

**ILM LEVEL 2
AWARD AND
CERTIFICATE
IN PREPARING
FOR BUSINESS
ENTERPRISE**



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Institute of Leadership & Management (ILM)

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ILM LEVEL 2 AWARD AND CERTIFICATE IN PREPARING FOR BUSINESS ENTERPRISE (QCF)

[Award Qualification No. – 500/3678/6]
[Certificate Qualification No. – 500/3679/8]

Note: This qualification specification should always be read in conjunction with the “Supporting Notes for ILM VRQs” document which is downloadable from ILM website or it can be accessed via your Quality Manager/External Verifier or from the ILM Customer Services Team by emailing at customer@i-l-m.com

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QUALIFICATIONS OVERVIEW:

ILM Level 2 Award in Preparing for Business Enterprise		
Purpose of the qualification	Aims to give learners the ability to assess their own suitability for starting and running an enterprise and to assist in their decision making.	
Progression routes	The qualification provides opportunities for progression to other qualifications such as the: <ul style="list-style-type: none"> • ILM Level 2 Certificate in Preparing for Business Enterprise • ILM Level 3 Award or Certificate in Starting Your Enterprise • ILM Level 2 Award or Certificate in Team Leading 	
Credit Value	3	
Induction	1 hour	
Tutorial Support	At least 2 hours	
Guided Learning Hours (this includes time for induction, tutorial support and the unit's guided learning hours)	9 hours	
To be completed within	3 years	
Structure	Mandatory Units	Credit Value
	E2.01 Assessing own Suitability for Enterprise	3 credits

ILM Level 2 Certificate in Preparing for Business Enterprise		
Purpose of the qualification	Aims to give learners the ability to assess their own suitability for starting and running an enterprise and to assist in their decision making. It also allows learners to explore the implications of starting up and running a business.	
Progression routes	The qualification provides opportunities for progression to other qualifications such as the: <ul style="list-style-type: none"> • ILM Level 3 Award or Certificate in Starting Your Enterprise • ILM Level 3 Award, Certificate or Diploma in First Line Management 	
Credit Value	14	
Induction	2 hours	
Tutorial Support	At least 5 hours	
Guided Learning Hours (this includes time for induction, tutorial support and the units guided learning hours)	40 hours	
To be completed within	3 years	
Structure	Mandatory Units	Credit Value
	E2.01 Assessing own Suitability for Enterprise	3 credits
	E2.02 Exploring the Legal & Regulatory Requirements for Starting & Running an Enterprise	2 credits
	E2.03 Exploring how to Market and Sell a Product or Service	3 credits
	E2.04 Exploring the Financial Needs of a Business	3 credits
	E2.05 Exploring how to Start and Run a Business	3 credits

OCCUPATIONAL COMPETENCY REQUIREMENTS FOR THE LEVEL 2 AWARD AND CERTIFICATE IN PREPARING FOR BUSINESS ENTERPRISE

It is the centres responsibility to ensure that they have competent and suitably qualified staff involved in delivering, quality assuring and/or assessing qualifications.

The table below shows the occupational competence requirements of tutors, internal quality assurers and/or assessors. Given that occupational competence requirements will vary greatly between lower and higher level qualifications, this table will highlight if there is an additional requirement of any qualification specific occupational competency.

Tutors Occupational Competence Requirements	Evidence Indicators
A thorough knowledge and understanding of the qualification(s).	<ul style="list-style-type: none"> • Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification. • Show evidence of information or documents prepared for learners such as a learner journey plan (SoW), lesson plan, learner guidance notes, tutorial support plan etc. for the ILM qualification. • Show evidence of participation in Continuing Professional Development (CPD) in relation to the relevant field and qualification requirements.
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> • Current (within the last 3 years) small business experience appropriate to the level(s), key roles and individual role concerned. • Be able to prove that they have current experience of delivering training appropriate to the level and subject area of these qualifications
A qualification in support of assessment and internal quality assurance.	<ul style="list-style-type: none"> • Ideally hold a valid and recognised teaching/training qualification.

Internal Quality Assurers and/or Centre Assessors Occupational Competence Requirements	Evidence Indicators
A thorough knowledge and understanding of the relevant qualification(s).	<ul style="list-style-type: none"> • Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification. • Show evidence of carrying out CPD in order to familiarise themselves with current standards for assessment/verification in the subject area of this qualification.
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> • Demonstrate clear evidence of current experience in quality assurance and/or assessment appropriate to the level and subject area of these qualifications
A qualification in support of assessment and/or internal quality assurance.	<ul style="list-style-type: none"> • Ideally hold an assessment qualification (e.g. TAQA or equivalent)
Experience and a working knowledge of the operational and assessment processes for the relevant qualification.	<ul style="list-style-type: none"> • Demonstrate an understanding of the organisation's management centric policies, procedures and practices. • Demonstrate knowledge and understanding of ILM's quality assurance policy, procedures and requirements.

ASSESSMENT GUIDANCE FOR THE LEVEL 2 AWARD AND CERTIFICATE IN PREPARING FOR BUSINESS ENTERPRISE

A brief introduction on ILM's Assessment Strategy can be found in *Supporting notes for ILM VRQs*. For detailed information, centres are encouraged to refer to the various assessment guides that are available from the ILM Customer Services Team at customer@i-l-m.com or refer to the Centre Manual (www.i-l-m.com/centres.aspx). This segment gives you specific guidance around assessments for the Level 2 Award and Certificate in Preparing for Business Enterprise qualifications.

Appendix B in this document outlines the assessments and mark sheets for the units in this qualification. Centres should use the prescribed assessments. However some flexibility is permitted. In exceptional circumstances and to meet a specific need a centre may deviate from the prescribed assessment subject to prior written approval from ILM. Equal opportunities issues are relevant to all units of study and these aspects should be explicitly addressed in the delivery and assessment of this programme. The table below gives a brief overview of the units and assessment(s):

Unit	Assessment
E2.01 Assessing own Suitability for Enterprise	Reflective Log
E2.02 Exploring the Legal & Regulatory Requirements for Starting & Running an Enterprise	Simple Business Case/Plan
E2.03 Exploring how to Market and Sell a Product or Service	
E2.04 Exploring the Financial Needs of a Business	
E2.05 Exploring how to Start and Run a Business	

Learners are likely to come from a variety of backgrounds, in that they will have had different training and work experiences, differing ambitions and opportunities, centres therefore can encourage learners to select topics for assessment in their own organisation and/or area of work, (or within another organisation if they are currently unemployed or self-employed). They should ensure learners are able to present their work as simple and clearly as possible. An approximate word count is given for each assessment. This should only be seen as a guide to help achieve a balanced piece of work.

Centres must ensure that learners adequately complete all sections of the assessment. To ensure all learning outcomes are assessed, section passes have been provided in the assessments. To assist this practice, ILM normally applies a pass mark of 50% in each section as reflecting a minimum pass. Centres must note that compensation between learning outcomes is not allowed in any QCF unit.

A P P E N D I X - A

UNIT SPECIFICATIONS FOR THE LEVEL 2 AWARD AND CERTIFICATE IN PREPARING FOR BUSINESS ENTERPRISE

Title:	Assessing own suitability for enterprise (E2.01)	
Level:	2	
Credit value:	3	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand what they want to get from self employment	1.1 Describe what they want to get from self employment
2	Understand the risks involved in self employment	2.1 Identify and describe the main risks, including money and time, involved in running their own business 2.2 Seek advice from others about the implications of being self employed 2.3 Examine whether their lifestyle is suited to the demands of self-employment 2.4 Examine what reasonable risks they are willing to take
3	Understand what skills knowledge and abilities are needed for starting and running own enterprise	3.1 Identify the knowledge, skills and abilities needed for self employment 3.2 Examine their own knowledge, skills and abilities for self employment 3.3 Draw up a simple plan to fill any gaps in the knowledge, skills and abilities needed for self employment
Additional information about the unit		
Unit purpose and aim(s)		To explore the suitability of starting own enterprise and determining the knowledge, skills and abilities required to start and run own business.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to SFEDI 2006 NOS: PE1, PE2, UE1, YS1, YS2, YS3, YS4, UE5
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		SFEDI
Location of the unit within the subject/sector classification system		Business Management

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	6
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • The definition of enterprise • Reasons for exploring enterprise • Expectations for running own business (financial rewards, personal achievement, independence, business success etc)
2	<ul style="list-style-type: none"> • The benefits and risks associated with starting and running own business • The risks involved in self employment including financial risks • How to seek advice from others about the implications of being self employed • Assessment of acceptable and realistic risks in starting and running own business • Examination of lifestyle to determine compatibility with the demands of self employment • How to make a decision about own suitability for self employment based on risk factors
3	<ul style="list-style-type: none"> • Skills and qualities needed for starting and running own enterprise (personal, functional, innovation, 'can do' attitude and practical/creative skills) • How to assess own competence in the knowledge, skills and abilities needed for starting and running own business • How to compile an action plan to fill in knowledge gaps

Title:	Exploring the legal and regulatory requirements for starting and running an enterprise (E2.02)	
Level:	2	
Credit value:	2	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Know how to set up and run a business legally	1.1 Get information and appropriate advice about the different types of legal status for a business 1.2 Identify the legal and regulatory requirements, including documentation, for setting up and running own business 1.3 Identify health, safety and environmental requirements relevant to proposed type of business 1.4 Identify sources of support for trading within legal, regulatory and health and safety requirements
Additional information about the unit		
Unit purpose and aim(s)		To explore the legal and regulatory requirements for setting up and running own business legally.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to SFEDI 2006 NOS: LG1, LG2, LG3, UE5
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		SFEDI
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008

Unit guided learning hours	6
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • How to get advice about the different types of legal status for a business • Different types of trading status and their advantage and disadvantages (sole trader, partnership, limited company, community interest company) • The legal and regulatory (national, and local if applicable) requirements (forming a business, trading name, financial issues, trading regulations) • Documentation for setting up and running own business • The health, safety and environmental requirements relevant to type of business • The sources of support for trading within legal, regulatory and health and safety requirements

Title:	Exploring how to market and sell a product or service (E2.03)	
Level:	2	
Credit value:	3	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand the market and its customers and stakeholders	1.1 Gather market information about the proposed business, its customers and stakeholders and any competitors 1.2 Consider what customers will be prepared to pay for a product or service from the proposed business
2	Know how to promote and sell a product or service	2.1 Get advice on different ways of promoting a product or service to determine the best option(s) to maximise sales/service 2.2 Draw up a simple action plan for promoting and selling a product or service ensuring that all laws and regulations are met
3	Understand methods of customer care and after sales service	3.1 Describe ways of caring for the customer and ensuring effective after-sales service
Additional information about the unit		
Unit purpose and aim(s)		To explore how to promote and sell a product or service.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to SFEDI 2006 NOS: WB1, WB2, WB3, WB11, UE3, UE5
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		SFEDI
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the		Institute of Leadership & Management

unit	
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	9
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • The reasons that people buy • How to establish the need for the product/service in the market, including market size and structure • How to identify customers, stakeholders and any competitors • Methods used to collect, collate and research market information • How to write a questionnaire • How to calculate the price of a product or service
2	<ul style="list-style-type: none"> • What marketing is about (key principles and 4 P's) • Different ways to promote a product or service • How to assess a product or service, including the 'unique selling proposition' • How to find out about the market and prices in a sector • Why planning sales is important • Ways of working out the costs and prices of products or services in a sector • Why all laws and regulations need to be met • Ways of developing and presenting a plan
3	<ul style="list-style-type: none"> • The importance of; and methods for customer care and after sales service

Title:	Exploring the financial needs of a business (E2.04)	
Level:	2	
Credit value:	3	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Know what money is needed to start a business and its potential sources	1.1 Identify how much money is needed to start and run the business 1.2 Explore sources of the money needed for starting and running the business
2	Understand the importance and methods of keeping the necessary financial records	2.1 Identify what financial records need to be kept and their purpose 2.2 Explain how financial records can be used to check how the business is doing
3	Understand the importance of cash flow and break even in setting up and running a successful business	3.1 Produce a simple cash flow forecast for the proposed business 3.2 Calculate the break even point for the proposed business
Additional information about the unit		
Unit purpose and aim(s)		To explore effective financial planning and the maintenance of financial records to ensure the financial success of a business.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to SFEDI 2006 NOS: MN1, MN2, MN3, MN4, UE7
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		SFEDI
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM

Units available from	01/01/2008
Unit guided learning hours	6
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • The importance of planning finance to help a business survive • The costs of starting and running a business • Sources of funding and their advantages and disadvantages
2	<ul style="list-style-type: none"> • What records need to be kept and their purpose • Simple balance sheets and profit and loss account • Methods of monitoring and measuring the financial success of a business
3	<ul style="list-style-type: none"> • Ways of forecasting cash flow and how it helps a business to survive • How to calculate a break even point

Title:	Exploring how to start and run a business (E2.05)	
Level:	2	
Credit value:	3	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Identify and examine a business idea	1.1 Identify and describe a business idea 1.2 Explore what premises, equipment, materials and supplies are needed to start up and run the business 1.3 Identify what sources of support and information are available to set up and run the business
2	Be able to prepare a simple business case/plan	2.1 Prepare a simple business case/plan
Additional information about the unit		
Unit purpose and aim(s)		To prepare a case for starting and effectively running a business.
Unit expiry date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to SFEDI 2006 NOS: BD1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		SFEDI
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008
Unit guided learning hours		6
Additional Guidance about the Unit		

Indicative Content:	
1	<ul style="list-style-type: none">• The importance of planning what needs to be done when starting and running a business• Key features of a viable business idea• Materials, supplies, premises or equipment needed to run a business• Sources of help, support and information for business, including education and training
2	<ul style="list-style-type: none">• How to examine the viability of a business idea• Ways to prepare and present a simple and effective business case/plan

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A P P E N D I X - B

ASSESSMENTS FOR THE LEVEL 2 AWARD AND CERTIFICATE IN PREPARING FOR BUSINESS ENTERPRISE

REFLECTIVE LOG: E2.01

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK</p> <p>The purpose of this task is to encourage you to consider</p> <ul style="list-style-type: none"> • what you want and hope to achieve by running your own business; • what skills and knowledge you need, and how you match up to these needs; and • a simple plan of action to set you on the right track. <p>You should take full advantage of the support provided by your tutor and you should expect to spend several hours working through the task. Although this is not essential, you may wish to speak to other people that are in a position to help you. Examples might include your family, friends, work colleagues, business advisor or people who are already self employed. The nominal work count for this task is 300 words. The suggested range is between 250 to 500 words.</p>	
<i>Please use the headings shown below when writing up your Assignment</i>	Assessment Criteria
<p>Understand what you want to get from running your own business</p> <p>Identify what you want to get out of running your own business. You should consider what you expect to achieve in the short term (first year) and medium term (three to five years) <i>(min 5 marks from 10 available)</i></p>	<ul style="list-style-type: none"> • What they want to get from self employment is described
<p>Understanding the risk factors involved in self employment</p> <p>Identify and briefly describe the main risks involved in self employment and consider whether you would be willing to take the risks</p> <p>Speak to other people about being self employed and briefly outline their thoughts in relation to your business idea</p> <p>Then consider what starting your own business would mean to your lifestyle – is your current lifestyle suited to self-employment? <i>(min 30 marks from 60 available)</i></p>	<ul style="list-style-type: none"> • The main risks, including money and time, involved in running their own business are identified and described • What reasonable risks they are willing to take is assessed • Advice from others about the implications of being self employed is sought • Whether their lifestyle is suitable to the demands of self-employment is examined
<p>Understanding what skill, knowledge and abilities are required to start and run your own business</p> <p>Identify the knowledge, skills and abilities needed for self employment and examine whether you have these</p> <p>Draw up a simple action plan to fill any gaps in your knowledge, skills and abilities <i>(min 15 marks from 30 available)</i></p>	<ul style="list-style-type: none"> • The knowledge, skills and abilities needed for starting and running own enterprise are identified • Own levels of knowledge, skills and abilities needed for self employment are examined • A simple plan is drawn up to fill any gaps in the knowledge, skills and abilities needed for self employment
By submitting I confirm that this assessment is my own work	

MARK SHEET: E2.01: REFLECTIVE LOG

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
Understand what you want to get from running your own business <ul style="list-style-type: none"> What they want to get from self employment is described 			/10 marks (min 5)	
Understanding the risk factors involved in self employment <ul style="list-style-type: none"> The main risks, including money and time, involved in running their own business are identified and described What reasonable risks they are willing to take are assessed Advice from others about the implications of being self employed is sought Whether their lifestyle is suitable to the demands of self-employment is examined 			/60 marks (min 30)	
Understanding what skill, knowledge and abilities are required to start and run your own business <ul style="list-style-type: none"> The knowledge, skills and abilities needed for starting and running own enterprise are identified Own levels of knowledge, skills and abilities needed for self employment are examined A simple plan is drawn up to fill any gaps in the knowledge, skills and abilities needed for self employment 			/30 marks (min 15)	
Assessor's decision		Quality assurance use		
Total marks	Outcome (circle as applicable)	Total marks	Outcome (circle as applicable)	
Total 50 + overall, AND minimum in each	PASS/REFERRAL	Total 50 + overall, AND minimum in each	PASS/REFERRAL	

section		section	
Section referral if applicable:		Date of IQA check:	
Name of assessor:		Name of IQA:	
Assessor signature and date:		IQA signature:	
ILM EV signature:		Date externally verified (where applicable):	

SIMPLE BUSINESS CASE/PLAN: E2.02; E2.03; E2.04 AND E2.05

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK</p> <p>The purpose of this task is to encourage you to demonstrate that</p> <ul style="list-style-type: none"> • you can describe the business idea after seeking advice; • that you have considered the legal status of the business; • that you have considered the marketing and selling aspect of the business; • that you have considered finance for the business; and • that you know where to seek advice for the business <p>The task finishes with a simple business case/plan.</p> <p>You should take full advantage of the support provided by your tutor and you should expect to spend several hours working through the task. Although this is not essential, you may wish to speak to other people that are in a position to help you. Examples might include your family, friends, work colleagues, business advisor or people who are already self employed. The nominal work count for this task is 650 words. The suggested range is between 500 to 750 words.</p>	
<i>Please use the headings shown below when writing up your Assignment</i>	Assessment Criteria
<p>Introducing the business</p> <p>In this section you should identify and describe the business idea and who you could go to for information and advice</p> <p>Your description should include information about possible premises and the equipment, materials and supplies you would need</p> <p><i>(min 7 marks 14 from available)</i></p>	<ul style="list-style-type: none"> • A business idea is identified and described • The sources of support and information available to set up and run the business are identified • The premises, equipment, materials and supplies needed to start up and run the business are explored
<p>The proposed business and the law</p> <p>Get advice about and identify:</p> <ul style="list-style-type: none"> • the legal status of the business; • the legal and regulatory requirements for setting up and running the business; • the documentation you will require; • the health, safety and environmental requirements relevant to your proposed type of business; and • sources of support to assist you to trade legally and safely <p><i>(min 10 marks 20 from available)</i></p>	<ul style="list-style-type: none"> • Information and appropriate advice about the different types of legal status for a business is sought • Legal and regulatory requirements, including documentation, for setting up and running own business are identified • Health, safety and environmental requirements relevant to proposed type of business are identified • Sources of support for trading within legal, regulatory and health and safety requirements are identified
<p>Marketing and selling for the proposed business</p> <p>Gather information about the business idea, its customers, stakeholders and competitors. Based on this information, consider what customers will be prepared to pay for the product/service</p> <p>Get advice about promoting or selling the product or service to maximise the sales/service and draw up a simple action plan for promoting and selling the product or service</p> <p>Briefly describe how you will care for the customers and</p>	<ul style="list-style-type: none"> • Market information about the proposed business, its customers and stakeholders and any competitors is gathered • What customers will be prepared to pay for a product or service from the proposed business is considered • Advice is sought on promoting a product or service to determine the best option(s) to maximise sales/service • A simple action plan for promoting

<p>ensure effective after sales service</p> <p><i>(min 13 marks 26 from available)</i></p>	<p>and selling a product or service ensuring that all laws and regulations are met is drawn up</p> <ul style="list-style-type: none"> • Ways of caring for the customer and ensuring effective after-sales service are described
<p>Finance for the proposed business</p> <p>Identify how much money you will need to start and run the business and explore how you could obtain this money</p> <p>Identify and explain the purposes of the financial records you would need to keep. Explain how these records could be used to check how the business is doing</p> <p>Produce a simple cash flow forecast for the business</p> <p>Calculate the break even point for the business</p> <p><i>(min 15 marks from 30 available)</i></p>	<ul style="list-style-type: none"> • How much money is needed to start and run a business is identified • Sources of the money for starting and running the business are explored • What financial records need to be kept and their purpose are identified • How financial records can be used to check how the business is doing is explained • A simple cash flow forecast for the business is produced • The break even point for the proposed business is calculated
<p>A simple business case/plan</p> <p>Prepare a simple business plan</p> <p><i>(min 5 marks from 10 available)</i></p>	<ul style="list-style-type: none"> • A simple business case/plan is prepared
<p>By submitting I confirm that this assessment is my own work</p>	

MARK SHEET: SIMPLE BUSINESS CASE/PLAN: E2.02; E2.03; E2.04 AND E2.05

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
Introducing the business <ul style="list-style-type: none"> A business idea is identified and described The sources of support and information available to set up and run the business are identified The premises, equipment, materials and supplies needed to start up and run the business are explored 			/14 marks (min 7)	
The proposed business and the law <ul style="list-style-type: none"> Information and appropriate advice about the different types of legal status for a business is sought Legal and regulatory requirements, including documentation, for setting up and running own business are identified Health, safety and environmental requirements relevant to proposed type of business are identified Sources of support for trading within legal, regulatory and health and safety requirements are identified 			/20 marks (min10)	
Marketing and selling for the proposed business <ul style="list-style-type: none"> Market information about the proposed business, its customers and stakeholders and any competitors is gathered What customers will be prepared to pay for a product or service from the proposed business is considered 				

<ul style="list-style-type: none"> Advice is sought on promoting a product or service to determine the best option(s) to maximise sales/service A simple action plan for promoting and selling a product or service ensuring that all laws and regulations are met is drawn up Ways of caring for the customer and ensuring effective after sales service are described 			/26 marks (min 13)	
Finance for the proposed business <ul style="list-style-type: none"> How much money is needed to start and run a business is identified Sources of the money for starting and running the business are explored What financial records need to be kept and their purpose are identified How financial records can be used to check how the business is doing is explained A simple cash flow forecast for the business is produced The break even point for the proposed business is calculated 			/30 marks (min 15)	
A simple business case/plan <ul style="list-style-type: none"> A simple business case/plan is prepared 			/10 marks (min 5)	
Assessor's decision		Quality assurance use		
Total marks	Outcome (circle as applicable)	Total marks	Outcome (circle as applicable)	
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL	
Section referral if applicable:		Date of IQA check:		
Name of assessor:		Name of IQA:		
Assessor signature and date:		IQA signature:		
ILM EV signature:		Date externally verified (where applicable):		