



IAB Level 2 Certificate in Business Enterprise (QCF)
(Accreditation number 500/1779/2)

Qualification Specification

IAB LEVEL 2 Certificate in Business Enterprise

(Qualification Accreditation Number)

QUALIFICATION SPECIFICATION

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1. INTRODUCTION

The overall aim of the qualification is to accredit the knowledge and skills of candidates relevant to the fundamentals of business enterprise.

Within the qualification, candidates have the opportunity to develop their knowledge and skills associated with starting a business and to look at the key aspects which need to be developed for the potential business to be successful. Specifically, they should be able to perform tasks relating to developing a business idea, building business relationships, estimating financial needs, selling the product or service and preparing a business plan. They will also be able to choose option modules which examine such requirements as Health and Safety, legal, choosing business premises and assessing the candidates own ability to run the business.

To be awarded each unit of the qualification, candidates are required to successfully demonstrate their competence in the satisfactory completion of an externally set and internally assessed assignment. For the full qualification candidates will be required to complete at least ten Unit Assessments and to collect 13 credit points at level 2. This can be achieved by completing the 9 core module units along with 1 or 2 (dependant on the credit rating of the modules) of the option units to give a further 2 credit points at level 2. (See structure of the qualification - section 7). As this qualification is part of the Qualifications and Credit Framework (QCF), candidates will be able to transfer their achievements within each unit towards other qualifications. At least two of the core modules and one of the option modules will be externally moderated by the IAB.

Being unitised, candidates may decide that they wish to complete and achieve a pass in some but not all of the units. Upon payment of the relevant published fee, such candidates may apply for a Certificate of Achievement for those Units that they have achieved (passed).

2. AIMS

In summary, the qualification aims to enable candidates to:

1. Develop a business idea and create a vision for a business.
2. Understand how to build business relationships and how to sell the chosen product or service.
3. Investigate legal and health & safety requirements and choice of business premises
4. Estimate financial needs for a business and produce a cash flow forecast
5. Prepare and produce a business plan.

3. TARGET GROUP

The IAB Level 2 Certificate in Business Enterprise is specifically designed to appeal to those who are considering starting up in business. It is thought the qualification should appeal to both young people who may in the future be interested in business enterprise, and mature candidates who have a business idea and wish to investigate the basics of starting a business.

4. STATEMENT OF LEVEL

This qualification has been designed to assess the knowledge and skills relating to Business enterprise at Level 2 of the National Qualifications Framework.

5. ENTRY REQUIREMENTS

There are no formal entry requirements for Level 2 Certificate in Business Enterprise. However it is recommended that prospective candidates will already have basic skills in both numeracy and literacy prior to embarking on a course of study for this qualification.

6. PROGRESSION

The qualification has been designed to provide the essential knowledge, understanding and skills required to complement and enable candidates to progress to other related qualifications at Levels 2, 3 and 4 of the Qualification and Credit framework.

As there is no significant overlap between this and other IAB qualifications there is no restriction (for reason of overlap), on candidates being registered concurrently for other IAB awards (i.e. multiple entry is permitted).

7. THE STRUCTURE OF THE QUALIFICATION

The qualification is divided into thirteen units each with identified Learning Topics. To gain the full award, candidates are required to successfully demonstrate their competence in the satisfactory completion of at least ten externally set and internally assessed assignments. Each assignment is linked to one of the thirteen Units. For those candidates who wish to be awarded the full qualification, they must achieve passes in Units 1 - 9, along with 1 or 2 (dependant on the credit rating of the modules) of the option units.

The minimum number of credit points that must be gained at level 2 in order to be awarded the certificate is 13. This will be achieved through passing **all** the core modules to give 11 points and **1 or 2** of the option units to give a further 2 points. As part of the Qualifications and Credit Framework (QCF), candidates will be able to transfer their achievements within each unit towards other qualifications. If candidates fail to pass sufficient units to gain the full certificate, they may apply for a Certificate of Achievement for those Units that they have achieved (passed). The list of units is as follows:

Core units

<i>Unit Number</i>	<i>Title</i>	<i>Credit Value</i>
1	Build Business Relationships	1
2	Create a Vision for your Business	1
3	Negotiate for your business	1
4	Develop your Business Idea	1

5	Estimate Financial Needs for your Business	2
6	Make a cash flow forecast	2
7	Sell Your Product or Service	1
8	Prepare a Plan for Your Business	1
9	Produce a Plan for Your Business	1

Option units

10	Assess Health and Safety risks in your Business	2
11	Assess your Ability to Run a Business	1
12	Choose premises for Your Business	1
13	Comply with Business Legal Requirements	1

Teachers/trainers may address the Units in any order but should ensure that learning programmes are designed to meet the needs of individual candidates.

It is considered that this qualification has a 'notional' estimate of 10 Guided Learning Hours (GLH) per unit. It is 'notional' because the actual GLH of units must take into account the specific needs of the individual candidates for the qualification and the mode of training provision. For example, candidates who are new to business enterprise may need significantly more GLH as opposed to those with some experience who may need less. Teachers/trainers should use their professional judgement in assessing the needs of candidates and deciding the GLH to be provided.

8. ASSESSMENT AND GRADING

All thirteen units will have an associated practical assignment set externally by the IAB which will be marked internally by the centre in accordance with the published IAB guidelines. An independent assessor, who will have been nominated by the centre and approved by the IAB, will mark one of the core module assignments. This independent assessor will not teach on the course, but will be suitably qualified and experienced. On completion of the marking a sample of the assignments (designated by the IAB) are to be submitted to the awarding body for moderation to ensure that national standards are being applied. At least two of the core modules and one of the option modules will be externally moderated by the IAB. The IAB will provide Centres with the assignment briefs upon registration of candidates.

Upon payment of the relevant published fee, those candidates whose assignments are assessed and moderated as below the standard required for a pass to be awarded, are able to re-attempt the assignments and be re-assessed by the Centre and moderated by the IAB.

All assignments will be directly related to the learning topics of the Units with which they are associated. Over time (i.e. several series of assignments), the assignments will cover all of the learning topics of Units. A single series of assignments will explicitly cover at least 75% of the learning outcomes and assessment criteria of the qualification.

In completing their assignments, candidates will be required to carry out all tasks accurately and in keeping with financial practice in the context of starting a business. Assessment criteria will reflect these requirements.

In order to achieve a Pass, candidates will be required to achieve the minimum criteria for a pass associated with each assignment. Results for the assignments will be graded Pass or Fail only.

9. CERTIFICATION

Candidates who achieve a Pass grade in each of the Assignments of the nine mandatory Units together with one or two of the option units (to give a total of 13 credit points) will be awarded the IAB Level 2 Certificate in Business Enterprise. Certificates of Achievement will be awarded upon request and payment of the appropriate fee, to those candidates who do not achieve pass grades in the required number of assignments. Candidate registration lasts for up to three years.

10. KEY SKILLS LINKS

During their study towards the qualification, candidates may have opportunities to develop the knowledge and skills necessary to produce some of the evidence required for the Level 2 of the following Key Skills:

- Communication
- Working with Others
- Application of Number
- Information Communication Technology
- Improving Own Learning and Performance
- Problem Solving

11. SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL VALUES

Tutors preparing candidates would have opportunities to introduce relevant ethical, social and moral values throughout a course leading to this qualification. Of specific relevance would be matters of honesty and integrity, probity and confidentiality of information. These underpin all Units. In addition, the IAB Framework for Regulation and Code of Best Practice (provided at Appendix 3) also underpin all Units of the qualification.

12. HEALTH AND SAFETY ISSUES, ENVIRONMENTAL ISSUES AND EUROPEAN DEVELOPMENTS

If a candidate chooses to undertake the option unit 10 (Assess Health and Safety Risks in Your Business), then this will support the development of skills needed to carry out health and Safety risk assessment when starting a business.

13. SPECIAL ARRANGEMENTS

The IAB and IAB Accredited Centres are required to ensure that candidates with special assessment needs are not disadvantaged and that appropriate arrangements are made to meet their assessment needs.

14. ENQUIRIES AND APPEALS

The IAB and IAB Accredited Centres are required to process all enquiries and appeals

15. **UNIT SPECIFICATIONS AND LINKS TO NATIONAL OCCUPATIONAL STANDARDS**
See pages 7 - 29

Unit 1: Build Business Relationships

Level:	Two
Credit value:	One
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Understand how to establish potential business contacts	1.1 Identify opportunities to build business relationships 1.2 Identify potential business contacts 1.3 Demonstrate ways of creating good impressions and build rapport when meeting business contacts
2. Understand how to build relationships with your customers	2.1 Identify the most valuable potential customer groups for your business 2.2 Identify ways to make sure potential customers get a good service from individuals in your business 2.3 Identify ways of getting customer feedback in the future to improve the service and encourage customer loyalty
3. Understand the importance of building trust in customer and business relationships	3.1 Identify ways to keep in regular contact with your potential customers and business contacts 3.2 Give reasons why it is important to keep commitments and act honestly in your business and customer relationships 3.3 Identify ways in which differences between people from various cultures or backgrounds can affect your business dealings
Additional information about the unit	
Unit aim(s)	To support the development of skills needed to establish and building relationships with potential contacts and customers when starting a business
Unit expiry date	2008
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	EE2 Win and keep customers EE5 Build relationships to build the business
Details of the relationship between the unit and other standards or curricula (if appropriate)	Not applicable
Assessment requirements specified by a sector or regulatory body (if appropriate)	Assessment to be based on naturally occurring evidence or realistic work environment
Endorsement of the unit by a sector or other appropriate body (if required)	Supported by SFEDI
Location of the unit within the subject/sector classification system	

Unit 2: Create a Vision for your Business

Level:	Two
Credit value:	One
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 Understand the vision and values of your business	1.1 Describe what success for your business would look like 1.2 Identify what you value personally in your business 1.3 Describe how to communicate your vision to those who will be important to the business
2 Understand how to make the most of a business opportunity	2.1 Identify what to look for and how to recognise a business opportunity 2.2 Plan how to take advantage when a business opportunity presents itself
3 Understand how to minimise potential risks in business opportunities	3.1 Identify potential risks within a business opportunity 3.2 Consider if the risk to your business of an opportunity is worth taking 3.3 Decide whether or not to take the opportunity, taking into account the risks involved
Additional information about the unit	
Unit aim(s)	To support the development of skills needed to identify and communicate a business vision and make the most of a business opportunity
Unit expiry date	2008
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	EE1 Achieve your goals for the business EE4 Find innovative ways to improve your business No business started yet
Details of the relationship between the unit and other standards or curricula (if appropriate)	Not applicable
Assessment requirements specified by a sector or regulatory body (if appropriate)	Assessment to be based on naturally occurring evidence or realistic work environment
Endorsement of the unit by a sector or other appropriate body (if required)	Supported by SFEDI
Location of the unit within the subject/sector classification system	

Unit 3: Negotiate for Your Business

Level:	Two
Credit value:	One
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 Understand how negotiating a deal can benefit your business	1.1 Identify what can be achieved by negotiating effectively with suppliers, customers or others 1.2 Describe what benefit this might have for the future of the business and for the other parties involved
2 Understand how a potential deal can affect your business	2.1 Identify potential risks involved in negotiating a deal and what could be done to minimise them 2.2 Calculate the potential impact of a deal on your business, for example, if it is likely to be a loss leader or money spinner 2.3 Decide if there is anything else that could be negotiated other than price
3 Understand how to negotiate a good deal for your business	3.1 Identify techniques which might be used to negotiate a deal for your business 3.2 Demonstrate how to sign off a potential deal in ways that would be clear to all parties involved
Additional information about the unit	
Unit aim(s)	To support the development of skills needed to understand how a good business deal can be negotiated and bring benefits when starting a business
Unit expiry date	2008
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	EE3 Make deals to take your business forward
Details of the relationship between the unit and other standards or curricula (if appropriate)	Not applicable
Assessment requirements specified by a sector or regulatory body (if appropriate)	Assessment to be based on naturally occurring evidence or realistic work environment

Endorsement of the unit by a sector or other appropriate body (if required)	Supported by SFEDI
Location of the unit within the subject/sector classification system	

Unit 4: Develop your Business Idea

Level:	Two
Credit Value:	One
Learning outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand how to develop your business idea	1.1 Identify and compare potential business ideas 1.2 Identify a business idea that is worth developing and describe why it is likely to be successful and financially viable
2. Understand the market for Your business idea	2.1 Describe the market for your business idea 2.2 Identify any potential competitors and check if there is a gap in the market 2.3 Identify market and business trends that are likely to affect your business idea
Additional information about the unit	
Unit aim(s)	To support the development of skills needed to check the viability of a business idea when starting a business
Unit expiry date	2008
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	BD1 Check the likely success of a business idea
Details of the relationship between the unit and other standards or curricula (if appropriate)	Not applicable
Assessment requirements specified by a sector or regulatory body (if appropriate)	Assessment to be based on naturally occurring evidence or realistic work environment
Endorsement of the unit by a sector or other appropriate body (if required)	Supported by SFEDI
Location of the unit within the subject/sector classification system	

Unit 5: Estimate Financial Needs for Your Business

Level:	Two
Credit Value:	Two
Learning outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand how to estimate the finances needed to fund your business	<p>1.3 Identify the main items of expenditure for your business, such as drawings, own wage, premises, equipment, supplies and, staff</p> <p>1.4 Estimate the costs of these items to your business</p> <p>1.5 Identify different ways of financing your business</p>
2. Understand how to estimate income and expenditure for your business	<p>2.1 Estimate how much money your business will need to make over a six month period, as a minimum, taking into account own living expenses</p> <p>2.2 Work out a realistic selling price for the product or service so that the finances of your business break even</p> <p>2.3 Decide whether additional funding will be needed to cover all the costs of your business</p>
3. Understand how to estimate profit and loss for your business	<p>3.1 Use income and expenditure to calculate projected gross and net profit for a minimum six month trading period</p> <p>3.2 Set realistic financial targets for your business</p>
Additional information about the unit	
Unit aim(s)	To support the development of skills needed to estimate income and expenditure and profit and loss when starting a business
Unit expiry date	2008

Details of the relationship between the unit and relevant national occupational standards (if appropriate)	MN1 Decide on your financial needs
Details of the relationship between the unit and other standards or curricula (if appropriate)	Not applicable
Assessment requirements specified by a sector or regulatory body (if appropriate)	Assessment to be based on naturally occurring evidence or realistic work environment
Endorsement of the unit by a sector or other appropriate body (if required)	Supported by SFEDI
Location of the unit within the subject/sector classification system	

Unit 6: Make a Cash Flow Forecast

Title:	Make a Cash Flow Forecast
Level:	Two
Credit value:	Two
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 Understand how to set up cash flow forecasts for a business	1.1 Describe how to prepare and make use of basic cash flow statements 1.2 Identify different methods of monitoring cash flow and what financial information may be needed to undertake the monitoring
2 Understand how to work out cash flow targets for your business	2.1 Identify what income and spending will be needed for your business in at least a twelve month period 2.2 Identify when cash should flow into and out of your business during a twelve month period 2.3 Estimate what money should be available at different times in the twelve month period
3. Understand how to identify income and expenditure shortfalls for your business	3.1 Identify different ways of getting and using cash to control income and expenditure shortfall 3.2 Describe how the timing of cash receipts and spending affects cash flow 3.3 Identify potential cash shortfalls and the kind of steps that can be taken to address them

Additional information about the unit	
Unit aim(s)	To support the development of skills needed to make cash flow forecasts and identify financial shortfalls when starting a business
Unit expiry date	2008
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	MN4 Manage cash flow in your business
Details of the relationship between the unit and other standards or curricula (if appropriate)	Not applicable
Assessment requirements specified by a sector or regulatory body (if appropriate)	Assessment based on naturally occurring evidence or within a realistic work environment
Endorsement of the unit by a sector or other appropriate body (if required)	Supported by SFEDI
Location of the unit within the subject/sector classification system	

Unit 7: Sell Your Product or Service

Level:	Two
Credit value:	One
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 Understand the buying needs and interests of your customers	1.1 Identify your customers' requirements, needs and interests 1.2 Identify which aspects of your products or services can match customers' identified needs
2 Understand how to promote the features and benefits of your products or services to customers	2.1 Present the features and benefits of your products or services to show how they can meet customers' requirements 2.2 Identify any possible queries or objections that a customer might have 2.3 Identify ways of helping customers overcome their queries and objections 2.4 Identify terms of sale that might meet both the requirements of your customers and business
Additional information about the unit	
Unit aim(s)	To support the development of skills customer requirements and promote the benefits of products or services when starting a business
Unit expiry date	2008
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	WB5 Sell your products or services
Details of the relationship between the unit and other standards or curricula (if appropriate)	Not applicable

Assessment requirements specified by a sector or regulatory body (if appropriate)	Assessment to be based on naturally occurring evidence or realistic work environment
Endorsement of the unit by a sector or other appropriate body (if required)	Supported by SFEDI
Location of the unit within the subject/sector classification system	

Unit 8: Prepare a Plan for Your Business

Level:	Two
Credit Value:	One
Learning outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1. Understand how to start planning for your business	1.1 Describe the potential market position and image of your business 1.2 Identify potential short and medium term goals for your business 1.3 Describe how you intend your business to operate on a continuing basis
2. Know what elements to consider when planning for your business	2.1 Describe how the business goals might be met for different parts of your business 2.2 Identify potential costs and likely profit forecasts for your business 2.3 Identify how you intend to fund your business 2.4 Identify relevant laws and regulations which will apply to your business
Additional information about the unit	
Unit aim(s)	To support the development of skills needed to know what to consider when making a plan to start a business
Unit expiry date	2008
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	BD3 Plan where your business is going
Details of the relationship between the unit and other standards or curricula (if appropriate)	Not applicable
Assessment requirements specified by a sector or regulatory body (if appropriate)	Assessment to be based on naturally occurring evidence or realistic work environment

Endorsement of the unit by a sector or other appropriate body (if required)	Supported by SFEDI
Location of the unit within the subject/sector classification system	

Unit 9: Produce a Plan for Your Business

Level:	Two
Credit Value:	One
Learning outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1 Understand how to construct a plan for your business	1.1 Identify a suitable format and order of contents for presenting your business plan 1.2 Produce a plan which shows how the different parts of your business will work and how targets might be met
2 Understand how to implement your business plan	2.1 Describe how to put your business plan into action 2.2 Describe how to communicate your plan to relevant people connected with the business who need to know about it Identify how and when to monitor the progress of your business plan
Additional information about the unit	
Unit aim(s)	To support the development of skills needed to construct and implement a plan when starting a business
Unit expiry date	2008
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	BD3 Plan where your business is going
Details of the relationship between the unit and other standards or curricula (if appropriate)	Not applicable

Assessment requirements specified by a sector or regulatory body (if appropriate)	Assessment to be based on naturally occurring evidence or realistic work environment
Endorsement of the unit by a sector or other appropriate body (if required)	Supported by SFEDI

Unit 10: Assess Health and Safety Risks in Your Business

Level:	Two
Credit value:	Two
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 Understand what is needed to undertake health and safety risk assessments in your business	<p>1.1 Describe the purpose of carrying out a risk assessment</p> <p>1.2 Describe different methods of identifying hazards in a particular workplace</p> <p>1.3 Identify potential work areas, people and work activities that might require a risk assessment</p> <p>1.4 Identify sources of information, advice and guidance relating to health and safety risk assessments</p> <p>1.5 Name the key Acts and Regulations relevant to workplace health and safety risk assessments and outline legal responsibilities and duties</p>
2 Understand how to carry out and communicate health and safety risk assessments in your business	<p>2.1 Identify the activities involved in carrying out a risk assessment</p> <p>2.2 Identify which hazards are most likely to cause harm to health and safety in a particular workplace and the precautions that must be taken</p> <p>2.3 Describe how to make sure that all those likely to be at risk are made aware of their individual responsibilities for health and safety</p>
3 Understand when to review health and safety risk assessments in your business	<p>3.1 Identify how often the risk assessment should be reviewed to ensure that health and safety risks are being controlled effectively</p>

Additional information about the unit	
Unit aim(s)	To support the development of skills needed to carry out health and safety risk assessment when starting a business
Unit expiry date	2008
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	LG4 Conduct an assessment of risks in the workplace
Details of the relationship between the unit and other standards or curricula (if appropriate)	Health and Safety Executive (HSE)
Assessment requirements specified by a sector or regulatory body (if appropriate)	Assessment to be based on naturally occurring evidence or realistic work environment
Endorsement of the unit by a sector or other appropriate body (if required)	Supported by SFEDI
Location of the unit within the subject/sector classification system	

Unit 11: Assess Your Ability to run a Business

Level:	Two
Credit value:	One
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1 Know about the skills needed for running your business	1.1 Identify the range of skills that might be needed to run all aspects of your business 1.2 Match your skills with these and identify gaps that will need to be filled
2 Understand how to judge your ability to deal with potential changes to your business	2.1 Identify potential future developments for your business that might affect the skills required to run it 2.2 Identify whether these potential changes can be supported by your skills or those of other people and organisations
3 Understand how to obtain and use information about your own performance in your business	3.1 Identify business colleagues, professionals and organisations that could give feedback about your own performance 3.2 Identify what should to be done to improve your own performance
Additional information about the unit	
Unit aim(s)	To support the development of skills needed to assess and get feedback on own ability and performance when starting a business
Unit expiry date	2008
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	YS2 Check your ability to run your business

Details of the relationship between the unit and other standards or curricula (if appropriate)	Not applicable
Assessment requirements specified by a sector or regulatory body (if appropriate)	Assessment to be based on naturally occurring evidence or realistic work environment
Endorsement of the unit by a sector or other appropriate body (if required)	Supported by SFEDI
Location of the unit within the subject/sector classification system	

Unit 12: Choose Premises for Your Business

Level:	Two
Credit value:	One
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1 Understand why premises are important to your business	1.1 Identify the uses and features (such as size, access and facilities) required of business premises to meet your potential business needs 1.2 Consider the ways in which the choice of business premises might affect the running of your business
2 Understand how to choose suitable premises for meeting your business needs	2.1 Identify up-to-date and reliable sources of information and advice on your potential business premises 2.2 Identify several potential business premises and describe the likely costs, terms, conditions and legal requirements for each 2.3 Choose suitable premises to meet your potential business needs
Additional information about the unit	
Unit aim(s)	To support the development of skills needed to choose suitable premises when starting a business
Unit expiry date	2008
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	BL2 Choose a business premises
Details of the relationship between the unit and other standards or curricula (if appropriate)	Not applicable

Assessment requirements specified by a sector or regulatory body (if appropriate)	Assessment to be based on naturally occurring evidence or realistic work environment
Endorsement of the unit by a sector or other appropriate body (if required)	Supported by SFEDI
Location of the unit within the subject/sector classification system	

Unit 13: Comply with Business Legal Relationships

Level:	Two
Credit value:	One
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1 Understand how to select a suitable legal status for your business	1.1 Identify different types of legal status for a potential business, using reliable sources of advice, guidance and information 1.2 Describe how these could affect your business in terms of its costs, customers and suppliers, taxation and insurance 1.3 Select an appropriate legal status for your business
2 Understand the legal requirements of setting up your business	2.1 Identify any potential legal requirements and liabilities that might affect your business, such as taxation and insurance 2.2 Describe ways in which these liabilities might impact on your business 2.3 Identify what help is available when complying with legal requirements
Additional information about the unit	
Unit aim(s)	To support the development of skills needed to select a suitable status and understand legal requirements when setting up a business
Unit expiry date	2008
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	LG1 Choose a format that suits your business

Details of the relationship between the unit and other standards or curricula (if appropriate)	Not applicable
Assessment requirements specified by a sector or regulatory body (if appropriate)	Assessment based on naturally occurring evidence or within a realistic work environment
Endorsement of the unit by a sector or other appropriate body (if required)	Supported by SFEDI
Location of the unit within the subject/sector classification system	

IAB LEVEL 2 Certificate in Business Enterprise

Appendix 1 – Key Skills Mapping

unit	outcome	communication	Working with others	Application of numbers	Information Communication Technology	Improving own learning and performance	Problem solving
1	1	C2.1a, C2.3	WO2.1, WO2.2, W02.3		IT2.1, IT2.2	LP2.1, LP2.3	PS1, PS2, PS3
	2	C2.1a, C2.2	WO2.1, WO2.2, W02.3		IT2.1, IT2.2	LP2.1, LP2.3	PS1, PS2, PS3
	3	C2.1a, C2.3	WO2.1, WO2.2, W02.3		IT2.1, IT2.2	LP2.1	PS1, PS2, PS3
2	1	C2.1a, C2.2	WO2.1, WO2.2,		IT2.1, IT2.2	LP2.1, LP2.2	
	2	C2.1a, C2.2	WO2.1, WO2.2,		IT2.1, IT2.2	LP2.1	
	3	C2.1a, C2.2	WO2.1, WO2.2,		IT2.1, IT2.2	LP2.2	PS1
3	1	C2.1a, C2.2	WO2.1, WO2.2, W02.3		IT2.1	LP2.1, LP2.2, LP2.3	PS1
	2	C2.1a, C2.2	WO2.1, WO2.2, W02.3		IT2.1	LP2.1, LP2.2, LP2.3	PS1, PS2
	3	C2.1a, C2.2, C2.3	WO2.1, WO2.2, W02.3		IT2.1	LP2.1, LP2.2, LP2.3	PS1
4	1	C2.1a, C2.1b, C2.2	WO2.1, WO2.2, W02.3		IT2.1, IT2.2, IT2.3	LP2.2, LP2.3	PS1, PS2
	2	C2.1a, C2.1b, C2.2, C2.3	WO2.1, WO2.2, W02.3		IT2.1, IT2.2, IT2.3	LP2.2, LP2.3	PS1, PS2

5	1	C2.1a, C2.1b, C2.2		N2.1, N2.2, N2.3	IT2.1, IT2.2	LP2.1, LP2.2, LP2.3	PS1, PS2
	2	C2.1a, C2.1b, C2.2		N2.1, N2.2, N2.3	IT2.1, IT2.2,	LP2.1, LP2.2, LP2.3	PS1, PS2
	3	C2.3		N2.1, N2.2, N2.3	IT2.1, IT2.2, IT2.3	LP2.1, LP2.2, LP2.3	PS1, PS2
6	1	C2.2		N2.1, N2.2, N2.3	IT2.1, IT2.2, IT2.3	LP2.1, LP2.2, LP2.3	PS1, PS2
	2	C2.2		N2.1, N2.2, N2.3	IT2.1, IT2.2, IT2.3	LP2.1, LP2.2, LP2.3	PS1, PS2
	3	C2.2		N2.1, N2.2, N2.3	IT2.1, IT2.2, IT2.3	LP2.1, LP2.2, LP2.3	PS1, PS2
7	1	C2.1a	WO2.1, W02.2 W02.3		IT2.1	LP2.1, LP2.2, LP2.3	PS1, PS2, PS3
	2	C2.1a, C2.1b	WO2.1, W02.2 W02.3		IT2.1	LP2.1, LP2.2, LP2.3	PS1, PS2, PS3
8	1	C2.1a, C2.2	WO2.1, W02.2, W02.3	N2.1, N2.2, N2.3	IT2.1, IT2.2,	LP2.1, LP2.2, LP2.3	PS1, PS2
	2	C2.1a, C2.1b	WO2.1, W02.2, W02.3	N2.1, N2.2, N2.3	IT2.1, IT2.2,	LP2.1, LP2.2, LP2.3	PS1, PS2
9	1	C2.1a, C2.3		N2.1, N2.2, N2.3	IT2.1, IT2.2, IT2.3	LP2.1, LP2.2, LP2.3	
	2	C2.1b, C2.3		N2.1, N2.2, N2.3	IT2.1, IT2.2, IT2.3	LP2.1, LP2.2, LP2.3	
10	1	C2.1a, C2.1b, C2.2	WO2.1, W02.2, W02.3			LP2.1, LP2.2, LP2.3	PS1, PS2, PS3
	2	C2.1a, C2.1b, C2.2	WO2.1, W02.2, W02.3			LP2.1, LP2.2, LP2.3	PS1, PS2, PS3

	3	C2.2	WO2.1, W02.2, W02.3			LP2.1, LP2.2, LP2.3	PS1, PS2, PS3
11	1	C2.1a, C2.1b, C2.2	WO2.1, W02.2, W02.3			LP2.1, LP2.2, LP2.3	
	2	C2.1a, C2.1b, C2.2	WO2.1, W02.2, W02.3			LP2.1, LP2.2, LP2.3	
	3	C2.1a, C2.1b, C2.2	WO2.1, W02.2, W02.3			LP2.1, LP2.2, LP2.3	
12	1	C2.2	WO2.1, W02.2, W02.3			LP2.1, LP2.2, LP2.3	
	2	C2.2	WO2.1, W02.2, W02.3			LP2.1, LP2.2, LP2.3	
13	1	C2.1a, C2.2, C2.3	WO2.1, W02.2, W02.3		IT2.1, IT2.2, IT2.3	LP2.1, LP2.2, LP2.3	PS1, PS2, PS3
	2	C2.1a, C2.2, C2.3	WO2.1, W02.2, W02.3		IT2.1, IT2.2, IT2.3	LP2.1, LP2.2, LP2.3	PS1, PS2, PS3

APPENDIX 2

KEY SKILLS - QUALIFICATION LEVEL MAP for IAB Level 2 Certificate in Business Enterprise – units 1 - 7

KEY SKILLS (LEVEL 2) STANDARDS							
	1	2.	3	4	5	6	7
	Build Business Relationships	Create a vision for your business	Negotiate for your business	Develop your business idea	Estimate financial needs for your business	Make a cash flow forecast	Sell your product or service
COMMUNICATION	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence
<p>C21a Contribute to a discussion about a straightforward subject.</p> <p>C21b Give a short talk about a straightforward subject using an image.</p> <p>C22 Read and summarise information from two extended documents about a straightforward subject.</p> <p>C23 Write two different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least one image</p>	<p>Class work & homework. Evidence may vary according to course delivery. Be able to communicate the importance of establishing potential business contacts and being able to build relationships with customers</p>	<p>Class work & homework. Evidence may vary according to course delivery Be able to discuss what is meant by creating a vision for your business and how to make the most of a business opportunity and to minimise potential risks.</p>	<p>Class work & homework. Evidence may vary according to course delivery. Be able to discuss how negotiating a deal can benefit your business and the effects a potential deal can have on your business. Communicate the ways a potential deal could be signed off.</p>	<p>Class work & homework. Evidence may vary according to course delivery. Be able to discuss with others, potential business ideas. Be able to communicate in writing the market for your business idea and the potential competition.</p>	<p>Class work & homework. Evidence may vary according to course delivery. Discuss with others the methods involved in calculating the main items of expenditure. Produce documents to show the projected amounts of gross and net profit for a given period of time.</p>	<p>Class work & homework. Evidence may vary according to course delivery. Read information in relation to cash flow forecasts and be able to estimate what income and expenditure will be needed to produce a forecast.</p>	<p>Class work & homework. Evidence may vary according to course delivery. Give a clear understanding of the buying needs and interests of your customers and present the features and benefits of your products or services.</p>

<p>WORKING WITH OTHERS</p> <p>WO2.1 Plan straightforward work with others, identifying objectives and clarifying responsibilities, & confirm working arrangements.</p> <p>WO2.2 Work cooperatively with others towards achieving identified objectives, organising tasks to meet your responsibilities.</p> <p>WO2.3 Exchange information on progress and agree ways of improving work with others to help achieve objectives.</p>	<p>Evidence</p> <p>Class work & homework. Evidence may vary according to course delivery.</p> <p>Work with others to discover the importance of establishing potential business contacts and being able to build relationships with customers</p>	<p>Evidence</p> <p>Classwork & homework. Evidence may vary according to course delivery.</p> <p>Be able to work with others to establish what is meant by creating a vision for a business.</p>	<p>Evidence</p> <p>Class work & homework. Evidence may vary according to course delivery.</p> <p>To liaise with others to gather and discuss information on the benefits of negotiating a good deal for your business.</p>	<p>Evidence</p> <p>Class work & homework. Evidence may vary according to course delivery.</p> <p>Work with others to consider the different types of business ideas and as a group decide on the market for particular products.</p>	<p>Evidence</p> <p>Class work & homework. Evidence may vary according to course delivery.</p> <p>Be able to liaise with others to consider various types of business expenditure.</p>	<p>Evidence</p> <p>NONE</p>	<p>Evidence</p> <p>Class work & homework. Evidence may vary according to course delivery.</p> <p>Work with others to establish the buying needs and interests of a range of customers. Investigate with others how to promote the features and benefits of products</p>
<p>APPLICATION OF NUMBER</p> <p>N21 Interpret information from two different sources, including material containing a graph.</p> <p>N22 Carry out calculations to do with:</p> <p>A Amounts and sizes B Scales and proportions C Handling statistics D Using formulae</p> <p>N23 interpret the results of your calculations and present your findings. You must use at least one graph, one chart and one diagram.</p>	<p>Evidence</p> <p>NONE</p>	<p>Evidence</p> <p>NONE</p>	<p>Evidence</p> <p>NONE</p>	<p>Evidence</p> <p>NONE</p>	<p>Evidence</p> <p>Class work & homework. Evidence may vary according to course delivery.</p> <p>Be able to carry out calculations to identify the main items of expenditure for the business. Interpret the results of calculations in order to calculate profit.</p>	<p>Evidence</p> <p>Class work & homework. Evidence may vary according to course delivery.</p> <p>Calculate and prepare a cash budget to be able to determine potential cash shortfalls</p>	<p>Evidence</p> <p>NONE</p>

INFORMATION COMMUNICATION TECHNOLOGY	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence
<p>IT21 Search for and select information for two different purposes</p> <p>IT22 Explore and develop information, and derive new information, for two different purposes.</p> <p>IT23 Present combined information for two different purposes. Your work must include at least one example of text, one example of images, and one example of numbers.</p>	<p>Class work & homework. Evidence may vary according to course delivery. Using the internet gather information relating to the identification of potential business contacts.</p>	<p>Classwork & homework Evidence may vary according to course delivery Using the internet gather information on the vision and values of a range of organisations.</p>	<p>Class work & homework Evidence may vary according to course delivery. Using the internet gather information on negotiating skills with particular reference to its use within the business environment.</p>	<p>Class work & homework. Evidence may vary according to course delivery. Use the internet to find information relating to business ideas. Use information technology to present a comparison of pros and cons of different ideas.</p>	<p>Class work & homework. Evidence may vary according to course delivery. Prepare a spreadsheet to demonstrate the main areas of expenditure and to calculate projected gross and net profits.</p>	<p>Class work & homework Evidence may vary according to course delivery. Look at how to set up cash flow forecasts for a business and produce a spreadsheet which automatically calculates cash shortfalls.</p>	<p>Class work & homework Evidence may vary according to course delivery. Gather information from the internet on ways to promote the features and benefits of products and services.</p>
IMPROVING OWN LEARNING AND PERFORMANCE	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence

<p>how these will be met</p> <p>LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance</p> <p>LP2.3 Review progress with an appropriate person and provide evidence of your achievements</p>	<p>Class work & homework. Evidence may vary according to course delivery. Be able to take responsibility for establishing potential business contacts and being able to build relationships with customers</p>	<p>Class work & homework. Evidence may vary according to course delivery. Be able to decide what is meant by creating a vision for your business and apply this to make the most of your business opportunity</p>	<p>Class work & homework. Evidence may vary according to course delivery. Be able to take responsibility for deciding how negotiating a deal can benefit your business and the effects a potential deal can have on your business.</p>	<p>Class work & homework. Evidence may vary according to course delivery. Investigate potential business ideas and review the choices with an appropriate person</p>	<p>Class work & homework. Evidence may vary according to course delivery. Help set targets on the financial needs of your business with an appropriate person. Use this information to take responsibility for deciding the finance for your business</p>	<p>Class work & homework. Evidence may vary according to course delivery. Use information from previous research to take responsibility for producing a realistic cash flow forecast. Review monthly closing balances with an appropriate person.</p>	<p>Class work & homework. Evidence may vary according to course delivery. Be able to take responsibility to decide the buying needs and interests of your customers</p>
<p>PROBLEM SOLVING</p> <p>PS1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it.</p> <p>PS2 Plan and try out at least one way of solving the problem</p> <p>PS3 Check if the problem has been solved and identify ways to improve problem solving skills.</p>	<p>Evidence</p> <p>Class work & homework. Evidence may vary according to course delivery. Understand the problems associated with building business relationships and identify ways in which relationships can be developed</p>	<p>Evidence</p> <p>NONE</p>	<p>Evidence</p> <p>Class work & homework. Evidence may vary according to course delivery. Appreciate the problems in negotiating in business and understand how negotiating a deal can benefit your business</p>	<p>Evidence</p> <p>Class work & homework. Evidence may vary according to course delivery. Identify the potential problems in starting certain businesses and appreciate possible solutions in order to make the propositions viable</p>	<p>Evidence</p> <p>Class work & homework. Evidence may vary according to course delivery. Identify and take appropriate steps to deal with problems associated with estimating financial needs.</p>	<p>Evidence</p> <p>Class work & homework. Evidence may vary according to course delivery. Identify the problems associated with the production of cash flow forecasts and with the help of an appropriate person identify different ways of tackling it.</p>	<p>Evidence</p> <p>Class work & homework. Evidence may vary according to course delivery. Understand the problems associated with identifying the buying needs and interests of your customers. Identify ways these problems can be overcome</p>

KEY SKILLS - QUALIFICATION LEVEL MAP for IAB Level 2 Certificate in Business Enterprise – units 8 - 13

KEY SKILLS (LEVEL 2) STANDARDS	8	9	10	11	12	13
	Prepare a plan for your business	Produce a plan for your business	Assess Health and Safety risks in your Business	Assess your ability to run a business	Choose premises for your business	Comply with business legal requirements
COMMUNICATION	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence
C21a Contribute to a discussion about a straightforward subject.	Class work & homework Evidence may vary according to course delivery.	Class work & homework. Evidence may vary according to course delivery.	Classwork & homework Evidence may vary according to course delivery	Class work & homework Evidence may vary according to course delivery.	Class work & homework Evidence may vary according to course delivery.	Class work & homework. Evidence may vary according to course delivery.
C21b Give a short talk about a straightforward subject using an image.	Discuss with others the features of a business plan and give a short talk about your business plan proposals.	Prepare a business plan using two different types of documents and give a short talk about your proposals using an image	Be able to discuss the requirements of Health and Safety for a business and read and summarise information relating to risk assessment.	Be able to discuss with others the skills needed for running a business and give a short talk in relation to what you need to do to improve your own performance.	Read and summarise information from the details of two different suitable business premises.	Discuss with others the different types of legal status for a business and write documents in relation to the feasibility of at least two of the types of legal status.
C22 Read and summarise information from two extended documents about a straightforward subject.						
C23 Write two different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least one image						
WORKING WITH OTHERS	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence
WO2.1 Plan straightforward work with others, identifying objectives and clarifying responsibilities, & confirm working arrangements.	Class work & homework. Evidence may vary according to course delivery.	NONE.	Classwork & homework Evidence may vary according to course delivery	Class work & homework Evidence may vary according to course delivery.	Class work & homework. Evidence may vary according to course delivery.	Class work & homework. Evidence may vary according to course delivery.
WO2.2 Work cooperatively with others towards achieving identified objectives, organising tasks to meet your responsibilities.	Work with others to determine the most important features of a business plan, looking specifically at business goals		Work with others to identify hazards that are most likely to cause harm to health and safety in a particular workplace.	Exchange information with others and agree ways of improving own performance to achieve objectives.	Work with others to determine suitable business premises for both your business and other businesses.	Work cooperatively with others to agree the legal requirements of running a business.
WO2.3 Exchange information on progress and agree ways of improving work with others to help achieve objectives.						
APPLICATION OF NUMBER	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence

including material containing a graph. N22 Carry out calculations to do with: A Amounts and sizes B Scales and proportions C Handling statistics D Using formulae N23 Interpret the results of your calculations and present your findings. You must use at least one graph, one chart and one diagram.	Class work & homework Evidence may vary according to course delivery. Calculate potential costs and likely profit forecasts for your business. Interpret the results to be able determine funding for the business	Classwork & homework Evidence may vary according to course delivery Be able to calculate and manage the revenue and expenditure required for a business. Interpret results through forecasts and present your findings.	NONE	NONE.	NONE	NONE
INFORMATION COMMUNICATION TECHNOLOGY	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence
IT21 Search for and select information for two different purposes IT22 Explore and develop information, and derive new information, for two different purposes. IT23 Present combined information for two different purposes. Your work must include at least one example of text, one example of images, and one example of numbers.	Class work & homework Evidence may vary according to course delivery. Gather information from the internet on various methods of presenting information in the form of a business plan.	Class work & homework. Evidence may vary according to course delivery. Use information technology to present a variety of information required for a business plan.	NONE	NONE	NONE	Class work & homework. Evidence may vary according to course delivery. Gather information from the internet on different forms of legal status and potential legal requirements and liabilities such as taxation and insurance.
IMPROVING OWN LEARNING AND PERFORMANCE	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence
LP2.1 Help set targets with an appropriate person and plan how these will be met LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance LP2.3 Review progress with an appropriate person and provide evidence of your achievements	Class work & homework. Evidence may vary according to course delivery. Make decisions about the content of the business plan and discuss this with an appropriate person. Review progress and be prepared to make adjustments as directed.	Class work & homework. Evidence may vary according to course delivery. Produce a business plan and take responsibility for showing how different parts of the business will work and how targets may be met.	Class work & homework. Evidence may vary according to course delivery Take responsibility for producing risk assessments in your business and review and identify the hazards which are likely to cause harm to health and safety in a work area.	Class work & homework. Evidence may vary according to course delivery. Identify skills required to run your business and with an appropriate person match your skills with these and produce a plan which identifies how the gaps will be filled.	Class work & homework. Evidence may vary according to course delivery. Analyse your requirements for business premises with an appropriate person and take responsibility for choosing suitable premises to meet business needs.	Class work & homework. Evidence may vary according to course delivery. Consider the different types of legal status and make a decision on the most suitable for your business

PROBLEM SOLVING	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence
<p>PS1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it.</p> <p>PS2 Plan and try out at least one way of solving the problem</p> <p>PS3 Check if the problem has been solved and identify ways to improve problem solving skills.</p>	<p>Class work & homework Evidence may vary according to course Delivery Appreciate the problems associated with preparing a business plan and try out at least one way of presenting this information.</p>	<p>NONE</p>	<p>Class work & homework Evidence may vary according to course delivery Identify the health and safety risks in your business through the use of risk assessments.</p>	<p>NONE</p>	<p>NONE</p>	<p>Class work & homework. Evidence may vary according to course delivery. Appreciate the potential legal requirements and liabilities of your business and describe ways in which these liabilities might impact on your business.</p>



International Association of Book-keepers

FRAMEWORK FOR REGULATION

1. A member or a person entering into membership of the Association must comply with the law within his or her country of residence and contractual being. This applies to any actions made in the course of work completed either for an employer or a client, or any third party that looks to his or her professional standing.
2. A member must not do anything which compromises or impairs, or is likely to compromise or impair, his or her integrity, or in the case of a client relationship, his or her professional independence.
3. A member must always show a proper standard of work in all professional work completed in accordance with generally accepted practices and accounting standards
4. A member must not bring himself or herself into disrepute, or the Association into disrepute or the Accounting or Book-keeping professions into disrepute.
5. A member must comply and uphold, so long as they remain a member, all matters of regulation shown in the Articles of Association, Byelaws and other material published by the Association and be bound by any action taken by Council relating to his or her membership
6. 6. Any member who personally offers services, seen by their client as accountancy work is required to hold a practising certificate.
7. **CODE OF BEST PRACTICE**
 1. All members must exercise due care in carrying out their work
 2. All members should plan their work.
 3. All members should have an adequate system of administration for the work they undertake.
 4. The terms of reference for any work should be agreed before the work commences, and members should adhere to those terms.
 5. The level of remuneration for any work undertaken should be agreed between the parties before the work is undertaken. The Association is not involved in setting the level of fees.

6. In the event of a dispute between a member and a third party the Association will appoint an arbitrator. The costs of arbitration to be met by the parties involved.
7. Any member who holds funds or property belonging to a third party must keep such funds or property clearly distinct from their own property and handle it with the same care as they would do if it was their own.
8. No member should accept work where there is a conflict of interest unless all parties are aware of that conflict and have agreed that the work can be undertaken.
9. Provision should be made as appropriate for continuity of service in the event of the member being incapacitated by illness, or in the event of death of the member.
10. Where a member becomes aware that a third party with whom he has a contractual relationship is acting in breach of the law, then they must ensure that they comply with Regulation 1.
11. Any member advertising services should comply with the standards laid down by the Advertising Standards Authority, or any similar regulations applicable in their country, or in the country where the advertisement is placed.
12. In order to comply with Regulation 3 members should ensure that they remain competent by undertaking the necessary regular training each year.
13. Members should consider their need for PII which is recommended for those holding a Practising Certificate with the IAB.

