

UNCOVER LEARNING POTENTIAL

Level 3 Applied Certificate in

BUSINESS

Award from 2024

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SPECIFICATION

Qualification Information

Qualification Title	WJEC Level 3 Applied Certificate in Business	
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Version	Description	Page number
2	Correction of AO weightings in table	35
3	Inclusion of sector overview for Northern Ireland	2

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Contents

1. Qualification Overview 2
   1.1. Who is this qualification for? 2
   1.2. Sector overview 2
   1.3. Qualification objective 2
   1.4. Prior learning requirements 3
   1.5. Qualification Structure 3
   1.6. Guided Learning Hours 3
   1.7. Total Qualification Time 3
2. Summary of assessment 4
3. Subject Content 5
   3.1. Template 5
   3.2. How to read the amplification 6
   3.3. Applied Certificate 7
   Exploring business fundamentals 9
   Marketing principles for business success 14
   Managing business finance 19
   Managing human resources (HR) 23
   Coordinating efficient business operations 26
   Developing skills for business 29
   Managing ethical business operations 32
   Sustainable business 33
4. Assessment 35
   4.1. Assessment objectives 35
   4.2. External assessment 35
   4.3. Internal assessment 35
   4.4. Managing suspected Malpractice 36
   4.5. Preventing candidate malpractice 36
5. Entries 37
   5.1. Centre approval 37
   5.2. Entry procedure 37
   5.3. Entry codes 37
   5.4. Qualification entry 38
6. Awarding, grading and reporting 38
   6.1. Assessment grades 38
   6.2. Qualification grade 38
   6.3. Post-results services 38
   6.4. Resitting assessments 39
   6.5. Resitting the qualification 39

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1. Qualification Overview

1.1. Who is this qualification for?

WJEC Level 3 Applied Qualifications provide learners with opportunities to study practical subjects alongside A levels and other general and vocational qualifications as part of a broad programme of study.

They are primarily designed for learners aged 16-19 and offer an experience that focuses on applied learning, i.e., acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

1.2. Sector overview

Wales

Wales is a thriving hub of business and industry which holds a diverse array of opportunities for Wales's young innovative and hardworking entrepreneurs. Building on an industrial heritage centred on coal, copper and manufacturing in the 18th and 19th centuries, Wales's talented, conscientious and industrious workforces have attracted multinational companies such as Sony, Ford and Airbus. The number of active micro, small and medium enterprises is increasing in Wales, and Wales is particularly prolific in the retail, transport, hotels, food and communication sector, the financial and business sector, and the construction sector. Wales's exports increase year on year, and Wales leads innovation in many key sector areas such as renewables and financial technologies.

Northern Ireland

The business sector in Northern Ireland is characterised by a diverse and dynamic economy, blending traditional industries with modern, innovative enterprises. Historically, Northern Ireland was known for its shipbuilding, linen production, and heavy engineering, with cities like Belfast playing a pivotal role in these industries. Today, whilst manufacturing remains significant, the region has successfully transitioned into new areas of economic activity. Key sectors driving the Northern Ireland economy include aerospace and defence, technology and innovation, life sciences, agri-food and agriculture, and tourism and hospitality.

Government initiatives, such as Invest Northern Ireland, provide substantial support for business development, innovation and international trade. Additionally, Northern Ireland benefits from access to both UK and European markets, further enhancing its business appeal.

1.3. Qualification objective

This qualification has been designed for learners in schools who want to learn about the sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study or training. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

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1.4. Prior learning requirements

There are no prior learning requirements for this specification. Any requirements set for entry to a course following this specification are at the discretion of centres.

It is reasonable to assume that many learners will have achieved qualifications equivalent to level 2. Learners would find the following learning skills and aptitudes helpful: literacy, numeracy and digital literacy, an aptitude for creativity and problem solving and motivation to work independently.

1.5. Qualification Structure

This qualification content is presented in eight clear and distinct Areas of Content:

Year 1	GLH
• Exploring business fundamentals	40
• Marketing principles for business success	20
• Managing business finance	20
• Managing human resources (HR)	20
• Coordinating efficient business operations	20
• Developing skills for business	30
• Managing ethical business operations	12
• Sustainable business	18
Total	180

1.6. Guided Learning Hours

Guided learning hours (GLH) means activities such as classroom-based learning, tutorials and online learning, which are directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator.

Guided learning hours are allocated per area of content to support centre planning and delivery. It is acceptable for centres to deliver this qualification holistically and, therefore, guided learning hours per area of content are a recommendation only.

1.7. Total Qualification Time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the guided learning hours (GLH) and additional time spent in preparation, study and some formative assessment activities.

The total qualification time for this qualification has been calculated as 270 hours. This includes:

- 180 hours of guided learning and/or supervised assessment
- 90 hours of self-directed study which may include additional assignments and tasks set by the teacher (homework) and independent use of online learning resources.

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2. Summary of assessment

All learners must complete the following assessments:
Business Skills and Functions Written examination: Time of exam – 1 hour 40 minutes (40% of Applied Certificate) 80 marks
Questions requiring objective responses, short and extended answers, based around applied situations, and with a section in which candidates can select assessment of a variety of topics.
Business Creation Controlled assessment: Time of assessment – 10 hours (60% of Applied Certificate) 120 marks
An assignment brief will be provided by WJEC via the secure website that will include a series of fixed tasks that require learners to produce a business proposal.

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3. Subject Content

3.1. Template

	Description
Area of Content	Summarises, in a concise manner, the content of the area of content.
Guided learning hours (GLH):	Guided learning means activities such as classroom-based learning, tutorials and online learning, which is directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator. GLH is provided per area of content to support delivery. Centres may choose to deliver this qualification holistically and, therefore, hours per area of content are a recommendation only.
Context:	Sets the vocational context for the area of content i.e., why is it important that the learner gains the knowledge, understanding and skills delivered through this area of content.
Overview of Area of Content:	Provides a summary of the area of content.
Content (sections and amplification)	Content for each area of content is sub-divided into sections. Amplification for each section, provided in the right-hand column, includes content that must be taught. There is no hierarchy implied by the order in which the content is presented, and the order does not imply a prescribed teaching order.

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3.2. How to read the amplification

The amplification provided in the right-hand column uses the following four stems:

- ‘Learners should know’ is used when learners are required to use direct recall.
- 'Learners should be aware of’ is used when learners do not need to understand all aspects of the specified content in detail. Teachers should refer to guidance for teaching documents for further guidance on the depth and breadth to which this content should be taught.
- ‘Learners should understand’ is used when learners are required to demonstrate greater depth than straight identification or recall, for example they can apply knowledge to familiar or unfamiliar contexts and can synthesise and evaluate information for a given purpose.
- ‘Learners should be able to’ has been used when learners need to apply their knowledge and understanding to a practical situation or demonstrate application of practical skills and techniques.

The use of the word 'including' indicates that the specified content must be taught and could be subject to assessment.

The use of the words ‘for example’ or ‘such as’ indicates that the specified content is for guidance only, and alternative examples could be chosen.

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3.3. Applied Certificate

Learners will develop understanding of foundational aspects of business, including about different business types, scales of operation, different types of market, the aims and objectives of businesses and their different stakeholders. Learners will also investigate different functional areas of business such as marketing, finance and HR, and will engage with challenging concepts such as ethics, exploring the tension that sometimes occurs within profitability and doing the right thing, and sustainability, considering how it affects businesses and their operations.

Learners will develop a wide range of business skills that are essential for a successful career in any business and be given opportunities to apply their learning and demonstrate their learned skills in their learning and in their assessments.

The content is presented in eight clear and distinct areas of content:

- Exploring business fundamentals
- Marketing principles for business success
- Managing business finance
- Managing human resources (HR)
- Coordinating efficient business operations
- Developing skills for business
- Managing ethical business operations
- Sustainable business.

Within each area of content, the knowledge, understanding and skills are set out with an initial overview and then in two columns. The first column details the content to be studied. The second column gives amplification to the content listed in the first column.

There is no hierarchy implied by the order in which the content is presented and although it does not imply a prescribed teaching order, it is recommended that ‘Exploring business fundamentals' is studied first.

The areas of content for Level 3 Applied Certificate in Business will be assessed across two assessments.

External Assessment – Business Skills and Functions

The external assessment will:

- be a written examination
- be set and marked by WJEC
- consist of a 1 hour, 40 minute paper
- assess content from each area of content in Year 1
- include 80 marks
- include a balance of short and extended answer questions, based on stimulus material and applied contexts
- only use the command verbs listed in the Assessment Guide
- be graded a-e.

All content in Year 1 will be assessed over the lifespan of the specification. WJEC will produce a mark scheme which will be used as the basis for marking the examination papers.

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Internal Assessment – Business Creation

Learners will undertake a series of fixed set tasks that are available in an assessment pack via the WJEC Secure Website.

The internal assessment will:

- be marked internally and moderated by WJEC
- assess content from across the areas of content in Year 1
- include 120 marks
- only use the command verbs listed in the Assessment Guide
- be graded a-e.

		Entry Code
Business Skills and Functions	Written examination	4783U1
Business Creation	Controlled assessment	4783U2

Both assessments assess content from all eight areas of content, so learners will be required to draw together knowledge, skills and understanding from across the subject content in each assessment.

In addition to the Level 3 Applied Certificate in Business, WJEC also offers the Level 3 Applied Extended Certificate in Business. This is a larger qualification that is taught over two years. In the Extended Certificate, learners study the content and sit the two assessments detailed above, as well as studying an additional set of business topics and sitting a further two assessments in their second year of study.

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Area of Content	**Exploring business fundamentals**
GLH	40
Context:	There are several fundamental aspects that influence the activities of all businesses. Business managers/owners need to make decisions about these aspects as they shape the operation and future direction of the business. Many of the fundamental aspects will influence the topic areas throughout this specification.
Overview of Area of Content:	In this area of content, learners will gain a knowledge and understanding of fundamental business aspects. These aspects support all of the specialist areas covered throughout the rest of the specification. Learners will consider the creation of businesses through enterprise and make decisions about the scale and types of market. Learners will investigate types of business ownership and the importance of planning to support the achievement of business aims and objectives. Learners will explore the impact stakeholders have on business operations and how business activities affect different stakeholders. The topic concludes by considering the importance of efficient supply chain management and business location.

1.1 Exploring business fundamentals

In this area of content, learners will gain knowledge and understanding of the following:

1.1.1 Introduction to enterprise
1.1.2 Resources to enable businesses to operate
1.1.3 Types of market
1.1.4 Scale of operations
1.1.5 Innovation
1.1.6 Business ownership
1.1.7 Planning business activities
1.1.8 Setting aims and objectives
1.1.9 Stakeholders and business activity
1.1.10 Managing the supply chain
1.1.11 Choosing a business location

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Content	
Section	**Amplification**
1.1.1 Introduction to enterprise	Learners should know what is meant by enterprise. Learners should understand: • the role of the entrepreneur in creating, setting up, running and developing a business • the motives of entrepreneurs, including financial, personal satisfaction, ethical and environmental and being own boss/independence • the characteristics and skills of entrepreneurs including risk taking, innovation, creativity, communication, self-confidence, and negotiation • the importance and impact of enterprise on the economy.
1.1.2 Resources to enable businesses to operate	Learners should understand the resources used by businesses, including: • human • physical • technological • financial. Learners should know examples of resources for each of the four resource headings. Learners should understand the importance of the effective use of different resources in support of business enterprise, operations and achievement of aims/objectives.
1.1.3 Types of market	Learners should know that the product offered by a business may be a physical good or a service. Learners should understand the different types of market businesses can operate in, including: • business to consumer (B2C) • business to business (B2B) • different product markets • mass markets • niche markets • seasonal • local/global. Learners should be able to analyse key market data including market size, market share and trends.

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1.1.4 Scale of operations	Learners should understand: • that businesses operate at different scales, including local, regional, national and global • the impact of scale on business operations such as number of employees, use of technology, product range/portfolio, marketing decisions and financial requirements.
1.1.5 Innovation	Learners should know what is meant by innovation. Learners should understand: • why innovation is important for business success • the competitive and dynamic nature of business.
1.1.6 Business ownership	Learners should understand: • the difference between the private, public and not-for-profit sectors • the different types of business ownership for private sector businesses including sole trader, partnership, private limited company (ltd) and public limited company (plc) including the advantages and disadvantages of each type of ownership • what is meant by unlimited and limited liability and the implications when deciding on business ownership • the factors that affect the choice and appropriateness of different types of business ownership • the different types of not-for-profit organisations, including social enterprises, charities and co-operatives and their main features including aims, ownership and use of profits. Learners should be able to recommend and justify an appropriate type of business ownership for specific businesses.
1.1.7 Planning business activities	Learners should understand the importance of planning for new and established businesses. Learners should understand the different aspects of business activity that should be planned, including what resources are needed (human, physical, technological, financial), products to sell, how to source the products and how to attract and retain customers. Learners should be aware of the role of a business plan for new and expanding businesses.

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1.1.8 Setting aims and objectives	Learners should understand the aims of private sector businesses, including: • survival/break-even • growth/development • maximise profit • increase sales revenue • increase market share • positive environmental impact • positive social impact • positive ethical impact. The role of more specific business objectives to help achieve business aims. Learners should understand the purpose of SMART (Specific, Measurable, Agreed, Realistic and Timed) objectives and be able to construct appropriate SMART objectives for a business.
1.1.9 Stakeholders and business activity	Learners should understand the different types of stakeholders involved in business activity, including: • internal stakeholders including employees, managers, directors and owners/shareholders • external stakeholders including customers, members of the local community, government, regulators, suppliers, competitors, investors and lenders. Learners should understand the aims of the different stakeholders. Learners should understand: • the impact of stakeholder activity/actions on the business, such as offering/withdrawing financial support, protesting, striking, social media posts/reviews, and purchasing decisions • the impact of business activity on different stakeholders. Learners should be able to explain how stakeholder aims may conflict with those of the business and other stakeholders. Learners should be able to recommend and justify ways that a business should respond to specific stakeholder activity/actions.

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1.1.10 Managing the supply chain	Learners should understand the supply chain process and the stages involved, including: • sourcing raw materials/stock • logistics – delivery/storage/manufacturing • inventory (stock) control • delivery of finished products to the customer. Learners should understand the importance of an effective supply chain, potential risks of supply chain disruption and the impact on business operations. Learners should be aware of the ethical and environmental considerations on the supply chain. Learners should understand the growth and impact of technology in relation to supporting the supply chain process, including: • instant data for inventory (stock) management and forecasting demand • automated and integrated systems linking supply and manufacturing • real-time tracking on deliveries • robotics used to speed up assembly or picking.
1.1.11 Choosing a business location	Learners should understand the factors influencing the location of a business, including proximity to market, proximity to supplies/materials, costs, infrastructure, and labour supply. Learners should understand the siting factors in different locations, including accessibility, costs, size, footfall and closeness to competitors. Learners should be able to select and justify the most relevant location and siting factors for a range of different businesses and be able to make location decisions for a specific business.

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Area of Content	**Marketing principles for business success**
GLH	20
Context:	Marketing is a key functional area to support the success of any business. Effective marketing strategies will help the business to grow and develop further through the development of a competitive advantage. When the word 'marketing' is mentioned, many people immediately think of advertising and promotion, however, the marketing function involves much more than just promotion. Effective marketing puts the needs of customers at the heart of all decision making. Market research helps to gather data about the needs of customers which managers can analyse to ensure that the product is designed to meet their requirements, it is priced appropriately, it can be purchased conveniently and that sufficient customers are attracted to purchase.
Overview of Area of Content:	This topic introduces learners to the role of marketing to support the success of both profit and not-for-profit organisations. Learners will investigate how market research data may be gathered to help managers understand the needs and wants of customers to create an integrated marketing mix. They will consider each of the four elements of the marketing mix in turn to profitably meet the needs and wants of customers and develop a sustainable competitive advantage.

1.2 Marketing principles for business success

In this area of content, learners will gain knowledge and understanding of the following:

1.2.1 The purpose of marketing
1.2.2 How to research the market
1.2.3 Understand the needs and wants of customers
1.2.4 Creating an integrated marketing mix
1.2.5 Product decisions
1.2.6 Promoting the product
1.2.7 Choosing the price
1.2.8 Distributing the product

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Content	
Section	**Amplification**
1.2.1 The purpose of marketing	Learners should understand the purpose of marketing to support an organisation's success.

1.2.2 How to research the market	Learners should understand:
	• the purpose of market research, including to reduce risk, to aid decision making, to understand the market, to gain customers' views and understand their needs/wants, to inform product development
	• what is meant by primary and secondary market research and the advantages and disadvantages of each.
	
	Learners should know:
	• different primary market research methods including observations, mystery shopper, surveys, interviews, focus groups, test marketing/pilots
	• different secondary market research sources, including printed materials, internal data, social media, competitors' data, external company accounts/annual reports, government publications/statistics and specialist market research agencies
	• market research methods/sources to include traditional and digital methods
	• what is meant by sampling.
	
	Learners should understand the advantages and disadvantages of the different methods of primary market research and sources of secondary market research.
	
	Learners should understand how market research data can be quantitative and qualitative.
	
	Learners should be able to
	• select suitable primary and secondary market research methods/sources for businesses
	• create appropriate market research tools and test before use
	• carry out primary and secondary market research using an appropriate sample
	• present market research data in a range of different formats to effectively communicate the findings
	• interpret and analyse findings
	• review the quality of market research that has been carried out using the following criteria:
	  • fulfilling the market research purpose
	  • accuracy
	  • relevance and up-to-date
	  • reliability
	  • validity.

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1.2.3 Understand the needs and wants of different types of customers	Learners should understand: • the importance of identifying the right customers for a business • what is meant by market segmentation and ways to segment including demographics, geographic, behavioural and psychographic • the benefits of identifying a target market and targeting specific customers. Learners should be able to make and justify decisions regarding the most appropriate customers/market segments to target for a specific business.
1.2.4 Creating an integrated marketing mix	Learners should understand: • the marketing mix elements for a good/service including product, price, place and promotion • how the elements of the marketing mix work together • how the marketing mix may be altered over time and in response to external factors. Learners should be able to create and justify an effective marketing mix for a specific product or business.

1.2.5 Product decisions	Learners should understand:
	• the range of products offered by a business including the concept of product portfolios and role of new product development
	• issues relating to product design, including:
	  • use of market research to support product design
	  • the concept of differentiation and ways to differentiate a product
	  • the importance of branding
	  • the concept of developing a Unique Selling Point (USP) and methods that could be used to develop, such as enhancing the quality, differentiation, branding, customer service.
	
	Learners should be able to understand, construct and interpret product life cycles (PLCs) including the stages (development, introduction, growth, maturity and decline) and the use of extension strategies.
	
	Learners should be able to recommend appropriate marketing mix decisions according to the product life cycle stage of a specific product.
	
	Learners should be able to recommend appropriate extension strategies for a business/product, including moving into new markets (geographic or target market), adding value, changing the price, advertising or new packaging.

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1.2.6 Promoting the product	Learners should understand the concept of promotion and that it includes advertising, sales promotion and public relations. Learners should understand the different advertising media used, including: • traditional/non-digital media, including print (leaflets, flyers, catalogues, newspapers, magazines), direct mail, posters, billboards and broadcast such as television, radio, cinema • digital media, including websites, emails, online advertising (banners and popups), social media, SMS texts, podcasts, blogs and vlogs. Learners should understand the different sales promotion techniques used, including discounts, competitions, buy one get one free (BOGOF), point of sale advertising, free gifts/product trials and loyalty schemes. Learners should understand how different public relations techniques may be used including product placement, celebrity endorsement, sponsorship, press/media releases and conferences. Learners should understand: • the advantages and disadvantages of different types of advertising media, sales promotion and public relations techniques • the importance of selecting the right advertising media, sales promotion and public relations techniques for businesses. Learners should be able to create and justify suitable promotional activities (advertising, sales promotion and public relations) for businesses and consider ways to evaluate their potential success. Learners should be able to create effective traditional/non-digital and digital promotional materials that are appropriate for specific businesses and/or products with regard to: • design features including use of persuasive language, grammar, spelling, punctuation, use of images, use of colour, suitable for target audience (existing and new customers) and supporting the marketing mix • design principles including easy to understand, clear message, eye-catching and consistent with brand image.

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1.2.7 Choosing the price	Learners should understand the factors to consider when pricing a product, including the price of competitor products, the economy, cost of production, stage of the product life cycle, and supply and demand issues. Learners should understand the different pricing strategies used by businesses, including skimming, penetration, psychological, cost-plus, premium and competitive and the advantages and disadvantages of the different pricing strategies. Learners should be able to select, recommend and analyse different pricing strategies for different businesses.
1.2.8 Distributing the product	Learners should understand: • the different direct and indirect distribution channels businesses use to sell products including wholesalers, agents, and retailers. • the use of physical stores and digital distribution including websites, social media, online auction sites and apps • the use of multi-channel distribution • that different businesses will use different distribution channels. Learners should understand the growth and impact of digital channels of distribution. Learners should be able to analyse, select and recommend distribution channels for different businesses.

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Area of Content	**Managing business finance**
GLH	20
Context:	Finance is an essential resource for all businesses. Operating a business involves generating large sums of money through sales or other income generating activities, but is costly due to needing to pay employees, invest in resources, pay bills etc. Careful management of business finance is crucial to enable the business to operate. Some business aims and objectives have financial measures so the management of finance is a popular way of assessing the performance of many businesses.
Overview of Area of Content:	This unit introduces learners to the different sources of income and expenditure and how to calculate if a business has made a profit or loss. Learners will explore the concept of break-even and the different sources of finance available. Income statements are an important financial statement and learners will use their knowledge and skills to create an income statement for a business and evaluate its profitability. Cash is often considered the lifeblood of a business and learners will construct a cash flow forecast.

1.3 Managing business finance

In In this topic, learners will gain knowledge and understanding of the following areas:

1.3.1 Managing income, expenditure and profit/loss
1.3.2 Exploring break-even
1.3.3 Selecting sources of finance
1.3.4 Creating an income statement
1.3.5 Evaluating profitability
1.3.6 Cash flow and cash flow forecasting

Content

Section	**Amplification**
1.3.1 Managing income, expenditure and profit/loss	Learners should understand: • the different sources of income for a business including revenue, income from investments and rent received • the different types of business expenses including utilities, rent, stock, raw materials, production, wages/salaries, advertising, stationery, fuel, insurance, rent payments, interest on borrowing. Learners should understand what is meant by revenue, costs and profit/loss. Learners should understand the different types of business costs, including fixed, variable, semi-variable and total costs.

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	Learners should be able to calculate and interpret revenue, costs and profit/loss. Learners should be able to evaluate the impact of revenue, costs and profit/loss on the financial performance of businesses. Learners should understand ways in which businesses can improve financial performance including, increase sales revenue, reduce costs, increase profit and reduce loss and explain their benefits and risks.
1.3.2 Exploring break-even	Learners should understand: • the concept of break-even and break-even analysis • what is meant by contribution and its application to the calculation of break-even • what is meant by margin of safety • how businesses make use of break-even. Learners should be able to: • calculate contribution • calculate break-even using contribution • construct and label a break-even chart, including identifying the break-even point, margin of safety, area of profit and area of loss • interpret contribution calculations and break-even charts • illustrate the impact of changing revenue and/or costs ('what if analysis') using a break-even chart. Learners should be able to evaluate the usefulness of a break-even analysis for businesses.
1.3.3 Selecting sources of finance	Learners should understand the reasons why a business may need additional finance, including a business start-up, expansion, and to solve cashflow shortages. Learners should understand different sources of finance, including: • short-term and long-term • internal, including owner's capital, retailed profit, sale of assets • external, including overdrafts, loans, credit cards, share capital, venture capital, leasing, hire purchase, trade credit, debt factoring and crowdfunding. Learners should understand: • the advantages and disadvantages of different sources of finance

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	• factors affecting the appropriateness of a source of finance for a specific purpose. Learners should be able to select and justify appropriate sources of finance for different business scenarios.
1.3.4 Creating an income statement	Learners should understand the elements included in an income statement, including: • revenue • cost of sales, including opening inventory (stock) purchases and closing inventory (stock) • expenses • gross profit • net profit. Learners should be able to calculate gross profit and net profit. Learners should be able to construct, complete and interpret an income statement for different business scenarios. Learners should be able to recommend ways businesses can improve financial performance, including ways to improve gross and net profit.
1.3.5 Evaluating profitability	Learners should understand the concept of profitability and its importance. Learners should be able to calculate profitability ratios including the: • gross profit margin percentage (GPM) = (gross profit ÷ revenue) x 100 • net profit margin percentage (NPM) = (net profit ÷ revenue) x 100. Learners should be able to interpret and evaluate profitability ratios to assess business performance.
1.3.6 Cash flow and cash flow forecasting	Learners should understand the meaning of cash flow and its influence on a business. Learners should be able to recognise the main causes of cash flow problems and the strategies that can be used to improve cash flow, including increasing cash inflows and reducing cash outflows, and the advantages and disadvantages of these cash flow strategies. Learners should understand the meaning and purpose of cashflow forecasts.

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	Learners should be able to construct, calculate and interpret a cashflow forecast. Learners should be able to evaluate the impact of a cashflow forecast on businesses. Learners should be able to evaluate the benefits and limitations to a business of using cashflow forecasts.

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Area of Content	**Managing human resources (HR)**
GLH	20
Context:	People are a key resource for all businesses. Without people the other resources within a business cannot be effectively utilised. Human resources consist of employees and contractors, and they need to be carefully managed to get the most out of them. The performance of the human resources should be regularly reviewed and developed as supported by appraisal.
Overview of Area of Content:	This topic introduces learners to the issues surrounding the management of people within a business. Learners will investigate how businesses plan their human resource needs. Based on requirements different activities are used to effectively manage the human resources including recruitment, performance management and development. The impact of the managers and leaders is considered and the different styles that may be adopted.

1.4 Managing human resources (HR)

In this topic, learners will gain knowledge and understanding of the following areas:

1.4.1 Introducing human resources
1.4.2 Workforce planning
1.4.3 Coordinating recruitment
1.4.4 The recruitment and selection process
1.4.5 Workforce performance and appraisal
1.4.6 Developing human resources
1.4.7 Motivating others
1.4.8 Leadership and management

Content

Section	**Amplification**
1.4.1 Introducing human resources	Learners should understand the role of the human resources function. Learners should understand the different types of human resources (employees and workers) that may support the operations of the business, including: • full-time and part-time employees • permanent, fixed-term (temporary) and zero hours employees • employees vs. contractors. Learners should understand the different ways of working, including: • compressed working week • fixed and flexible hours/flexi hours

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	• job sharing • hybrid working and working from home • multiskilling.
1.4.2 Workforce planning	Learners should understand: • why it is important to plan the business's workforce requirements including the number of employees and mix of skills/experience throughout the workforce • the activities that support workforce planning, including forecasting labour needs, recruitment, training/development, redeployment and redundancy.
1.4.3 Coordinating recruitment	Learners should understand: • reasons why a business may need to recruit, including business expansion, changing job roles, vacancies created by labour turnover/staff progression, seasonal fluctuations • the key elements of recruitment planning, including job analysis, job description and person specification and the contents of these documents.
1.4.4 The recruitment and selection process	Learners should understand the importance of effective recruitment to a business and its stakeholders. Learners should understand: • the steps involved in the recruitment process • what is meant by internal and external recruitment • internal methods of recruitment including the business's intranet, noticeboards, staff newsletters • external methods of recruitment including recruitment agencies, adverts, business website, newspapers, specialist publications, job centre and job fairs/events • the advantages and disadvantages for the business and employee of internal and external recruitment • the methods of selecting employees including interviews (traditional face-to-face one-to-one, panel, telephone and virtual/remote/online), testing, work trial, selection exercises and assessment centres.
1.4.5 Workforce performance and appraisal	Learners should understand: • the meaning of workforce performance and its importance to a business • what is meant by absenteeism, labour productivity and labour turnover. Learners should be able to calculate and interpret labour productivity and labour turnover. Learners should understand: • what is meant by appraisal

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	• the different methods of appraising employee performance, including manager's assessment, peer assessment, self-assessment and 360 degree appraisal • the benefits of appraisal for the business and the employee.
1.4.6 Developing human resources	Learners should understand: • why it is important for the business to develop human resources • the ways of developing human resources including training, mentoring, coaching, secondments and project work. Learners should understand the benefits of human resource development opportunities for the employee. Learners should understand the different methods of training, including induction, on-the-job, off-the-job and apprenticeships, and the advantages and limitations of each method.
1.4.7 Motivating others	Learners should understand: • what is meant by motivation • the benefits of a motivated workforce for a business • the difference between financial and non-financial methods of motivation, including the benefits and limitations of each. • the different financial methods of motivation, including salary, bonus, commission, piece rate, profit sharing, and performance related pay • the different non-financial methods of motivation, including job enrichment, job rotation, job enlargement, team working and flexible working. Learners should be able to recommend and justify appropriate financial and non-financial methods of motivation for a specific business and its employees.
1.4.8 Leadership and management	Learners should understand: • what is meant by management • the functions and roles of management • the different approaches to management, including management by objectives (MBO) and McGregor's Theory X and Theory Y. Learners should understand: • what is meant by leadership • the different leadership styles, including autocratic, democratic, paternalistic and laissez-faire • the appropriateness of different leadership styles for specific business contexts/situations.

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Area of Content	**Coordinating efficient business operations**
GLH	20
Context:	Operations are the activities that support the delivery of the product, whether it is a physical good or a service, in a way that adds value to the resources used. Operations covers the production of the product and whether it is produced as a continuous flow or on a job-by-job basis. Most business operations are supported by technology. Quality is an important aspect as all businesses aim to satisfy customers in an efficient manner and to do will use a range of quality assurance and quality control systems.
Overview of Area of Content:	This unit introduces learners to the concept of added value and the ways of increasing added value to satisfy customers. The different methods of production including flow, batch and job production are covered alongside ways of measuring and improving productivity. Most modern business operations are supported by technology and learners will explore a range of technological applications. Ways of managing quality will be reviewed. Resources need to be purchased to support operations and businesses must ensure that they gain the best value for money. Learners will also explore the importance of research and development to remain competitive.

1.5 Coordinating efficient business operations

In this topic, learners will gain knowledge and understanding of the following areas:

1.5.1 Added value
1.5.2 Methods of production
1.5.3 Productivity
1.5.4 Technology supporting operations
1.5.5 Managing quality
1.5.6 Purchasing
1.5.7 Research and development (R&D)

Content

Section	**Amplification**
1.5.1 Added value	Learners should understand: • the concept of added value • the ways of increasing added value, including, increasing price, reducing costs, branding, improving the production process, adding/changing the features of the product, changing the packaging and/or product design, developing a unique selling point (USP) and customer service • the importance of added value to a business.

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1.5.2 Methods of production	Learners should understand: • the different methods of production including job, batch and flow and the advantages and limitations of each method • the appropriateness of different methods of production for specific business contexts/situations.
1.5.3 Productivity	Learners should understand: • what is meant by productivity • the ways of measuring productivity, including capacity utilisation and labour productivity • the ways in which productivity can be increased, including training, equipment/technology and employee motivation • the benefits to a business of increasing productivity. Learners should be able to calculate and interpret capacity utilisation and labour productivity.
1.5.4 Technology supporting operations	Learners should understand: • the ways that technology may be used to support business operations, such as CAD, CAM, robotics, retail systems, EPOS, bar codes/QR codes, software applications, social media and online payment systems • the benefits and limitations of the use of technology in the operations of the business. Learners should be aware of how technology is used differently in different business contexts.
1.5.5 Managing quality	Learners should understand: • what is meant by quality • the importance of quality to a business and its stakeholders • the difference between quality assurance and quality control • the concept of total quality management (TQM) and the ways that it can be achieved, including quality circles, benchmarking, teamwork, zero defects.
1.5.6 Purchasing	Learners should understand: • the importance of purchasing, securing best value and working with suppliers • the importance of effective procurement, purchasing and holding of inventory (stock) • the different ways of controlling inventory (stock), including just-in-time and computerised stock control • the impact on the business and its stakeholders of holding the correct levels of inventory (stock).

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1.5.7 Research and development (R&D)	Learners should understand: • what is meant by innovation and research and development (R&D) • the link between innovation, R&D and maintaining competitiveness • the costs of innovation and R&D for a business and its stakeholders • the benefits of innovation and R&D for a business and its stakeholders.

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Area of Content	**Developing skills for business**
GLH	30
Context:	Businesses increasingly operate in a dynamic environment and so require people with a wide range of transferrable skills that can flexibly support the development of new opportunities and embrace challenges that arise. These practical skills are often referred to as 'soft skills' and are essential to develop a successful career in any business.
Overview of Area of Content:	This unit introduces learners to a range of transferrable skills (or 'soft skills') to enable them to positively meet the demands of any modern business. This unit is synoptic as the transferrable skills will be used in conjunction with knowledge/understanding from the other topic areas to complete business challenges, projects, and tasks. Skills are not static and need to be enhanced over time. Learners will be encouraged to reflect on the advancement of their transferrable skills and create action plans to support further development.

1.6 Developing skills for business

In this topic, learners will gain knowledge and understanding of the following areas:

1.6.1 Transferrable business skills
1.6.2 Applying business skills

Content

Section	**Amplification**

1.6.1 Transferrable business skills	Learners should understand the importance of a range of business skills including:
	• People skills
	  • leadership
	  • teamworking and collaboration
	  • emotional intelligence
	  • negotiation.
	
	• Problem solving
	  • problem solving and critical thinking
	  • research and investigation
	  • decision making
	  • data analysis.
	
	• Creativity and innovation
	  • being creative and innovative
	  • initiative
	  • open-mindedness
	  • imagination.

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	• Numeracy, literacy and digital intelligence
	  • numeracy
	  • literacy
	  • digital
	  • communicate information in a concise and logical format appropriate for the intended audience
	  • research of information
	  • referencing sources of information.
	
	• Self-management
	  • planning and organisation
	  • self-awareness
	  • adaptability and flexibility
	  • accountability
	  • work ethic
	  • time and workload management
	  • work-life balance
	  • positive mental wellbeing/mindfulness
	  • building emotional resilience
	  • career management.
	
	• Commercial awareness
	  • entrepreneurial mindset
	  • entrepreneurial characteristics
	  • customer-focused
	  • meeting objectives.
	
	Learners should understand why these skills will support individuals in achieving a successful career.
	
	Learners should be able to evaluate the impact of these skills on the success of business.

1.6.2 Applying business skills	Learners should be able to demonstrate and develop key business skills outlined in 6.1 by participating in a range of business projects and tasks. Suggested projects and tasks may include: • researching market data and giving a presentation of findings • leading a team in an entrepreneurial activity • role play of a business negotiation • interviewing applicants for a job • writing an email to a customer complaint • troubleshooting advice to a failing small business • team working to solve a business problem • creating a job advert to be posted online • mock appraisal meeting

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	• writing their own CV • explaining the financial position of a business to shareholders • producing a prototype for a new product • designing a training plan for new employees • deciding on the selection of different business options. Learners should be able to demonstrate the skills in a variety of different contexts such as individual tasks, group tasks, and responding to real business data/case studies. Learners should be able to carry out a personal skills audit and reflect on their own strengths and development needs. Learners should be able to create a personal skills development plan to enhance their employability.

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Area of Content	**Managing ethical business operations**
GLH	12
Context:	Operating in an ethical manner is an important issue for any modern business. Customers increasingly consider a business's ethical stance when choosing where to purchase goods and services. Traditionally many business managers felt ethics conflicted with profitability due to the additional costs involved. However, increasingly businesses that do the right thing by treating stakeholders fairly and caring for the communities they operate within are finding that they are more successful in gaining and retaining customers which consequently supports profitability.
Overview of Area of Content:	This unit introduces learners to the concepts of business ethics and corporate social responsibility (CSR) which underpin modern business operations. These contemporary topics are extended further in Year 2 of the qualification. Learners will explore a range of ethical considerations that a business faces and how ethical behaviour may affect profitability.

1.7 Managing ethical business operations

In this topic, learners will gain knowledge and understanding of the following areas:

1.7.1 Introduction to business ethics
1.7.2 Impact of ethics on profitability

Content	
Section	**Amplification**
1.7.1 Introduction to business ethics	Learners should understand what is meant by business ethics and the types of ethical issues a business will face, including social responsibility, animal rights, diversity and discrimination, treatment of workers, treatment of suppliers and treatment of customers. Learners should understand what is meant by corporate social responsibility (CSR). Learners should understand different actions that a business can take to behave more ethically and the benefits and limitations of those actions.
1.7.2 Impact of ethics on profitability	Learners should understand: • the possible trade-off between ethics and profitability • the potential impact on the profitability of a business from making ethical or unethical decisions due to factors including increased sales, positive reputation, source of competitive advantage, increased cost.

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Area of Content	**Sustainable business**
GLH	18
Context:	The environmental impact of business operations is a key focus. Many businesses and customers are increasingly concerned about environmental issues and that operating in a sustainable way can support competitiveness. Businesses face increasing pressure to operate in a sustainable manner from society and from new regulations and legislation. However, sustainability is not only about the environmental factors. Sustainability involves operating the business in a way that does not diminish the natural, economic, and social resources that it relies on. It is about using resources in a responsible manner so that it can profitably serve customers for years to come.
Overview of Area of Content:	This unit introduces learners to the concept of sustainability and the issues facing modern businesses. Learners will consider the environmental impact of business operations, the implications for the business and impact on stakeholders. The trade-off between environmental sustainability and profitability will be analysed by learners so they can make informed decisions. This important topic should be supported with the inclusion of current news articles and business examples.

1.8 Sustainable business

In this topic, learners will gain knowledge and understanding of the following areas:

1.8.1 Environmental issues facing modern businesses
1.8.2 Sustainable operations
1.8.3 Impact of environmental actions on profitability

Content

Section	**Amplification**
1.8.1 Environmental issues facing modern businesses	Learners should understand how business operations affect the environment including air, water and noise pollution, climate change, congestion, deforestation, destruction of the environment and waste management. Learners should understand: • how legislation, regulation and government policy influence business behaviour towards the environment • the influence of society and stakeholders on a business's environmental stance. Learners should know what is meant by greenwashing and the methods that a business may use to greenwash.

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1.8.2 Sustainable operations	Learners should understand:
	• the concept of sustainability
	• the three pillars of sustainability:
	  • the economic
	  • environmental
	  • social.
	
	Learners should know what is meant by the circular economy.

1.8.3 Impact of environmental actions on profitability	Learners should understand: • the possible trade-off between environmental sustainability and profitability • how environmental sustainability can be a source of competitive advantage • the potential impact on the revenue and costs of a business from making environmentally sustainable decisions.

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4. Assessment

4.1. Assessment objectives

This qualification has three assessment objectives:

AO1 Demonstration of knowledge of content from across the specification.

AO2 Application of knowledge and understanding.

AO3 Synthesis and evaluation.

AO1 is only assessed in external assessments. AO2 and AO3 are assessed in both examined and non-examined assessments.

The table below shows the weighting of each assessment objective for each assessment and for the qualification as a whole.

		AO1	AO2	AO3	Total
Business Skills and Functions	4783U1	20%	10%	10%	40%
Business Creation	4783U2	0%	40%	20%	60%
	Overall weighting	20	50%	30%	100%

4.2. External assessment

The first opportunity for external assessment is in June 2024.Full details of the format of the assessment can be found on page 9 and sample assessment materials are available from the subject page of the WJEC website (wjec.co.uk).

For external assessments, centres must follow the Joint Council for Qualifications (JCQ) *Instructions for Conducting Examinations*, a copy of which can be accessed from the JCQ website. (www.jcq.org.uk).

4.3. Internal assessment

The first opportunity for internal assessment is in June 2024. Full details of the format of the assessment can be found on page 10 and sample assessment materials are available from the subject page of the WJEC website (wjec.co.uk).

Candidate and Assessor Assessment Packs are available on the secure website (www.wjecservices.co.uk) for centres to download from the first Monday in September each year.

Centres have flexibility of when to schedule internal assessment, but candidates must **not** have access to the Candidate Packs until the start of their assessment.

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For internal assessments, centres must follow the instructions for running controlled assessments in the Administration Guide. In line with these instructions, centres are required to have in place a controlled assessment policy (which can be part of a centre's NEA policy).

4.4. Managing suspected Malpractice

Information regarding malpractice is available in our Malpractice, A Guide for Centres document.

All cases of suspected or actual malpractice must be reported to WJEC. If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet Suspected Malpractice: Policies and Procedures.

4.5. Preventing candidate malpractice

Candidates must not:

- submit work which is not their own
- make available their work to other candidates through any medium
- allow other candidates to have access to their own independently sourced material
- assist other candidates to produce work
- use books, the internet or other sources without acknowledgement or attribution
- submit work that has been word processed by a third party without acknowledgement
- include inappropriate, offensive or obscene material.

Candidates are not prohibited from lending books or other resources to one another, but they must not plagiarise others' research.

Candidates must not post their work on social media. They should be made aware of the JCQ document Information for candidates – Guidelines when referring to examinations/assessments through the Internet – http://www.jcq.org.uk/exams-office/information-for-candidates-documents/information-for-malpractice

Heads of centre and senior leaders must ensure that those members of teaching staff involved in the direct supervision of candidates producing controlled assessment are aware of the potential for malpractice.

Teaching staff must be reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice itself.

Teaching staff must:

- be vigilant in relation to candidate malpractice and be fully aware of the published regulations
- report any alleged, suspected or actual incidents of malpractice to the senior leadership team or directly to WJEC.

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5. Entries

5.1. Centre approval

In order to offer our qualifications, centres must have WJEC centre approval. The approval process involves completion of the relevant application form(s) and an assessment of the ability of the centre to meet WJEC and relevant JCQ requirements.

If your centre wishes to submit entries and is not yet registered as a centre, please contact the Centre Support department at WJEC (centres@WJEC.co.uk) for an application form. The completed form must be returned to WJEC no less than five months prior to the relevant entry deadline.

WJEC approved centres must adhere to the General Conditions for WJEC Centres and the appropriate JCQ regulations. All WJEC approved centres with a national centre number (NCN) must complete the annual declaration sent by NCN. Failure to do so will result in suspension of WJEC registration.

5.2. Entry procedure

WJEC Level 3 Applied Certificate in Business will be available for certification from 2024. Thereafter, each qualification will be available for certification each July.

5.3. Entry codes

Entry for individual assessments must be made by submitting the relevant entry codes as indicated below.

		Entry Codes	
		English medium	Welsh medium
Business Skills and Functions	External assessment	4783U1	4783N1
Business Creation	Internal assessment	4783U2	4783N2

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5.4. Qualification entry

Learners will be entered for the qualification when entering for aggregation (cash-in).

Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

	Cash-in codes	
	English medium	Welsh medium
WJEC Level 3 Applied Certificate in Business	4783QC	4783CC

6. Awarding, grading and reporting

6.1. Assessment grades

Assessment outcomes are reported on a five-point scale a-e.

Individual assessment outcomes are recorded on a uniform mark scale (UMS) with the following grade equivalences:

	Max	a	b	c	d	e
Business Skills and Functions	120	96	84	72	60	48
Business Creation	180	144	126	108	90	72

6.2. Qualification grade

WJEC Applied Certificates are awarded on a five-point scale A-E.

The uniform marks obtained for each assessment are added up and the qualification grade is based on this total.

	Max	A	B	C	D	E
Certificate	300	240	210	180	150	120

Candidates who do not achieve the minimum uniform marks required to achieve an E will have their achievement recorded as U (unclassified) and will not receive a certificate.

6.3. Post-results services

Following the publication of results for each examination series, WJEC offers a range of post-results services relating to reviews of marking and moderation and access to examination scripts. Information on post-results services can be found on the WJEC website.

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6.4. Resitting assessments

Candidates may resit internally assessment once only, and externally assessments twice. The best grade will be used for aggregation.

6.5. Resitting the qualification

If a candidate wishes to resit an internal assessment more than once or an external assessment more than twice, no results from assessments taken previously may be used in aggregating the new grade and all assessments in the qualification must be taken again. This is referred to as a fresh start.

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