- **AO2** Analyse marketing information and data, demonstrating the ability to interpret the potential impact and influence on marketing campaigns
- **AO3** Evaluate evidence to make informed judgements about how a marketing campaign should be planned, developed and adapted in light of changing circumstances
- **AO4** Be able to develop a marketing campaign with appropriate justification, synthesising ideas and evidence from several sources to support arguments

Essential content

A. Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign

A1 The role of marketing

- Principles and purposes of marketing:
 - anticipating demand
 - recognising demand
 - stimulating demand
 - satisfying demand.
- Marketing aims and objectives:
 - understanding customer wants and needs
 - developing new products
 - improving profitability
 - increasing market share
 - diversification
 - increased brand awareness and loyalty.
- Types of market – mass and niche market.
- Market segmentation.
- Branding, brand personality, brand image, unique selling point (USP), implications of business size for marketing activity, budgetary constraints, availability of specialist staff.

A2 Influences on marketing activity

- Internal influences:
 - cost of the campaign
 - availability of finance
 - expertise of staff
 - size and culture of the business.
- External influences:
 - social
 - technological
 - economic
 - environmental
 - political
 - legal
 - ethical.

B Using information to develop the rationale for a marketing campaign

B1 Purpose of researching information to identify the needs and wants of customers

- To identify target markets.
- To identify size, structure and trends in the market.
- To identify competition.

B2 Market research methods and use

- Primary research, to include survey, interview, observation, trials, focus groups.
- Secondary research:
 - internal – business data on customers and financial records to include loyalty cards and sales records
 - external – commercially published reports, government statistics, trade journals, media sources.
- Importance of validity, reliability, appropriateness, currency, cost.
- Quantitative and qualitative data, when and where used.
- Sufficiency and focus of the research.
- Selection and extraction.

B3 Developing the rationale

- Interpretation, analysis and use of data and other information to make valid marketing decisions.
- Identification of any further sources of information that may be required.
- Evaluation of the reliability and validity of the information obtained.
- Product life cycle.

C Planning and developing a marketing campaign

C1 Marketing campaign activity

- Selection of appropriate marketing aims and objectives to suit business goals.
- Situational analysis: SWOT (Strengths, Weaknesses, Opportunities, Threats) and PESTLE (Political, Economic, Social, Technological, Legal, Environmental).
- Use of research data to determine target market.
- Use of research data to conduct competitor analysis.

C2 Marketing mix

- Product development: form and function, packaging, branding.
- Pricing strategies: penetration, skimming, competitor based, cost plus.
- Promotional advertising, public relations (PR). Sponsorship, use of social and other media, guerrilla marketing, personal selling, product placement, digital marketing, corporate image.
- Place, distribution channels: direct to end users (mail/online/auction), retailers, wholesalers.
- Extended marketing mix: people, physical environment, process.

C3 The marketing campaign

- Content of the marketing message.
- Selection of an appropriate marketing mix.
- Selection of appropriate media.
- Allocation of the campaign budget.
- Timelines for the campaign, including monitoring.
- How the campaign is to be evaluated.

C4 Appropriateness of marketing campaign

- How far the marketing activity reinforces and supports brand value.
- The sustainability of marketing activities.
- Flexibility of the campaign to enable response to both internal and external changes.
- Relevance to organisational goals.
- Appropriateness to target market.
- Legal and ethical considerations.

Grade descriptors

To achieve a grade a learner is expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 3 Pass

Learners will be able to demonstrate knowledge and understanding of the factors that contribute to the development of a successful marketing campaign and how the external environment can influence success. They show understanding of the importance of effective market research in informing decision making and contributing to business success. They can analyse unfamiliar information and data and consider the implications in the context of the business information given, making appropriate justified recommendations linked to their proposed campaign. Learners will demonstrate the ability to work within a budget and apply marketing decision-making tools when creating their marketing campaign.

Level 3 Distinction

Learners will be able to critically evaluate information and data relating to the development of a successful marketing campaign in context. They can apply a range of relevant marketing concepts and decision-making tools in order to give justified recommendations for a campaign within budget. They demonstrate a thorough grasp of the importance of market research in informing decision making and contributing to business success in context. Learners have a thorough understanding of the implications and necessary future actions of the campaign proposed in the context of the external environment, evidenced through sustained links to wider research.

Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure students are rewarded for demonstrating the necessary skills. Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Primary research	Research compiled directly from the original source, which may not have been compiled before. Learners are expected to understand the advantages and disadvantages of different primary research methods.
Qualitative research	Descriptive data, such as data drawn from open-ended questions in questionnaires, interviews or focus groups.
Quantitative research	Data in numerical form which can be categorised and used to construct graphs or tables of raw data.
Secondary sources/research	Published research reports and data, likely to be based on analysis of primary research.

Links to other units

The assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 1: Exploring Business
- Unit 3: Personal and Business Finance
- Unit 4: Managing an Event
- Unit 5: International Business
- Unit 6: Principles of Management.

Unit 3: Personal and Business Finance

Unit type: **External**

Guided learning hours: **120**

Unit introduction

This unit includes aspects of both personal and business finance. Personal finance involves the understanding of why money is important and how managing your money can help prevent future financial difficulties. It is vital you understand the financial decisions you will need to take throughout your life and how risk can affect you and your choices. This unit will also give you an insight into where you can get financial advice and support.

The business finance aspects of the unit introduce you to accounting terminology, the purpose and importance of business accounts and the different sources of finance available to businesses. Planning tools, such as cash flow forecasts and break-even, will be prepared and analysed. Measuring the financial performance of a business will require you to prepare and analyse statements of comprehensive income and statements of financial position.

This unit will provide a foundation for a number of other finance and business units and will help you to analyse profitability, liquidity and business efficiency. It will give you the knowledge and understanding to manage your personal finances and will give you a background to business finance and accounting as you progress to employment or further training.

Summary of assessment

This unit is assessed by a written examination set by Pearson.

The examination will be two hours in length.

The number of marks for the examination is 80. (Section A contains questions on the personal finance unit content and approximately one-third of the marks, and Section B contains questions on the business finance unit content and approximately two-thirds of the marks).

The assessment availability is twice a year in January and May/June.

Assessment outcomes

AO1 Demonstrate knowledge and understanding of business and personal finance principles, concepts, key terms, functions and theories.

Command words: describe, explain, give, identify, outline

Marks: ranges from 1 to 4 marks

AO2 Apply knowledge and understanding of financial issues and accounting processes to real-life business and personal scenarios

Command words: analyse, assess, calculate, describe, discuss, evaluate, explain

Marks: ranges from 2 to 12 marks

AO3 Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context

Command words: analyse, assess, discuss, evaluate

Marks: ranges from 6 to 12 marks

AO4 Evaluate how financial information and data can be used, and interrelate, to justify conclusions related to business and personal finance

Command words: analyse, assess, discuss, evaluate

Marks: ranges from 6 to 12 marks

Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

A Understand the importance of managing personal finance

A1 Functions and role of money

The ability to handle money received, and to control money paid, is a fundamental requirement for personal and business success. This success relies on understanding what 'money' is.

- Functions of money:
 - unit of account
 - means of exchange
 - store of value
 - legal tender.
- Role of money is affected and influenced by a number of factors:
 - personal attitudes towards risk and reward, borrowing, spending and saving
 - life stages (childhood, adolescence, young adult, middle age, old age), key features of each stage, financial needs and implications at each stage
 - culture, including religious and ethical beliefs
 - life events can vary the personal life cycle from individual to individual
 - external influences/trends and the financial-related effects
 - interest rates, cost of borrowing versus reward of saving.
- Planning expenditure, common principles to be considered in planning personal finances:
 - to avoid getting into debt
 - to control costs
 - avoid legal action and/or repossession
 - remain solvent
 - maintain a good credit rating

- avoid bankruptcy
- to manage money to fund purchases
- generate income and savings
- set financial targets and goals
- provide insurance against loss or illness
- counter the effects of inflation.

A2 Different ways to pay

The use of money as a payment method, advantages and disadvantages of:

- cash
- debit card
- credit card
- cheque
- electronic transfer
- direct debit
- standing order
- pre-paid cards
- mobile payment apps
- contactless cards
- charge cards
- store cards
- mobile banking
- Banker's Automated Clearing Services (BACS)
- Faster Payments Service (FPS)
- Clearing House Automated Payment System (CHAPS).

A3 Current accounts

Different types, features, advantages and disadvantages, different services offered:

- standard
- packaged, premium
- basic
- student.

A4 Managing personal finance

- Suitability of different financial products and services against individual needs.
- Different types of borrowing, features, advantages and disadvantages:
 - overdraft
 - personal loans
 - hire purchase
 - mortgages
 - credit cards
 - payday loans
- Different types of saving and investment features, advantages and disadvantages:
 - individual savings accounts (ISAs)

- deposit and savings accounts
- premium bonds
- bonds and gilts
- shares
- pensions.
- Risks and rewards of saving versus investment.
- Different insurance products:
 - products (car, home and contents, life assurance and insurance, travel, pet, health)
 - different types of insurance policy for each product
 - features of different types of insurance
 - advantages and disadvantages of different types and features.

B Explore the personal finance sector

B1 Features of financial institutions

Types of organisations and their advantages and disadvantages:

- Bank of England
- Banks
- Building societies
- Credit unions
- National Savings and Investments
- Insurance companies
- Pension companies
- Pawnbrokers
- Payday loans.

B2 Communicating with customers

Methods of interacting with customers, advantages and disadvantages:

- branch
- online banking
- telephone banking
- mobile banking
- postal banking

B3 Consumer protection in relation to personal finance

Function, role and responsibilities of:

- Financial Conduct Authority (FCA)
- Financial Ombudsman Service (FOS)
- Financial Services Compensation Scheme (FSCS)
- Legislation – consumer credit.

B4 Information, guidance and advice

Function, role and responsibilities, advantages and disadvantages of:

- Citizen's advice
- Independent financial advisor (IFA)

- Price comparison websites
- Debt counsellors
- Individual voluntary Arrangements (IVAs)
- bankruptcy.

C Understand the purpose of accounting

C1 Purpose of accounting

- Recording transactions.
- Management of business (planning, monitoring and controlling).
- Compliance (preventing fraud, compliance with law and regulations).
- Measuring performance.
- Control – assisting with the prevention of fraud, trade receivables and trade payables.

C2 Types of income

- Capital income:
 - loan
 - mortgages
 - shares
 - owner's capital
 - debentures.
- Revenue income:
 - cash sales
 - credit sales
 - rent received
 - commission received
 - interest received
 - discount received.

C3 Types of expenditure

- Capital expenditure:
 - non-current assets – tangible (land, buildings and premises, machinery and equipment, vehicles, fixtures and fittings)
 - intangible (goodwill, patents, trademarks, brand names).
- Revenue expenditure:
 - inventory
 - rent
 - rates
 - heating and lighting
 - water
 - insurance
 - administration
 - telephone

- postage
- stationery
- salaries
- wages
- marketing
- bank charges
- interest paid
- straight-line depreciation
- reducing balance depreciation
- discount allowed.

D Select and evaluate different sources of business finance

D1 Sources of finance

Advantages, disadvantages, short term and long term:

- internal:
 - retained profit
 - net current assets
 - sale of assets
- external:
 - owner's capital
 - loans
 - crowd-funding
 - mortgages
 - venture capital
 - debt factoring
 - hire purchase
 - leasing
 - trade credit
 - grants
 - donations
 - peer to peer lending
 - invoice discounting.

E Break-even and cash flow forecasts

Formulas used in this topic will not be given in external assessment.

E1 Cash flow forecasts

- Inflows/receipts:
 - cash sales
 - credit sales
 - loans
 - capital introduced
 - sale of assets
 - bank interest received.

- Outflows/payments:
 - cash purchases
 - credit purchases
 - rent
 - rates
 - salaries
 - wages
 - utilities
 - purchase of assets
 - Value Added Tax (VAT)
 - bank interest paid.
- Prepare, complete, analyse, revise and evaluate cash flow.
- Use of cash flow forecasts for planning, monitoring, control, target setting.
- Benefits and limitations of cash flow forecasts.

E2 Break-even analysis

- Costs:
 - variable
 - semi-variable
 - fixed
 - total.
- Sales:
 - total revenue
 - total sales
 - selling price per unit
 - sales in value and/or units.
- Calculation using/manipulating break-even formula (units and/or sales value), completion of break-even chart, break-even point.
- Identification of area of profit, area of loss.
- Identify and calculate margin of safety (units and value).
- Calculation of total contribution, contribution per unit benefits and limitations.
- Use of break-even for planning, monitoring, control, target setting.
- Prepare, complete, analyse, revise and evaluate break-even.

F Complete statements of comprehensive income and financial position and evaluate a business's performance

This relates to sole traders only. Formulas used in this topic will not be given in external assessment.

F1 Statement of comprehensive income

- Purpose and use.

- Completion, calculation and amendment to include gross profit (revenue, opening inventories, purchases, closing inventories, cost of goods sold), calculation of profit/loss for the year (expenses, other income).
- Adjustments for depreciation (straight-line and reducing balance).
- Adjustments for prepayments, accruals.
- Interpretation, analysis and evaluation of statements.

F2 Statement of financial position

- Purpose and use.
- Completion, calculation and amendment of statement using vertical presentation to include:
 - non-current assets (tangible and intangible, cost, depreciation and amortisation, net book value)
 - current assets (inventories, trade receivables, prepayments, bank, cash)
 - current liabilities (bank overdraft, accruals, trade payables)
 - net current assets/liabilities
 - non-current liabilities (bank loan and mortgage)
 - net assets
 - total equity (opening capital, transfer of profit or loss, drawings, closing capital).
 - Adjustments for straight line (cost $x\%$) depreciation, reducing balance (cost – depreciation to date $x\%$).
 - Adjustments for prepayments, accruals.
 - Interpretation, analysis, and evaluation of statements.

F3 Measuring profitability

Calculation, interpretation, analysis and evaluation of:

- gross profit margin: $(\text{gross profit}/\text{revenue}) \times 100$
- mark-up: $(\text{gross profit}/\text{cost of sales}) \times 100$
- profit margin: $(\text{profit}/\text{revenue}) \times 100$
- return on capital employed (ROCE): $(\text{profit}/\text{capital employed}) \times 100$
 - Profit for the year = Revenue – cost of sales – expenses
 - Capital employed = total assets – current liabilities
 - or Capital employed = non-current liabilities + total equity

F4 Measuring liquidity

Calculation, interpretation, analysis and evaluation of:

- current ratio: $\text{current assets}/\text{current liabilities}$
- liquid capital ratio: $(\text{current assets} - \text{inventory})/\text{current liabilities}$

F5 Measuring efficiency

Calculation, interpretation, analysis and evaluation of:

- trade receivable days: $(\text{trade receivable}/\text{credit sales}) \times 365$
- trade payable days: $(\text{trade payables}/\text{credit purchases}) \times 365$
- inventory turnover: $(\text{average inventory}/\text{cost of sales}) \times 365$

F6 Limitations of ratios

- Limitations of ratios when assessing business performance.

Grade descriptors

To achieve a grade a learner is expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 3 Pass

Learners will be able to demonstrate knowledge and understanding of the principles of personal and business finance and determine appropriate courses of action. They will be able to rationalise the data available in different personal and business situations. Learners can appreciate the challenges faced by individuals and businesses and how these have been influenced by the financial situation. They will be able to apply accounting processes and show understanding of the factors influencing the financial performance of a business. They will show an understanding of the need to prepare and analyse statements of comprehensive income and statements of financial position. Learners can propose and justify recommendations for personal finances and business improvement based on analysis of financial information.

Level 3 Distinction

Learners will be able to apply principles of personal and business finance in order to critically evaluate real-life situations and determine appropriate courses of action. They can apply relevant concepts, models and theories in order to present reasoned valuations in realistic personal and business scenarios. Learners make appropriate judgements and present fully justified recommendations for courses of action based on the analysis of financial data. They will understand the importance of statements of comprehensive income and statements of financial position and can analyse these statements methodically and critically. Learners can fully justify recommendations for personal finances and business improvement based on thorough analysis of financial information.

Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure students are rewarded for demonstrating the necessary skills. Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Analyse	Learners present the outcome of methodical and detailed examination either by breaking down: <ul style="list-style-type: none"> • a theme, topic or situation in order to interpret and study the relationships between the parts and/or • information or data to interpret and study key trends and interrelationships.
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation or to identify those which are the most important or relevant and arrive at a conclusion.
Calculate	Learners work out an answer, usually by adding, multiplying, subtracting or dividing. Can involve the use of formula.

Command or term	Definition
Describe	Learners give an account of something, steps in a process or characteristics of something. Statements in the response need to be developed, as they are often linked/in a logical order, but do not need to include a justification or reason.
Discuss	Learners consider different aspects of: <ul style="list-style-type: none"> • a theme or topic; • how they interrelate; and • the extent to which they are important. A conclusion is not required.
Evaluate	Learners' work draws on varied information, themes or concepts to consider aspects such as: <ul style="list-style-type: none"> • strengths or weaknesses • advantages or disadvantages; • alternative actions • relevance or significance. Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will be written.
Explain	Learners' work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn (arrived at). Learners are able to show that they comprehend the origins, functions and objectives of a subject, and its suitability for purpose.
Give	Learners can provide: <ul style="list-style-type: none"> • examples • justifications.
Identify	Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Illustrate	Learners include examples, images or diagrams to show what is meant in a specific context.
Outline	Learners' work, performance or practice gives a summary or overview or a brief description of something.

Links to other units

This unit links to:

- Unit 7: Business Decision Making
- Unit 10: Recording Financial Transactions
- Unit 11: Final Accounts for Public Limited Companies
- Unit 12: Financial Statements for Specific Businesses
- Unit 13: Cost and Management Accounting.

Unit 8: Recruitment and Selection Process

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners explore how the recruitment process is carried out in a business. The unit gives learners the opportunity to participate in selection interviews and review their performance.

Unit introduction

Recruiting the right people is essential to the success of a business. It is important that the processes and procedures involved in recruitment and selection meet the needs of the business and comply with current regulations. You will learn that successful recruitment is key to maintaining the success of a business, as people are often considered to be the most valued resource. You will explore the various selection tools and the enhanced use of technology in this area. Businesses with an effective recruitment process in place are more likely to make successful appointments. In a competitive labour market this is a major advantage and will support business success.

This unit gives you the opportunity, through role play, to take part in selection interviews. They will need to be organised and prepared so that they demonstrate your communication skills in this work-related competence.

This unit will give you a foundation for progression to employment, for example in a human resources role, or to higher education. Through undertaking recruitment activities, the unit will help you to develop the skills needed in an interview situation. You will have an opportunity to review your individual performance and analyse your skills for development.

Learning aims

In this unit you will:

- A** Examine how effective recruitment and selection contribute to business success
- B** Undertake a recruitment activity to demonstrate the processes leading to a successful job offer
- C** Reflect on the recruitment and selection process and your individual performance.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine how effective recruitment and selection contribute to business success	A1 Recruitment of staff A2 Recruitment and selection process A3 Ethical and legal considerations in the recruitment process	A report that examines the recruitment process in a large business.
B Undertake a recruitment activity to demonstrate the processes leading to a successful job offer	B1 Job applications B2 Interviews and skills	Learners must participate in a recruitment and selection activity. They will need to interview and be interviewed, and complete the appropriate documentation.
C Reflect on the recruitment and selection process and your individual performance	C1 Review and evaluation C2 SWOT analysis and action plan	Learners will need to evidence all the documents created. Ability to self-critique performance, including what could have gone better and what skills need to be developed, so that learners can enhance their employability. SWOT analysis on performance in their interviewing activity linked to their personal future.

Content

Learning aim A: Examine how effective recruitment and selection contribute to business success

A1 Recruitment of staff

- Workforce planning: in a large 250+ staff business, e.g. retail, a production company or financial business, look at the reasons for recruiting new staff, such as:
 - growth of the business: locally, nationally, globally
 - changing job roles
 - systems change
 - filling new vacancies created by more space or product development
 - vacancies caused by leavers/turnover of staff
 - internal promotions
 - new office or branch and need for additional staff
 - seasonal fluctuations leading to the requirement for temporary staff.
- Use of jobcentres and agencies, internal advertisements versus external advertisements, online recruitment and traditional methods.
- How the recruitment process links to business success.
- How a professional recruitment process leads to efficient staff integration.

A2 Recruitment and selection process

- Recruitment process – the purpose of the documents for internal and external recruitment:
- job advertisement – placing of the advertisement, internal/external, journal/website
- job analysis
- job description – the content of the tasks and responsibilities of the job
- person specification and skills the position requires – are they essential or desirable?
- CV versus application forms
- letter of application
- online recruitment and how the application process can be more cost-effective when using technology.
- Selection, including assessment centres and psychometric testing, group/team activity interviews (by telephone, face-to-face, group and panel), presentations in interviews, short tests at interviews:
- interview protocol, type of selection and how it contributes to the process – advantages and disadvantages
- initial selection processes with telephone screening interviews or short, online tests, appreciation that different processes are appropriate for different roles in a business
- use of technology in the process, online applications, uploaded CVs or use of post
- communication with prospective employees: are the channels easy to access, can the process be monitored?
- quality of the process and the documents
- linking the process to efficiency and business success.

A3 Ethical and legal considerations in the recruitment process

- Why recruitment processes have to be ethical and adhere to equal opportunities legislation; what the ethical responsibilities and the current legislation relating to equal opportunities are.
- Ethical considerations, including:
 - being honest in an advertisement
 - the maintenance of confidentiality
 - ensuring the same questions are asked to all candidates interviewed
 - same criteria used for all applicants
 - disclosure if family or friends work for the same business.
- Current equal opportunities legislation with regard to gender, age, race, disability, minimum wage all impact on the recruitment process; issues can arise if all current law is not adhered to in this area.
- Current right-to-work legislation, document check.

Learning aim B: Undertake a recruitment activity to demonstrate the processes leading to a successful job offer

B1 Job applications

Selection of a job role for the business as above and then preparation of all the relevant documents:

- a job advertisement giving suitable examples of where it could be placed
- job analysis
- job description
- person specification
- application form
- personal CV
- letter of application.

B2 Interviews and skills

- Communication skills required for interview situations: body language and listening skills, professional approaches, formal language, skills and attitudes of both interviewer and interviewee, role play, body language, dress, interview questions.
- Designing interview questions.
- Interview feedback form.
- Observation form.
- Reviewing applications from peer group.
- Submitting applications to peer group.
- Demonstration of a work-related competence (interviewing and being interviewed),
- analysis of how the activity worked, if the correct questions were asked to achieve the
- desired outcome, if the advertisement, job description and person specification led to the application form and covering letter being completed with the right level of information; adherence to equal opportunities legislation.
- Evaluation of documentation produced for the process: was it prepared to select the right candidate? Did the interview process forms/questions ensure the candidates demonstrated their skills effectively? Could it have been improved?

Learning aim C: Reflect on the recruitment and selection process and your individual performance

C1 Review and evaluation

- Role-play activity.
- Individual appraisal of own roles in being interviewed, interviewing and observing.
- Review of communication skills.
- Review of organisational ability.
- Assessment of how the skills acquired support the development of employability skills.

C2 SWOT analysis and action plan

- SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis on individual performance in the role-play activities.
- Self-critique of the events and documentation prepared, and how it supported the activity.
- Review if the process was effective and how a learner feels they may need to develop skills further to be able to conduct and participate in interviews more effectively.
- Action plan to highlight how to address any weaknesses in skill set.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine how effective recruitment and selection contribute to business success		A.D1 Evaluate the recruitment processes used and how they contribute to the success of the selected business.
A.P1 Explain how a large business recruits and selects giving reasons for their processes. A.P2 Explain how and why a business adheres to recruitment processes which are ethical and comply with current employment law.	A.M1 Analyse the different recruitment methods used in a selected business.	
Learning aim B: Undertake a recruitment activity to demonstrate the processes leading to a successful job offer		B.D2 Evaluate how well the documents prepared and participation in the interview activities supported the process for a job offer. C.D3 Evaluate how well the recruitment and selection process complied with best practice, drawing reasoned conclusions as to how it will support your future career.
B.P3 Prepare appropriate documentation for use in selection and recruitment activities. B.P4 Participate in the selection interviews, as an interviewer and interviewee.	B.M2 In recruitment interviews, demonstrate analytical responses and questioning to allow assessment of skills and knowledge.	
Learning aim C: Reflect on the recruitment and selection process and your individual performance		
C.P5 Complete a SWOT analysis on your performance in the interviewing activities. C.P6 Prepare a personal skills development plan for future interview situations.	C.M3 Analyse the results of the process and how your skills development will contribute to your future success.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. Section 6 gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

Essential information for assessment decisions

Learning aim, A

Learners will write a report that includes information about how a business recruits employees. A large business of 250+ employees will be used as not all small businesses have a transparent easily accessible recruitment system. To ensure the material they require is available, learners could research a few businesses before they select one for study. Recent and relevant ethical and legal considerations must be stated in the report. The individual report must be written in appropriate business language.

For distinction standard, learners will evaluate the recruitment processes, reach a reasoned conclusion and make insightful reference to how it is linked to the success of a selected business.

The report will consider the problems that can impact on a business if there are staff shortages or if unsuitable employees are selected because of ineffective recruitment systems.

For merit standard, learners will analyse the different recruitment methods, looking at the strengths and weaknesses of the systems in place.

For pass standard, learners will examine the factors for workforce planning and the reasons for businesses having to recruit additional employees. The report must demonstrate an understanding of the recruitment methods and why the different processes are used. Learners will indicate whether external bodies and/or agencies contribute to the process of assessment or interviewing, highlighting their specific contribution to the practice. The report will show a clear understanding of the importance of sequencing in the recruitment process and the use of technology/new technologies in this field.

Learning aims B and C

Learners will form part of an interview panel and be interviewed to enable skills to be developed for both roles. Witness statements will need to be completed by the teacher, recording participation and including feedback that the learner can use to help develop their SWOT analysis.

Learners will demonstrate effective communication skills. They will design interview questions that clearly relate to the job role, and which allow skills and competencies to be assessed. Learners will develop a fair system for monitoring answers in the interviews, selecting the most appropriate candidate. Documents should be included in their learner portfolios.

For distinction standard, learners will make an individual detailed evaluation of the documents used. The report will reach a reasoned conclusion on whether or not the

interview documents were effective and if they fully supported the interview activity. It will also include a balanced evaluation, highlighting how well the processes were related to professional best practice. Learners will offer a detailed conclusion as to how this will support career progression.

For merit standard, learners will offer an individual analysis of the effectiveness of the interview questions in assessing skills and knowledge. A report will include clear analysis of the interview activity. Learners will show clear links between skills development and enhancement of their career prospects.

For pass standard, learners will use the business studied in learning aim A to create the relevant recruitment selection documents for a specific job role. In order to contribute to the development of employability skills, the role selected will be realistic to the learner's current skills. These documents could be shared among learners so that they can then apply for a position created by someone else, and then be interviewed for the role. Documents will be fit for purpose, professional and written in appropriate business language. Job application forms must be completed in full.

Evidence will include a detailed SWOT analysis of the individual performance in the interview task that then leads to a development plan showing how a learner plans to enhance weaknesses and build confidence in the interview process. Details of any other personal experiences of employment interviews may be referred to here and used to support the development plan.

Links to other units

This unit links to:

- Unit 1: Exploring Business
- Unit 6: Principles of Management
- Unit 9: Team Building in Business
- Unit 21: Training and Development.

Entry requirement

There are no formal entry requirements, but we expect learners to have qualifications at or equivalent to Level 2.

Learners are most likely to succeed if they have:

- five GCSEs at grade 4 and above including English and Mathematics.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-educational experience.

Modes of delivery can be used for these qualifications.

A wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning are going to be used.

External assessment

A summary of the external assessment for this qualification has been given above. You should check this information carefully, together with the unit details and the sample assessment materials

You may resit an external assessment to obtain a higher grade of near pass or above. If you have more than one attempt, then the best result will be used for qualification grading, up to the permitted maximum.

You may do better in synoptic assessments taken towards the end of the programme.

Key features of external assessment in business

The external assessments for:

Unit 2: *Developing a Marketing Campaign*, here learners will examine marketing aims and objectives for existing products/services and understand the importance of relevant, valid and appropriate research in relation to the needs and wants of customers. You will use market research data and other information to make recommendations about the type of marketing campaign that a business should undertake.

Units

The externally assessed units have a specific format. The content of units will be sampled across external assessments over time through appropriate papers and tasks.

The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors. External assessments are marked and awarded using the grade descriptors. The grades available are Distinction (D), Merit (M), Pass (P) and Near Pass (N). The Near Pass (N) grade gives learners credit below a Pass, where they have demonstrated evidence of positive performance which is worth more than an unclassified result but not yet at the Pass standard.

Sample assessment materials

Each externally assessed unit has a set of sample assessment materials (SAMs) and past papers that are available in Student Shared Area and on Teams. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment. In the case of units containing synoptic

assessment, the SAMs will also show where learners are expected to select and apply from across the programme.

The SAMs show the range of possible question types that may appear in the actual assessments and give you a good indication of how the assessments will be structured.

Internal assessment

This section gives an overview of the key features of internal assessment

Principles of internal assessment

What is it?

Assignments are used to assess your understanding after you've learned the unit (or part of it). They are separate from lessons and practice activities.

Types of Assignments:

They can be written, practical, or a mix of both.

How it Works:

You'll receive an assignment brief with:

- A start date
- A deadline
- Clear instructions on what evidence you need to provide
- Assignments may include tasks and require different types of evidence.
- Some parts might be observed by your teacher during the assignment period.

Purpose:

A well-designed assignment helps your teacher assess your work fairly and clearly using set criteria.

Assessment Decisions – Summary for Students

- Grading is based on specific criteria in each unit, set for Pass (P), Merit (M), and Distinction (D) levels.
- These criteria are designed to assess your understanding, practical skills, and vocational abilities.

How the Criteria Work:

- **The criteria are hierarchical:**
 - To achieve a Merit, you must also meet the Pass criteria.
 - To achieve a Distinction, you must meet both Pass and Merit criteria.
- For example, if a Merit task asks you to analyse, you must also be able to explain (as required at Pass level).

Grading:

- You get a unit grade once all tasks are completed.
- Your grade is based on the highest level where you've met all the criteria:
 - Distinction = all D, M, and P criteria met
 - Merit = all M and P criteria met
 - Pass = all P criteria met
 - If you don't meet the Pass criteria, the result is Unclassified

Important:

- Just completing the assignment isn't enough—you must meet the criteria to pass.

Assessment Team & Moderation – Summary for Students

To make sure your assessments are fair and meet national standards, your school or college has a team with three key roles:

1. Lead Internal Verifier (Lead IV)

- In charge of the whole assessment process.
- Makes sure everything follows Pearson's rules.
- Supports and trains the assessment team.
- Registers with Pearson every year.
- Works with the Standards Verifier (external checker).

2. Internal Verifiers (IVs)

- Check that assignments and marking are fair and meet the standards.
- Work closely with the Lead IV.
- Usually also assess students but can't check their own marking.

3. Assessors

- Mark your work using national standards.
- Take part in training and standardisation activities.
- Work with the Lead IV and IVs to make sure assessments are done properly.

Effective Organisation of Assessment

You must keep assessment well-organised to track your progress and ensure national standards are met.

From the start, you'll be told how assessment works and what's expected of you.

- You must:
 - Work **independently**
 - Meet **deadlines**
 - Submit **your own work**
- You'll receive a **learner guide** explaining:

- How assignments are used
- How to reference sources properly
- What counts as **plagiarism**
- How to submit work and request extensions

Setting Assignments

- Assignments are based on **learning aims** and must follow Pearson's structure.
- Teachers may:
 - Combine tasks or units (as long as all learning aims are covered)
 - Change the order of learning aims
- Assignments must:
 - Allow you to show your skills at **Pass, Merit, and Distinction** levels
 - Be based on the **required content** of the unit
 - Include **realistic and motivating tasks**

Assignment Briefs will Include:

- A **vocational scenario** (real-world context)
- Clear **instructions and tasks**
- A **purpose or audience** for your work
- A link to the **unit being assessed**

Types of Evidence You Might Submit:

- Written reports or projects
- Practical tasks with observation records
- Presentations or recordings
- Sketchbooks, journals, or logbooks
- Research and analysis tasks

Evidence must be **your own work**, show what you've learned, and be clear enough for others to check.

Assessment Decisions & Feedback

- After your assignment is marked, you'll receive a **formal assessment decision**.
- Your feedback will:
 - Show **what grade you achieved** and **how** you met the criteria.
 - May explain **why** you didn't meet certain criteria.
 - **Will not** tell you how to improve your work.
 - Must be checked by an **Internal Verifier (IV)** before you receive it.

Resubmitting Work

- You may be allowed **one chance** to improve and resubmit your assignment, but only if:
 - The **Lead IV approves** it.
 - You **submitted on time** and the work is **your own**.
 - You are likely to improve **without extra help**.
- If allowed, your resubmission must be done within **15 working days**.

Retaking an Assignment

- If you still don't pass after resubmitting, you might get **one retake** with a **new assignment**.
- A retake can only be graded at **Pass** level.
- Retakes are only allowed in **exceptional cases**, approved by the Lead IV.

Planning & Record Keeping

To keep everything fair and organised, your school or college will:

- Create an **assessment plan** with deadlines, verifier roles, and quality checks.
- Keep records of:
 - Assignment briefs and verification
 - Your **authenticity declarations**
 - **Assessor decisions** and feedback
 - **Verification of assessment decisions**

This helps ensure your grades are fair and meet national standards.

Understanding the qualification grade

In order to be awarded a qualification, a learner must complete all units, achieve a Near Pass (N) or above in all external units and a pass or above in all mandatory units.

Eligibility for a BTEC Qualification

To be awarded your BTEC qualification, you must:

- Complete All Units
- You need a result (D, M, P, N, or U) for every unit in the course.
- Pass Mandatory Units - You must get at least a Pass (P) in all mandatory units.
- Near Pass or Above in External Units (like exams), you need at least a Near Pass (N).
- Meet the Points Requirement - You must earn enough points to reach the grade threshold for your qualification (e.g. Pass, Merit, Distinction).
- Follow the Correct Unit Combination which is selected by the teachers at Weavers

Points available for internal units

	Unit size	
	60 GLH	90 GLH
U	0	0
Pass	6	9
Merit	10	15
Distinction	16	24

Points available for external units

	Unit size	
	90 GLH	120 GLH
U	0	0
Near Pass	6	8
Pass	9	12
Merit	15	20
Distinction	24	32

Final Grade Calculator

Certificate		Extended Certificate	
180 GLH		360 GLH	
Grade	Points threshold	Grade	Points threshold
U	0	U	0
Pass	18	P	36
Merit	26	M	52
Distinction	42	D	74
Distinction*	48	D*	90

Example 1: Achievement of an Extended Certificate with a P grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	90	Int	Pass	9
Unit 2	90	Ext	Pass	9
Unit 3	120	Ext	Merit	20
Unit 8	60	Int	Unclassified	0
Totals	360		P	38

The learner has achieved Near Pass or higher in Units 2 and 3 and Pass or higher in Unit 1.

The learner has sufficient points for a P grade

Example 2: Achievement of an Extended Certificate with a D grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	90	Int	Distinction	24
Unit 2	90	Ext	Near Pass	6
Unit 3	120	Ext	Distinction	32
Unit 8	60	Int	Distinction	16
Totals	360		D	78

The learner has sufficient points for a D grade

Example 3: An Unclassified Result for an Extended Certificate

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	90	Int	Merit	15
Unit 2	90	Ext	Unclassified	0
Unit 3	120	Ext	Distinction	32
Unit 8	60	Int	Merit	10
Totals	360		U	57

The learner has a U in Unit 2.

The learner has sufficient points for an M grade but has not met the minimum requirement for an N or higher in Units 2 and 3 and P or higher in Unit 1.