T Level Foundation Programmes



T Level Foundation Course in Business and Adminstration

Version V1

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Summary of changes

The following table provides a summary of the changes that have been made to the course specification since the publication of the previous version.

Version number	Summary of changes

Welcome to VQA

Our commitment to you

At VQA (VQA), we believe learning should be meaningful, flexible, and of an exceptional quality, whether it's a regulated qualification or part of our non-regulated course provision.

VQA is a recognised Awarding Organisation regulated by Ofqual in England and CCEA Regulation in Northern Ireland. We apply the same high-quality standards to our non-regulated courses, ensuring they are well-designed, purposeful, and aligned with the skills, behaviours, and knowledge to support students on their learning journey.

This endorsed, unregulated **T Level Foundation Course in Business and Administration** is part of that commitment. It provides a supportive, structured route for students who would benefit from a preparatory year before progressing to a full T Level qualification.

What you need before you can deliver a T Level Foundation Course

To deliver a T Level Foundation course, your organisation must be recognised by VQA.

Our **endorsed course requirements** check that your policies, systems, and staffing are in place to deliver high-quality learning. Centres must show they have:

- appropriate resources
- qualified and occupationally competent staff
- clear systems in place to deliver and assess the course.

Approval must be confirmed by VQA before any teaching takes place.

Full guidance on centre recognition and approval is available in the VQA Endorsed Course Customer Requirements accessible from the VQA website.

About this specification

This course specification sets out everything centres need to plan, deliver, and assess the T Level Foundation Course in Business and Administration. Inside you will find:

- a clear statement of the course purpose
- the three outcomes with the underpinning knowledge and skills
- practical guidance for delivery.

Reproduction of this document:

Centres may reproduce this specification for internal use only. The content must not be altered, edited, or adapted in any way.

Using the VQA name and logo

We're proud of the VQA brand, and we know our centres are too. That's why we allow recognised centres to use the VQA logo and name to promote approved courses, with a few simple rules:

- logos must not be altered in colour, shape, size, or design
- use only on approved materials: e.g., course brochures, web pages, or promotional flyers relating to VQA courses
- centres must monitor how the logo is used — both by themselves and any third parties they work with.

If your centre is no longer recognised, or if your marketing relationships change, you must inform VQA and remove any use of the logo or name.

More details about logo use and brand guidelines can be found in our full brand policy on the VQA website.

Advertising rules

As an Awarding Organisation, VQA and its registered centres are subject to the Conditions of Recognition defined by the regulator, Ofqual. Two of these conditions (B5.1 and B5.2) stipulate that VQA and its centres must take steps to ensure that non-regulated products are not advertised or promoted to students as regulated qualifications.

To guarantee these conditions are met, we have provided the following requirements that all centres must follow when marketing this course:

- marketing materials should not mislead a student into believing they will gain a regulated qualification
- all marketing materials must not describe this course as "regulated" or "nationally recognised"
- all marketing materials must not describe this course as equivalent to a regulated qualification
- all marketing must not state that this course meets industry standards for employment.

Accessibility

As an Awarding Organisation, VQA is committed to ensuring that all our products are accessible, inclusive, and non-discriminatory. We ensure that no aspect of this course disadvantages any group of students who share a protected characteristic or introduces unjustifiable barriers to entry, other than those essential to the course's intended purpose. Where such features are necessary, they will be clearly stated and justified.

VQA monitors and reviews the nine protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or

belief, sex, and sexual orientation) throughout qualification development to maintain accessibility and inclusivity. This approach promotes positive attitudes and fosters good relations among all students.

More information can be found in our Equality and Diversity Policy.

T Level Foundation Year

Overview

A T Level Foundation Year is a preparatory study programme designed to support students who have the potential to progress to a T Level.

The programme comprises 5 key components:

- industry-relevant technical knowledge and skills
- skills for successful study
- English, maths, and digital skills
- knowledge and skills for the workplace
- positive attitudes and behaviours.

The primary purpose of this T Level Foundation Course in Business and Administration is to provide the foundational technical knowledge and skills relevant to the student's preferred T Level route.

The course is designed for students who would benefit from additional preparation and study time before starting a T Level. It supports progression to their chosen subject route by developing the knowledge, skills, and behaviours needed for level 3 study.

A Foundation Year should support students in making informed decisions about their next steps. This may include progressing to a T Level or pursuing an alternative pathway, with guidance provided to ensure each student chooses the route that is right for them.

It is designed to meet the requirements outlined by the Department for Education (DfE) in its T Level Foundation Year: framework for delivery guidance.

The VQA T Level Foundation Course in Business and Administration is a non-regulated, accredited course.

How will a T Level Foundation Course benefit your students?

This T Level Foundation Course provides a tailored year of learning to help students prepare for the demands of level 3 study. It focuses on developing the core knowledge, skills, and behaviours needed to succeed on a T Level, providing a clear and supportive transition into level 3 study. It helps students build confidence and independence while gaining a clear understanding of what is expected within their chosen T Level route.

Students will have opportunities to engage with employers and make meaningful links between their learning and the world of work. The course also supports personal development by encouraging students to take ownership of their progress, with time built in to meet individual learning needs and provide appropriate pastoral support.

By the end of the course, students should have a clear understanding of what is required to succeed on their chosen T Level, or feel confident in making an informed decision about an alternative progression route or career path.

The course is intended for students identified through diagnostic assessment as not yet ready to meet the demands of a T Level. It provides targeted preparation and structured study to support progression to level 3 study.

Diagnostic assessment

Centres must ensure that all students complete an initial diagnostic assessment before the start of a foundation year. This may take different forms depending on centre practice, but should be used to identify each student's learning, development, and pastoral support needs.

The findings should inform how a foundation year is tailored, including any support for students with SEND. It will also assist in determining whether a T Level Foundation Course or direct entry to a T Level is the most appropriate route for each student. Diagnostic activities may include taster sessions, one-to-one discussions, self-assessments, assignments or reflective tasks, and may be supported by knowledge, skills and behaviour matrices.

This stage should help students make informed decisions about their next steps. Students who have identified a preferred T Level route should be supported to confirm that it is the most suitable option for them, while those who are undecided should be given opportunities to explore alternative options.

The Foundation Year

A T Level Foundation Year is designed to support students in building a strong basis for further study. It is structured around 5 areas that provide students with the essential academic, practical, and personal skills needed to successfully progress to a T Level qualification. The 5 areas that make up a foundation year are listed overleaf:

Technical knowledge	Skills for successful study	English, maths, and digital skills development	Knowledge and skills for the workplace	Positive attitude and behaviours
Students are introduced to key concepts and practical skills relevant to their intended T Level. This builds early technical understanding and prepares them for level 3 learning.	This area focuses on essential study skills development to include time management and independent learning. Students will also develop techniques in formal writing, research, referencing, and critical thinking.	Students who have not yet attained a GCSE grade 4 in English and/or maths (or equivalent qualification) are required to continue working towards this achievement through GCSE resits, or by completing a Functional Skills qualification.	This component introduces students to professional workplace behaviours and the expectations of a T Level industry placement. It covers key areas such as professionalism, communication, teamwork, understanding organisational policies, and effective travel planning.	This component helps students build confidence, manage stress, and cultivate a positive mindset. It focuses on goal-setting, self-reflection, and using feedback to support their personal growth and enhance their wellbeing.

Entry requirements

There are no specific entry requirements for this VQA T Level Foundation Course.

The course is primarily aimed at students aged 16-19 years, but may be suitable for students up to the age of 24 who have an Education, Health, and Care (EHC) plan.

NOTE: The T Level Foundation Year is designed to support students who may not yet have achieved a GCSE grade 4 or equivalent qualification in English and maths by providing targeted teaching and additional time to build their confidence and ability. Students who have not achieved the minimum requirement in English and maths will be expected to work towards achieving a GCSE grade 4 or a level 2 Functional Skills qualification during the course to meet the entry requirements for their chosen T Level route.

Key areas of learning

This T Level Foundation Course offers a balanced programme that helps students develop the essential technical knowledge, skills, and behaviours needed to progress onto a T Level within the Business and Administration route.

This includes an introduction to the core principles and industry-relevant practices drawn from the National Technical Outcome (NTO) for the T Level route.

Students will explore areas such as:

- business organisations, aims and structures

- principles of finance and the use of data in business decision-making
- effective communication and professional behaviours in the workplace
- project planning, change management, and problem-solving approaches
- sustainability, ethics and social responsibility in business operations
- use of digital systems and software for documentation, analysis and presentation
- teamwork, equality, diversity and inclusive working practices.

These topics are designed to give students a strong foundation for the more advanced technical learning they will encounter on the T Level and will support their understanding of how technical knowledge is applied in real workplace settings.

English, maths, and digital skills, relevant to business and administration, and transferable skills, such as communication, problem-solving, and teamwork, will also be developed during the course.

There are opportunities for employer engagement, personal development, and work experience linked to business and administration, helping students build confidence, gain industry insight, and prepare for the expectations of the workplace.

Course structure

Students must complete the 3 Outcomes to achieve this T Level Foundation Course.

We have devised a simple, clear structure to showcase the knowledge and skills that students must be able to evidence to ensure they can successfully demonstrate each of the 3 outcomes. The layout comprises:

- technical knowledge and skills
- blended delivery (through a combination of theoretical and engaging, practical learning)
- supplementary delivery information for student stretch and challenge
- positive behaviours that may be demonstrated (such as professionalism, resilience).

The course provides the knowledge students must develop and the skills they are expected to demonstrate to fulfil the expectations of each outcome.

Each topic includes the essential knowledge, and the skills section details what students must be able to do in practice, ensuring that learning is applied and demonstrable within relevant contexts.

To support effective teaching and learning, each topic includes some suggestions on how the content can be taught.

Supplementary information is also provided to extend learning and encourage stretch and challenge for those who are ready to progress beyond the core requirements.

Outcome title	Guided learning hours (GLH)
01: Assess the performance of businesses	50
02: Plan for sustainable business change	50
03: Collaborate as a team member to develop sustainable business systems for business activities	50
Total (GLH) **Contact time, guidance, and supervision of a student for this course**	**150***

*** The Guided Learning Hours (GLH)** for this course are set at 150 hours to ensure appropriate provision for students with varying needs and to accommodate opportunities for stretch and challenge in each of the 3 outcomes.

English, maths, and digital skills in the T Level Foundation Course

English (communication), maths (numeracy), and digital skills are essential components of the T Level Foundation Course. Details of where these skills are embedded and developed are set out in the National Technical Outcome (NTO), linked in the website section of this specification, which outlines the specific opportunities for teaching and application. Some skills will be explicitly taught, while others will be embedded through the delivery of the wider course content.

- **English (Communication)**: Communication skills will be developed through tasks that require students to articulate their ideas and present information clearly. These skills will be embedded within the context of the course, ensuring they are relevant to industry and student learning.
- **Maths (Numeracy)**: Numeracy skills are integrated into the qualification, particularly when students need to apply mathematical principles in real-world contexts. This includes tasks involving measurement, calculations, and data interpretation.
- **Digital Skills**: Digital skills will be embedded through the use of relevant software and tools that students will need in business and administration. These skills will be developed and applied in context, ensuring students understand their practical applications.

Assessment

Assessment approach

All students must be assessed in English.

Centres are expected to create their own assessments that reflect the aims of this T Level Foundation Course, ensuring alignment with the National Technical Outcome (NTO) for the subject area. When designing them, tutors must consider the depth and breadth of knowledge allowed by each task.

The assessments may be carried out on an individual outcome basis or designed holistically for the whole course across all 3 outcomes. Whichever approach is used, assessments should also reflect and align with the embedded English, maths, and digital skills.

Assessment might include a mix of:

- examinations
- assignments
- case studies
- projects
- observations.

Assessment activities should enable students to demonstrate the knowledge, skills, and behaviours outlined across all outcomes, showing how these can be applied in realistic, work-related contexts to support progression to T Level study or employment.

The specification does not prescribe a fixed approach, as this allows centres the flexibility to adapt delivery to their own context and to respond to the individual needs of students. Tutors should use their professional judgement to select methods that provide students with meaningful opportunities to apply and develop the required skills, whether in classroom, simulated, or workplace settings.

All assessments should be supported by appropriate internal quality assurance activities to make sure they are consistent, purposeful and support each student's progression, particularly when holistic assessment is used.

All assessments must be designed to ensure that students are appropriately prepared for the demands of the T Level route and reflect real-world applications.

Establishing consistency in assessment writing

Centres must implement appropriate and consistent assessment approaches to ensure student work is marked fairly and in line with VQA expectations.

All delivery staff must be familiar with the mandatory teaching content and assessment expectations and apply the same interpretation of knowledge and skill topics when designing and marking their assessments.

Assessments should follow a standardised format to ensure consistency in language, structure, and level of demand.

Tutors must use clear marking criteria and participate in regular standardisation activities to agree on the pass standard. Processes must be in place to confirm the authenticity of student work, and centres should ensure a transparent, accessible procedure is available for students to appeal a fail decision.

Achievement and progression

This is an unregulated course, and assessment will take place throughout the academic year. The assessment model is based on a pass/fail outcome, with no grading.

To pass the course, tutors must be satisfied that the students have met the 3 outcomes.

It is essential that tutors actively monitor student progress and provide timely and constructive feedback, highlighting areas for improvement and reinforcing their achievements. This ongoing feedback will ensure that students are given every opportunity to address any challenges and stay on track to successfully demonstrate the outcomes by the end of the course.

Centres should ensure that the Student Certification Form, available in the T Level Foundation Course resources section on the website, is completed when claiming learner certificates. Certificates will not be issued without the submission of the completed form. Centres are required to submit the form via email to operations@vqa.org

Health and safety considerations

Centres must ensure that all activities and tasks undertaken as part of this T Level Foundation Course are carried out with due regard to health and safety.

Students should only engage in activities within a supervised environment, or where appropriate, in a suitably controlled simulated setting. Centres are responsible for ensuring that all delivery and assessment activities comply with relevant health and safety requirements and safeguarding considerations.

Course Delivery

Monitoring student progress

Centres are expected to monitor students' progress throughout the course through regular tutor and student review points. Ongoing reviews should be used to identify each student's strengths and development needs, track progress in English, maths and digital skills, and monitor competency in employability skills and behaviours.

A range of methods should be used to review their progress, including regular feedback, formative assessments, and observations, with all activities documented to inform decisions about any additional support or interventions.

Students should be supported to take ownership of their learning and development by having a clear understanding of their goals and working with their tutors to agree on an individual development plan that sets out key objectives and milestones.

VQA has devised a number of templates to support the administration and delivery of this course. These can be accessed via the VQA website.

Adapted learning

Centres should take reasonable steps to ensure that all students are given fair access to learning and assessment opportunities. This includes anticipating potential barriers, adapting delivery methods where appropriate, and offering flexible arrangements that enable participation. Centres are encouraged to adopt a student-centred approach that reflects best practice in supporting diverse needs.

For more information, please refer to VQA's Reasonable Adjustments and Special Considerations Policy on our website.

Resources

All teaching materials and additional resources used to support the delivery of this foundation course must be age-appropriate. Centres should carefully consider student safeguarding and wellbeing when developing or sourcing materials in line with the centre's policies and procedures.

VQA has produced a Centre Resources Pack that includes a range of useful templates to support the assessment, ongoing monitoring, and pastoral support of your students.

This is a free, optional resource to support the administration of the T Level Foundation Course and may be accessed via the VQA website.

Personal development opportunities

Centres should include meaningful personal development and enrichment opportunities that help students to build the study skills, behaviours, and transferable skills needed for success on a T Level and in the workplace.

Additional enrichment opportunities, ideally aligned with students' intended T Level route or career goals, might include trips or volunteering activities, or participation in programmes such as The King's Trust.

Student pastoral support

Pastoral support is a vital part of any T Level Foundation Year and plays a key role in preparing students for progression to the demands of a T Level. Many students who register on a foundation year need encouragement, structure, and clear guidance to help them move forward.

A T Level Foundation Year should offer students tailored support to help them build confidence, resilience, and independence as they make the transition from GCSEs to level 3 study. This includes helping students to develop personal skills and support their wellbeing.

Centres should provide regular mentoring sessions as part of the pastoral support offer. These meetings will allow students to reflect on their progress, set goals, and address any issues at an early stage. Pastoral support should also monitor engagement, attendance, and personal development.

Safeguarding and mental health support are essential. Centres must have clear procedures in place to identify and respond to any wellbeing concerns, and students should have access to mental health services or signposting where needed. This is particularly important for students who are unsure of their next steps.

Support for students with special educational needs or disabilities (SEND) must be personalised, with appropriate adjustments made both in the classroom and during work experience activities. Centres should work closely with employers to ensure that any specific needs are understood and met. Overall, pastoral support should help ensure that every student feels supported, understood, and ready to progress confidently to their T Level.

Work preparation

Work experience is a key element of a T Level Foundation Year, supporting students to prepare for their T Level industry placement. Wherever possible, placements should align with the student's intended T Level route; however, alternative opportunities may be offered where employer availability is limited. All students should participate in meaningful, work-related activities and tailored workplace preparation, informed by an assessment of their individual work readiness.

Where a formal work placement is not possible, centres are encouraged to provide alternative forms of industry engagement to ensure students gain relevant and practical exposure to the workplace.

Preparation activities may cover core workplace knowledge and skills and may include:

- employer-led talks
- presenting projects to employers
- industry visits
- pre-placement site visits
- site visits
- mock interviews
- industry mentoring
- travel planning.

Centres must work closely with employers to ensure support and accessibility, safeguarding and health and safety considerations, including reasonable adjustments under the Equality Act 2010.

Student registration

Once approved to offer this T Level Foundation Course, centres must follow VQA's procedures for registering students. Student registration is at the centre's discretion, in line with equality legislation and health and safety requirements.

Centres must register students before any assessment can take place.

Progression after this course

This T Level Foundation Course aims to prepare students to progress onto a T Level. Successful students can progress to:

- T Level Technical Qualification in Management and Administration.

Students will need to apply for entry to the T Level via a centre's standard enrolment processes.

Where progression to a T Level is not appropriate for a student, centres will need to provide students with advice and guidance to support them in determining their next steps, which may include:

- a level 2 or level 3 study programme
- an apprenticeship
- employment.

Centres must provide appropriate careers guidance to help students plan their next steps and ensure the completion of any qualifications, including English and maths.

Staffing and Quality Assurance

All members of staff involved with the delivery of this T Level Foundation Course (tutors or internal quality assurance staff) will need to be occupationally competent in the subject area. This could be evidenced by a combination of:

- a higher-level qualification in the same subject area
- experience in the delivery/assessment/IQA of the course
- work experience in the subject area.

Staff members will also be expected to have a working knowledge of the requirements of the foundation course and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the courses they assess or quality assure.

Tutor Requirements

Tutors who deliver this foundation course must possess a teaching qualification appropriate for the level. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessors

Staff who assess this foundation course must possess an assessing qualification appropriate for the level or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 or D32/D33.

Quality Assurance

Quality assurance for this VQA T Level Foundation course should be carried out by experienced professionals within the centre to ensure it meets learning standards.

Centres should implement regular checks on student progress, provide constructive feedback, and maintain a supportive environment. Centres should also ensure that staff delivering the course are suitably qualified and experienced.

Additionally, centres will receive an annual request to provide samples of student work and confirmation of the qualifications of those involved in delivery.

Useful Websites

- Department for Education
- T Levels
- T Level Foundation Year Framework for Delivery
- The Skills Builder
- Barclays Life Skills
- Skills England

You may also find the following website useful:

- National Technical Outcome Business and Administration

Teaching Content

Course structure

The structure of the T Level Foundation Course is informed by the National Technical Outcome (NTO) to ensure a comprehensive and cohesive learning experience for the students.

Each outcome is underpinned by a clear rationale, providing context for its relevance to support progression to a T Level.

The content is divided into **knowledge** and **skills** to support a focused and progressive approach to learning.

We provide **supplementary information** to deepen understanding and offer opportunities for stretch and challenge, ensuring students are encouraged to reach their full potential and support progression to level 3 study.

Additionally, English, maths, and digital skills are embedded throughout the course, with guidance on how these competencies may be integrated into learning activities.

The course also includes a strong emphasis on **transferable skills** and **behaviours**, preparing students for successful progression in both their further studies to a T Level and to future employment.

Outcome 1 (OC1): Assess the performance of businesses

This outcome focuses on understanding how business success is measured through both financial and non-financial approaches, highlighting the importance of assessing performance from multiple perspectives. Students will gain essential knowledge of business fundamentals, including finance, quality, and stakeholder viewpoints, to inform their understanding of success measures. These concepts, introduced in accessible and varied contexts, will help students develop confidence in applying key principles and theories.

Knowledge Topic 1: Business	
	The student must understand:
K1	Business organisations: business aims, values and objectives (financial and non-financial) and why they may differ, forms of business governance, how these relate to an organisation's size, purpose and products and services provided and their contribution to business success
K2	Finance: key financial terms, concepts of profit, expenditure and budgeting, how each is controlled, tracked and measured, how each contributes to business success and the purpose of the finance function in an organisation and their impact on business success
K3	Stakeholders: internal, external, how they are affected by the business activities and how they affect business activities
	Tutor guidance:

Tutors may draw on contexts: different sizes and purposes of businesses in the private and public sectors; different forms of business governance; different types of stakeholders.

K1 Business organisations:
Tutors should introduce students to the different types of **business organisations** (e.g. sole trader, partnership, limited company, charity, PLC) and their **aims**, **values** and **objectives**. Students should explore both **financial aims** (e.g. profit maximisation, revenue growth, cost control) and **non-financial aims** (e.g. customer satisfaction, environmental responsibility, employee wellbeing) and understand why these may differ depending on the organisation's **purpose** and **context**. Tutors should explain the concept of **business governance** (e.g. company structure, policies, processes and practices). Students should link these aspects to an **organisation's size**, **purpose,** and the **products** and services provided contribute to overall business success. (For example, a small café prioritising community engagement compared to a large retailer focusing on market share).

K2 Finance:
Tutors should introduce students to key **financial terms** and **concepts**, of **profit**, **expenditure** and **budgeting**. Students should explore how each is **controlled, tracked** and **measured** (e.g., using accounting records, cash flow forecasts and budget monitoring). Tutors should explain how each contributes to business success. Students should examine the **purpose** of the **finance function** in an organisation and its impact on business success

K3 Stakeholders:
Tutors should introduce students to the concept of **stakeholders**, both **internal** (**employees** and **owners**) and **external** (**customers** and **regulators (**e.g**.,** Competition and Markets Authority, The Charity Commission, Financial Reporting Council**)**. Students should explore how **stakeholder interests** are affected by business activities and how stakeholders in turn influence these activities (e.g., employees influencing quality through their work or customers shaping product development through feedback).

Supplementary information to support stretch and challenge:

The tutor could introduce:

- Relationship between types of business aims and business values
- How the form of business governance relates to the regulatory environment
- Inter-relationship between business and stakeholder objectives and impact on business success and stakeholder perceptions.

Knowledge Topic 2: Quality	
	The student must understand:
K4	Quality: concept of quality, principles, difference between quality control and quality assurance and application to measuring business success
K5	Measurement of quality: performance measures, external standards, regulatory bodies and customer feedback
	Tutor guidance:

K4 Quality:
Tutors should introduce students to the **concept of quality** and its importance in achieving **business success**. Students will explore the key **principles of quality** (e.g consistency, reliability, and meeting customer expectations). Tutors should explain the difference between **quality control** (e.g checking products or services for faults after production) and **quality assurance** (e.g. ensuring quality is built into each stage of the process).

K5 Measurement of quality:
Students should explore the **measurement** of **quality**. Students will examine **performance measures** (**Key Performance Indicators (KPIs), Service Level Agreements (SLAs), Investors in People (IiP), British Standards (BS), International Standards Organisation (ISO), social media, online metrics, and compliance monitoring**) and how these are used to monitor improvement. Tutors will explain the role of **external standards** (e.g., ISO 9001), **regulatory bodies,** and **customer feedback** in maintaining and improving quality.

Knowledge Topic 3: Sustainability	
	The student must understand:
K6	Technological developments and their contribution to business success
	Tutor guidance:
K6 Technological developments and their contribution to business success: Tutors should introduce students to **technological developments** (e.g., cloud storage, digital marketing, automation tools) and their contribution to **business success** (e.g., efficiency, communication, data management, and the reduction in overheads).	

Knowledge Topic 4: Information and data	
	The student must understand:
K7	Sources of financial and non-financial data and information required to measure business success: purpose, typical content, typical formats, terminology, and differences
	Tutor guidance:
K7 Sources of financial and non-financial data and information: Tutors should introduce students to the **sources of financial** and **non-financial data** (e.g., employee and customer feedback) used to measure **business success**. Students should explore the **purpose**, **typical content,** and **formats** of these sources: **statement of financial position** and **profit and loss accounts**. Tutors should explain key **terminology** (e.g., revenue, profit, expenditure, productivity) and how these differ.	
	Supplementary information to support stretch and challenge:
The tutor could introduce: • Increased complexity of data analysed; data from different sources; a requirement to synthesise and show relationships between data	

Knowledge Topic 5: Communication	
	The student must understand:
K8	Principles of effective communication: conventions of different types of written communication and suitability for different purposes and audiences

K9	Reading: principles, reading for comprehension, identifying salient points, summarising key points and synthesising information from different sources
K10	Spelling, punctuation, and grammar (SPAG): punctuation marks, grammatical conventions and spelling of technical and non-technical terminology
K11	Vocabulary: technical and non-technical, associated with measuring business success, and their use in achieving particular effects, and for different purposes
	Tutor guidance:
K8 Principles of effective communication: Tutors should introduce students to the **principles of effective communication** and the **conventions** used in **different types of written communication** (e.g., websites, professional social media posts, emails, reports). Students should explore how the **suitability** of communication methods varies depending on different **purposes** and **audiences** (e.g., formal reports for management versus concise messages for team updates). **K9 Reading:** Tutors should develop students' ability to **read for comprehension**, focusing on identifying **salient points**, **summarising key points** and **synthesising information** from multiple sources. Students could practise recognising main ideas, supporting evidence and relevant terminology within business materials (e.g., budget trackers, financial forecasts, and business plans). **K10 Spelling, punctuation and grammar (SPAG):** Tutors should reinforce the correct use of **punctuation marks**, **grammatical conventions** and accurate **spelling** of both **technical** and **non-technical terminology**. Students should practise applying these rules in business writing to ensure clarity and professionalism. **K11 Vocabulary:** Tutors should introduce students to **technical** and **non-technical vocabulary** related to measuring **business success**. Students should explore how vocabulary is used to achieve particular **effects** and for different **purposes** (e.g., persuasive language in marketing materials or precise terminology in financial reporting).	

Knowledge Topic 6: Numeracy	
	The student must understand:
K12	Data analysis: techniques used to identify patterns and variances, trends, correlation, causation, interpolation, extrapolation, and predictions
K13	Descriptive statistics: purpose, suitability for different situations, techniques – frequency, central tendency (mean, median, mode), and variation (range)
K14	Numbers and the number system: techniques for the application of the four operations (addition, division, multiplication, subtraction), working with whole numbers, fractions, decimals, and percentages
K15	Techniques for checking calculations: estimation and approximation
K16	Data presentation: techniques and format
K17	Algebra: standard mathematical formulae and algebraic notation
	Tutor guidance:

K12 Data analysis:
Tutors should introduce students to **data analysis techniques** used to identify **patterns**, **variances**, **trends**, **correlation,** and **causation**. Students should explore how data can be used for **interpolation (**e.g., estimating values within existing data, such as predicting March sales from January, February, and April figures), **extrapolation (**e.g., predicting values beyond existing data such as forecasting next year's demand from past sales trends**)** and making **predictions** about future performance (e.g., using past sales data to forecast demand).

K13 Descriptive statistics:
Tutors should introduce students to **descriptive statistics** and their **purpose** in summarising and interpreting data. Students should explore **techniques** such as **frequency**, measures of **central tendency** (**mean**, **median**, **mode**), and **variation** (**range**), understanding their **suitability** for different situations (e.g., using the mean to analyse sales performance or the range to assess consistency).

K14 Numbers and the number system:
Tutors should develop students' confidence in applying the **four operations** — **addition**, **subtraction**, **multiplication,** and **division** — when working with **whole numbers**, **fractions**, **decimals,** and **percentages**. Students should practise selecting appropriate methods for solving business-related problems (e.g., calculating profit margins or percentage changes). Tutors should emphasise the importance of accuracy and logical reasoning when working with numerical data.

K15 Techniques for checking calculations:
Tutors should introduce students to techniques for **checking calculations**, including **estimation** and **approximation**. Students should learn to identify potential errors and assess whether results are reasonable in the business context (e.g., checking budget totals or verifying sales figures).

K16 Data presentation:
Tutors should introduce students to **data presentation techniques** and **formats** used to display business information effectively. Students could explore visual methods (e.g., charts, graphs, tables and dashboards, databases, and spreadsheets), Tutors could highlight how clear and accurate data presentation supports communication, decision-making, and analysis within a business environment.

K17 Algebra:
Tutors should explain standard **mathematical formulae** and **algebraic notation**, showing students how letters represent unknown values and how formulae are used to solve problems.

Knowledge Topic 7: Digital	
	The student must understand:
K18	Software: features, functions, and applications of software used to collate, analyse, and present information and data
	Tutor guidance:

K18 Software: Tutors should introduce students to the **features, functions,** and **applications** of **software** used to **collate, analyse,** and **present** information and data. **qualitative information** and **data.** Students should explore the **range of functions and features** of **spreadsheet software** and the range of techniques to present **qualitative information** and **data.**
Supplementary information to support stretch and challenge:
The tutor could introduce: • Use of advanced software features to work with complex data

Outcome 1 (OC1): Assess the performance of businesses

This outcome focuses on developing a range of skills. Communication skills are developed with a focus on written communication. It is envisaged that students will be provided with a range of information presented in different formats to read and interpret. The development of written communication skills would therefore be through their note-taking and synthesis of information obtained. The written communication theme is further developed through the production of clear and coherent documentation. Numeracy skills focus on the interpretation of data. This could be financial data for financial measurement, but also other data where a business is measuring success through metrics such as customer loyalty, sales, or quality. There are also supporting digital skills which are critical to different roles in business, with a focus on the use of spreadsheets and advanced functions that can support the analysis of data.

It is envisaged that students will be provided with information and data related to a real organisation or adapted from a real organisation to ensure that the level of complexity is appropriate for students at this level. Students will use software to analyse and present the outcomes of their judgements using written communication, for example, in the form of a report.

Skill Topic 1: Communicating	
	Students must be able to:
S1	Synthesise information and data from different sources
S2	Summarise information and data
S3	Apply technical language in relevant contexts
S4	Apply written communication to produce formal reports following standard conventions
S5	Apply written communication skills to clearly articulate a message
S6	Write for impact, adapting style and tone to audience and message
S7	Interpret information presented in different formats
S8	Apply appropriate vocabulary, grammar, form, structural, and organisational features to reflect audience, purpose, and context

Skill Topic 2: Numeracy Skills	
	Students must be able to:
S9	Construct tables, charts, and graphs to present information and data with attention to detail
S10	Apply statistical techniques to the measurement of business success, with attention to detail
S11	Order data: integers, decimals, fractions, percentages, positive and negative
S12	Substitute numerical values into formulae and expressions
S13	Understand and use standard mathematical formulae
S14	Use ratio notation
S15	Understand and use proportion as equality of ratios
Skill Topic 3: Interpreting Data	
	Students must be able to:
S16	Identify common features in data sets presented numerically and graphically
S17	Identify trends in data
S18	Identify patterns in data
S19	Identify variances in data
S20	Identify measures of central tendency in data
S21	Identify frequencies in data
S22	Identify correlation in data
S23	Identify causal relationships in data
Skill Topic 4: Digital Skills	
	Students must be able to:
S24	Apply software functions to summarise and display data with attention to detail
S25	Apply software functions to present information with attention to detail
S26	Apply software functions to analyse data with attention to detail
S27	Apply software functions to format cells, rows, and columns with attention to detail
S28	Apply software functions to format documents

Behaviours

B1 Focused	**B2** Integrity
B3 Responsible	**B4** Self-controlled

Outcome 2 (OC2): Plan for sustainable business change

This outcome focuses on understanding and managing change within businesses, particularly in response to the sustainability agenda and the need to minimise the negative impacts of climate change. It introduces key business knowledge related to project and change management, helping students to organise their time, develop creativity, and improve their communication skills.

The concept of change management can be difficult for students to grasp who have no or limited experience of the workplace. Introducing the concept of project management can help students to organise their own time and workload and support their progression to level 3 study.

Tutors may develop breadth through the contexts of: types of organisations, different products and services and different types of customers.

Knowledge Topic 1: Change management	
	The student must understand:
K1	Business change: dynamic nature of business and business growth, methods of business growth, opportunities, and problems associated with change
K2	Drivers for change: internal, external, opportunities, and challenges they present
	Tutor guidance:
K1 Business change: Tutors should introduce students to the **dynamic nature of business** and **business growth.** Students should explore, **methods of business growth** (**diversification, mergers**, and **downsizing**). Tutors should explain the **opportunities** that business change can create (e.g., increased market share, improved efficiency, innovation) as well as the **problems** it may cause (e.g., staff resistance, higher costs, disruption to operations, changes in customer relations). **K2 Drivers for change:** Tutors could explain the **drivers for change**, both **external** (**legal, political, social, technological, environmental,** and **economic**) and **internal** (**financial, customer-based,** and **product/service-based**). Students should explore how these drivers present both **opportunities** and **challenges** for organisations.	
	Supplementary information to support stretch and challenge:
The tutor could introduce: • Change management theories and their suitability for different situations, the barriers to change, and the methods businesses use to overcome these.	

Knowledge Topic 2: Business

	The student must understand:
K3	Business organisations: features of the environments, locations, and workplaces, working conditions and types of employment
K4	Business competitiveness: strategies and techniques used by businesses to improve competitiveness
	Tutor guidance:
K3 Business organisations: Tutors should introduce students to business organisations and the **features of** business **environments**, including **locations** and **workplaces (**e.g., home-based, office-based, and site-based), **working conditions (**e.g., temporary or agency**),** and **types of employment** (e.g., full-time, part-time, fixed-term). **K4 Business competitiveness:** Students should explore **business competitiveness** and the **strategies** (e.g., pricing, branding, promotions) and **techniques** used by businesses to improve **competitiveness**.	

Knowledge Topic 3: Sustainability	
	The student must understand:
K5	Sustainable development: national and international development goals, purpose of targets, associated actions, benefits of sustainability actions to organisations, societies and environments, factors affecting organisations, societies, and environments, restrictions and permissions
K6	Technological developments and their contribution to sustainability and business contexts
K7	Supply chain management: key principles, concept of sustainable procurement, benefits and limitations
	Tutor guidance:

K5 Sustainable development:
Tutors should introduce students to the concept of **sustainable development** and its links to **national (**e.g., Net Zero Strategy and UK Emission Trading Scheme) and **international development goals** (e.g., the United Nations Sustainable Development Goals). Students should explore the **purpose of targets** and **associated actions** taken by organisations to support the reduction in carbon footprint. Tutors should explain the **benefits of sustainability actions** to **organisations**, **societies,** and **environments** (e.g., reputation, resource efficiency, and environmental protection). Students should also consider the **factors affecting organisations, societies, and environments**, including **restrictions** (e.g., environmental legislation) and **permissions** (e.g., government incentives).

K6 Technological developments and their contribution to sustainability and business contexts:
Tutors should introduce students to **technological developments** that promote **sustainability** within business contexts. Students could explore how technologies (e.g., renewable energy systems, digital monitoring tools, and automation) contribute to reducing waste, conserving resources, and improving efficiency.

K7 Supply chain management:
Tutors should introduce students to the **key principles** of supply chain management (e.g., coordination, efficiency, and reliability). Students should explore the concept of **sustainable procurement**, the **benefits** (e.g., cost savings, reputation, compliance), and **limitations** (e.g., higher initial costs, supplier availability) of sustainable supply chain practices.

Knowledge Topic 4: Project management	
	The student must understand:
K8	The project management life cycle: terminology, key stages, and requirements at each stage
K9	Project planning: project scope, client expectations, budget, resource availability, sustainability, timeframe, and tools and techniques for planning and monitoring

Tutor guidance:

K8 The project management life cycle:
Tutors should introduce students to the common **project management** methodologies (e.g., agile and waterfall). Students should explore the **life cycle stages** of project management **(initiation, execution/implementation, monitoring, reporting, and closure)**, including **terminology (milestones, targets, activities, timescales, resources, roles** and re**sponsibilities, budgets, monitoring, risk, issues, logs, outputs,** and **outcomes**), key **stages,** and **requirements** at each stage.

K9 Project planning:
Tutors should introduce students to project planning, including **project scope**, **client expectations**, **budget**, **resource availability**, **sustainability,** and **timeframe**. Students should explore **tools and techniques** used for planning (**flow diagrams, Gantt charts**, **checklists)** and monitoring (**issue logs** and **risk records**).

Supplementary information to support stretch and challenge:

The tutor could introduce:

- Principles of different approaches to project management and their suitability in different situations.

Knowledge Topic 5: Information and Data
The student must understand:

K10	Sources of information and data used to support planning for change: purpose, typical content, typical format, terminology, and differences
Tutor guidance:	
K10 Sources of information and data used to support planning for change: Tutors should introduce students to the **sources of information and data** (**market research data, financial data, project briefs, reports,** and **social media**) used to support **planning for change** within organisations. Students should explore the **purpose**, **typical content,** and **typical format, and terminology** of associated sources of information and data, and highlight the **differences between them**.	

Knowledge Topic 6: Communication	
	The student must understand:
K11	Principles of effective communication: two-way process (send and receive messages), methods (verbal, non-verbal) and suitability for different purposes and audiences, differences between social and business communication
K12	Vocabulary: technical and non-technical, used to achieve particular effects and for different purposes
K13	Non-verbal communication: how they are presented, the meaning of different types of body language, types and value of images, and support materials as visual aids, and impact of non-verbal communication to support comprehension of key messages
K14	Oral communication: pitch, tone, and intonation, and their impact on how a message is received
K15	Engaging with an audience: techniques for establishing rapport when presenting proposals
	Tutor guidance:

K11 Principles of effective communication:
Tutors should introduce students to the **principles of effective communication** as a **two-way process** involving the **sending** and **receiving** of **messages**. Students should explore different **methods of communication**, including **verbal** (e.g., phone calls, meetings, presentations) and **non-verbal** (e.g., body language, gestures, eye contact), and consider their **suitability** for different **purposes** and **audiences,** and the **difference between social** and **business communication** when planning for sustainable business change.

K12 Vocabulary:
Tutors should introduce students to both **technical** and **non-technical vocabulary** used in business contexts. Students should explore how this language is used to achieve particular **effects** and for different **purposes** (e.g., persuasive language in marketing materials, factual language in reports, or instructional language in training guides).

K13 Non-verbal communication:
Tutors should introduce students to **non-verbal communication** and how they are **presented**. Students should explore the **meaning of different types of body language** (e.g., positive posture showing confidence, crossed arms suggesting defensiveness, smiling showing openness). Tutors should explain the **types and value of images** and **support materials** as **visual aids** (e.g., charts, product samples, slides), explaining how they can impact non-verbal communication to support comprehension of key messages.

K14 Oral communication:
Tutors should introduce students to the key aspects of **oral communication**, focusing on **pitch**, **tone,** and **intonation**. Students should explore how variations in voice affect how a **message is received** (e.g., speaking too quickly may confuse; varying tone can maintain audience interest).

K15 Engaging with an audience:
Tutors should introduce students to **techniques for engaging an audience** (e.g., sharing values and ideas with the audience) and establishing **rapport** (e.g., being enthusiastic and receptive, acknowledging contributions from others) when **presenting proposals** to plan for sustainable business change.

Knowledge Topic 7: Digital	
	The student must understand:
K16	Software: features, functions, and applications for the presentation of information
	Tutor guidance:
K16 Software: Tutors should introduce students to the **features**, **functions,** and **applications** of **software** used for the **presentation of information (**e.g., collaborative tools, data visualisation tools, and presentation software).	
	Supplementary information to support stretch and challenge:
The tutor could introduce: • Using software to structure, edit, and format documents and presentations, creating templates, amending masters, and introducing themes and animations.	

Outcome 2 (OC2): Plan for sustainable business change

This outcome focuses on the development of transferable skills in creativity and entrepreneurial thinking to support new approaches to learning. Communication skills will focus on oral presentation, as students will present plans for business change.

Students will improve their digital skills through the use of presentation software. It is envisaged that they will work on case studies regarding an organisation planning changes, such as diversification into new markets or launching new products. Students will then present their proposals for how they would implement the proposed changes.

Skill Topic 1: Planning	
	Students must be able to:
S1	Identify discrete steps
S2	Estimate time and resources needed
S3	Sequence activities taking account of critical path
S4	Use planning/project management tools to support an activity
Skill Topic 2: Decision-Making	
	Students must be able to:
S5	Clarify logical choices
S6	Identify likely impact of decisions
S7	Assess evidence and advice to support decision-making
S8	Justify how a decision would lead to achieving objectives
S9	Conclude arguments

S10	Substantiate conclusions with evidence
Skill Topic 3: Creativity Skills	
	Students must be able to:
S11	Lateral thinking to consider opportunities from different perspectives
S12	Make novel connections between ideas
S13	Recognise ideas, alternatives, possibilities
S14	Form ideas iteratively
Skill Topic 4: Communicating	
	Students must be able to:
S15	Engage an audience
S16	Apply technical language in relevant contexts
S17	Apply oral communication skills to clearly articulate a message
S18	Apply non-verbal communication techniques to support effective communication
S19	Apply communication techniques to secure audience understanding
Skill Topic 5: Digital Skills	
	Students must be able to:
S20	Apply software functions to present information to an audience

Behaviours	
B5 Flexible	**B6** Self-awareness
B7 Enterprising	**B8** Self-confidence

Outcome 3 (OC3): Collaborate as a team member to develop sustainable business systems for business activities

This outcome focuses on understanding business systems and their role in supporting business operations, employees, and other stakeholders. It introduces students to the importance of organisational policies that help employees perform their work effectively.

Students will gain knowledge of business systems and explore various occupations that rely on these systems, including roles in sales, production, finance, administration, and human resources.

Knowledge Topic 1: Business systems and processes	
	The student must understand:
K1	Systems and processes: different systems and processes used by businesses and functional areas within a business to carry out their activities, personnel that are involved, and the documentation used to support them
	Tutor guidance:
K1 Systems and processes: Tutors should introduce students to the **systems and processes** used by businesses and their **functional areas** to carry out activities efficiently. Students should explore **different systems and processes, for different purposes and different types of organisations.** They should understand the **personnel involved** (e.g**.,** administrators, finance officers, managers) and the **documentation** that supports these systems (e.g., invoices, policies, work schedules).	
	Supplementary information to support stretch and challenge:
The tutor could introduce: • Review systems and practices to identify potential issues and propose improvements.	

Knowledge Topic 2: Business	
	The student must understand:
K2	Functional areas: different functions within a business, their purpose in achieving business aims and objectives, and their interrelationships
K3	Legislation: legal and regulatory frameworks, legislation that applies to employees, and people management and relationship to organisational policies
	Tutor guidance:
K2 Functional areas: Tutors should introduce students to the different functions **(sales, production, finance, and administration)** within a business, their **purpose** (e.g., meet or exceed sales targets, produce goods or services, business remains profitable) in achieving **business aims** and **objectives**, and their **interrelationships** (e.g., production relies on sales forecasts to plan production volumes, finance collaborates with sales to project revenue, administration supports all other functions). **K3 Legislation:** Tutors should introduce students to the key **legal and regulatory frameworks (**e.g., GDPR, Equality Act 2010, and Health and Safety at Work Act 1974) that influence how businesses operate. Students should explore the relevant **legislation for health and safety** and **employment** that applies to **employees, people management,** and the **relationship** to **organisational policies** (e.g., equality and diversity, grievance procedures, health and safety checklists).	

Knowledge Topic 3: Sustainability	
	The student must understand:
K4	Sustainable development: national and international development goals, purpose of targets, associated actions, benefits of sustainability actions to organisations, societies and environments, factors affecting organisations, societies, and environments, restrictions and permissions
K5	Technological developments and their contribution to sustainability and business contexts

K6	Supply chain management: key principles, concept of sustainable procurement, benefits and limitations
	Tutor guidance:
K4 Sustainable development: Tutors should revisit the concept of **sustainable development** and its links to **national** (e.g., Net Zero Strategy and UK Emission Trading Scheme) and **international development goals** (e.g., the United Nations Sustainable Development Goals). Students should revisit the **purpose of targets** and **associated actions** taken by organisations to support the reduction in carbon footprint. Tutors should explain the **benefits of sustainability actions** to **organisations**, **societies,** and **environments** (e.g., reputation, resource efficiency, and environmental protection). Students should also revisit the **factors affecting organisations, societies, and environments**, including **restrictions** (e.g., environmental legislation) and **permissions** (e.g., government incentives), and how this links to collaborating as a team member to develop sustainable business systems for business activities. **K5 Technological developments and their contribution to sustainability and business contexts:** Tutors should explore **technological developments** (e.g., digital communication tools and automation) that support sustainability within business contexts. Students should explore **their contribution** (e.g., lower costs, improved efficiency) and **sustainability.** **K6 Supply chain management:** Tutors should introduce students to the **key principles** of supply chain management (e.g., coordination, efficiency, and reliability). Students should explore the **concept** of **sustainable procurement** (e.g., responsible sourcing, ethical labour practices). Exploring the **benefits** (e.g., improved brand image, customer trust, and compliance with standards) and its **limitations** (e.g., higher costs, supplier availability) of sustainable supply chain practices.	

Knowledge Topic 4: People	
	The student must understand:
K7	Value of an equal, diverse, and inclusive team and the effect of unconscious bias on performance
K8	Characteristics of ethical behaviour
K9	Team dynamics: characteristics of effective teams, team formation, and development, principles and processes, team dynamics, expectations of effective team members, qualities of an effective team member, roles, and responsibilities of team members
K10	Differences between authority, accountability, and responsibility, implications for effective business processes, protocols used to escalate issues in different contexts
K11	Professional behaviours: definitions, how behaviours are demonstrated
	Tutor guidance:

K7 Value of an equal, diverse, and inclusive team and the effect of unconscious bias on performance:
Tutors should introduce students to the **value of an equal, diverse, and inclusive team** (e.g., how varied backgrounds and perspectives contribute to creativity, problem solving, and improved team performance). Students should explore how **unconscious bias** can affect team performance, decisions, and interactions (e.g., favouring familiar ideas or individuals, and how awareness can help create fairer, more productive teams).

K8 Characteristics of ethical behaviour:
Tutors should introduce the **characteristics** of **ethical behaviour** (e.g., integrity, respect, fairness, and accountability). Students could explore how ethical behaviour involves acting in ways that are consistent with accepted moral principles and how maintaining ethical standards supports trust, reputation, and long-term business success.

K9 Team dynamics:
Tutors should introduce students to the **characteristics of effective teams** and how these develop over time. Students should explore **team formation** and **development** (e.g., stages of forming, storming, norming, and performing). Tutors should explain key **principles** and **processes** (e.g., communication, cooperation, and problem-solving). Exploring **team dynamics** (e.g., support motivation, efficiency, and overall performance), the **expectations** and **qualities** of **effective team members** (e.g., reliability, adaptability, and mutual respect), and the **roles and responsibilities** within teams (e.g., leader, coordinator, or contributor).

K10 Differences between authority, accountability, and responsibility, implications for effective business processes, protocols used to escalate issues in different contexts:
Tutors should introduce students to the **differences** between **authority**, **accountability,** and **responsibility** (e.g., decision-making power, accountability to ownership of outcomes, and responsibility to tasks or duties) and the **implications** for effective business processes. Students should explore **protocols for escalating issues in different contexts** (e.g., reporting to a supervisor, following a chain of command, or using formal grievance procedures).

K11 Professional behaviours:
Tutors should introduce students to **professional behaviours** (e.g., punctuality, reliability, communication, teamwork, confidentiality). Students should explore **how these behaviours are demonstrated** (e.g., listening carefully when others are speaking, showing willingness to learn new skills or take on feedback, being honest about progress or problems).

Supplementary information to support stretch and challenge:

The tutor could introduce:

- Work with different individuals at different levels; take different roles within a team; causes and implications of poor team performance.

Knowledge Topic 5: Information and data	
	The student must understand:
K12	Factors to consider when using information and data: confidentiality, privacy, intellectual property, and security
K13	Documentation: different types of documents produced to support business systems and processes, typical content, typical formats, purposes, and applications
	Tutor guidance:

K12 Factors to consider when using information and data:
Tutors should introduce students to the **factors to consider when using information and data**, including **confidentiality**, **privacy**, **intellectual property** (e.g., Trademark and copyright), and **security**. Students should explore why protecting sensitive data is important for maintaining trust, legal compliance, and organisational reputation.

K13 Documentation:
Tutors should introduce students to documentation and the different **types** produced to support business systems and processes. Students should explore their **purpose**, **typical content,** and typical **formats (**e.g., business plan, proposals, and standard operating procedures (SOPs)), and their **application.**

Knowledge Topic 6: Communication	
	The student must understand:
K15	Principles of effective communication: two-way process (send and receive messages), methods (verbal, non-verbal) and suitability for different purposes and audiences, differences between social and business communication
K16	Spelling, punctuation, and grammar (SPAG): punctuation marks, grammatical conventions, spelling of key technical and non-technical terminology
K17	Vocabulary: technical and non-technical used to achieve particular effects and for different purposes
K18	Listening activities: active and deep
K19	Non-verbal communication: meaning of different types of body language and impact of those observing the body language
K20	Engaging with an audience: techniques for establishing rapport, in conversation, in discussion, and when obtaining and clarifying information
K21	Difference between social and business communication styles and application to different audiences for different purposes
	Tutor guidance:

K15 Principles of effective communication:
Tutors should revisit the **principles of effective communication** as a **two-way process** involving the **sending and receiving of messages**. Students should explore different **methods of communication**, including **verbal** and **non-verbal**, and consider their **suitability** for different **purposes** and **audiences**. Tutors should explain the differences between **social** and **business communication** when collaborating as a team member to develop sustainable business systems for business activities.

K16 Spelling, punctuation, and grammar (SPAG):
Tutors should reinforce students' understanding of **punctuation marks**, **grammatical conventions,** and accurate **spelling** of both **technical** and **non-technical terminology**.

K17 Vocabulary:
Tutors should revisit **technical** and **non-technical vocabulary** used in business contexts. Students should explore how language is selected to achieve particular **effects** and meet different **purposes**.

K18 Listening activities:
Tutors should introduce students to different types of **listening**, including **active** and **deep** listening. Students should explore how active listening involves focusing fully on the speaker, demonstrating attention, and providing feedback, while deep listening requires understanding meaning, emotion, and intent.

K19 Non-verbal communication:
Tutors should revisit **non-verbal communication**, including the use of different types of **body language** such as facial expressions and gestures. Students should explore how the use of body language **impacts** an observer's interpretation of these cues.

K20 Engaging with an audience:
Tutors should revisit techniques for **engaging an audience** and establishing **rapport** when **presenting proposals** or information. Students should explore strategies such as maintaining eye contact, using confident body language, varying tone, and encouraging audience interaction. Tutors should explain how preparation, enthusiasm, and clear structure help maintain audience interest and improve the effectiveness of a presentation.

K21 Difference between social and business communication styles and application to different audiences for different purposes:
Tutors should introduce students to the differences between **social** and **business communication styles**. Students should explore how language, tone, and formality vary depending on **audience** and **purpose**, such as informal conversations with colleagues compared to formal presentations for clients or management.

Supplementary information to support stretch and challenge:

The tutor could introduce:

- Produce formal and informal reports and other forms of communication appropriate to audience and purpose; use verbal communication to clearly articulate an argument/justify a proposal or recommendation.

Knowledge Topic 7: Digital	
	The student must understand:
K22	Software: features, functions, and applications of functions for documentation production software

K23	Management of digital information and data: classification and organisation, naming conventions, storage systems, protection methods, accessibility, and formats
K24	Social media: platforms, features, uses, audiences, benefits and limitations, and implications for use
K25	Protection of personal data: legal framework, risks, software, and procedures

Tutor guidance:

K22 Software:
Tutors should introduce students to the **features**, **functions (**e.g., formatting tools), and **applications** (e.g., creating letters, reports, agendas, taking minute notes) of software used for **documentation production**.

K23 Management of digital information and data:
Tutors should introduce students to the principles of **managing digital information** and **data** effectively (**archiving, classification,** and **version control**). Students should explore methods of **classification** and **organisation**, including the use of **naming conventions**, **storage systems, protection methods** (e.g., passwords, backups, and access controls), **accessibility,** and **formats**, understanding how clear organisation and consistent naming improve efficiency and reduce errors in business operations.

K24 Social media:
Tutors should introduce students to different **social media platforms**, their **features**, **uses,** and **audiences**, **benefits** (e.g., increased visibility, engagement, and real-time feedback), alongside their **limitations** and **implications for use** (e.g., reputational risk, time management, and data security).

K25 Protection of personal data:
Tutors should reinforce students' understanding of **data protection principles** and their importance in maintaining trust and compliance. Students should revisit the **legal framework** (e.g., UK GDPR) and explore **risks** (e.g., data breaches or unauthorised sharing). Tutors should highlight the role of **software** (firewalls, antivirus programs, encryption) and **procedures** (secure disposal, access permissions, regular audits) in safeguarding information.

Supplementary information to support stretch and challenge:

The tutor could introduce:

- Advanced functions of document production software.

Outcome 3 (OC3): Collaborate as a team member to develop sustainable business systems for business activities

This outcome focuses on the principles of teamwork, supporting students to develop skills in collaboration, communication, interpersonal skills, and working with others, which are important for progressing to level 3 study. Students will improve their written and oral communication skills to work effectively within a team and create documents that meet the needs of different stakeholders.

The outcome also helps to develop digital skills for creating documents and communicating effectively. Learning will be applied through the development of business systems to support an event or the launch of a new product or service.

Skill Topic 1: Self-managing	
	Students must be able to:
S1	Monitor own performance against objectives
S2	Manage own time in achieving objectives
Skill Topic 2: Self-reflecting	
	Students must be able to:
S3	Set personal goals
S4	Identify success criteria for a task
S5	Consider process and evidence available for review
S6	Make judgements based on evidence available
Skill Topic 3: Team working skills	
	Students must be able to:
S7	Work with others towards achieving objectives
Skill Topic 4: Communicating	
	Students must be able to:
S8	Apply active listening techniques to teamworking activities
S9	Apply oral communication techniques to obtain and clarify information and data
S10	Apply non-verbal communication techniques to support communication
S11	Create documents appropriate to purpose and audience
S12	Engage in discussion and conversation, listening to and responding to feedback
S13	Show respect for others' views and opinions
S14	Apply an inclusive approach to engaging with others
S15	Apply communication techniques to secure audience understanding
S16	Apply technical language in relevant contexts
Skill Topic 5: Digital skills	
	Students must be able to:
S17	Organise digital information

S18	Store digital information securely
S19	Retrieve digital information
S20	Apply software functions to create and format documents and templates

Behaviours	
B9 Adaptable	**B10** Respectful
B11 Responsive	**B12** Socially Adept
B13 Tolerant	

Appendix 1

Level 2 Command Verbs

These command verbs require students to demonstrate their understanding of facts, ideas, or concepts.

Command word	Definition
Apply	Use knowledge or understanding in a familiar situation to complete a task
Assess	Make a judgement about the value or importance of something using simple reasoning
Calculate	Work out the value of something, showing relevant working out
Choose	Select the most appropriate option from a limited range
Classify	Group items based on shared features or characteristics
Compare	Examine in detail and identify similarities and differences between them
Define	Give a definition or specify the meaning of an idea or concept
Demonstrate	Show understanding of a process or concept through simple examples, actions, or explanations
Describe	Give a detailed account of a subject or set out its characteristics or features
Discuss	Present key points about different ideas or strengths and weaknesses of an idea
Estimate	Make an approximate judgement or calculation based on known information
Explain (why)	Set out purposes or reasons, or make something clear in relation to a particular situation
Explain how	Provide a detailed account of a process or way of doing something
Give examples	Provide specific cases or instances that support or illustrate a point
Identify	Select from a list of options, point something out or give a list of main features
Illustrate	Explain or clarify something using examples, diagrams, or comparisons
Interpret	Explain the meaning of information or data
List	Provide a series of items or points without explaining or describing in detail
Outline	Set out the main characteristics or features
Plan	Outline basic steps or actions needed to achieve a goal, showing understanding of the order or purpose of each step
Record	Accurately document information, actions, observations, or results
Select	Choose the most appropriate option from a limited range, showing understanding of why it fits the given purpose or situation
Show	Present or demonstrate understanding through action, response, or simple explanation in a familiar setting
State	Express in clear, brief terms
Suggest	Apply knowledge to a new situation to provide a reasoned explanation
Summarise	Give a brief account of the main points or ideas
Use	Apply a tool, technique or method correctly and safely in a familiar context, following set procedures or instructions

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