

Title:	Introduction to Businesses and their Purpose
Level:	Entry Level 3
Credit value:	2
GLH:	20
Unique Reference Number:	Y/652/0526
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	The aim of this unit is to provide learners with the knowledge and understanding to recognise what a business is, identify different types of businesses, and understand the purpose of business activities within organisations.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Direct observation should form a primary source of evidence and be supported, where appropriate, by discussion, annotated screenshots or photographs, saved documents, or witness statements.</p> <p>Skills-based assessment must be carried out over an appropriate period of time to ensure consistency and independence of performance.</p> <p>Evidence must confirm that the learner understands what a business is, different types of businesses, and the purpose and activities of businesses.</p>

Learning outcomes

The learner will:

1. Understand what a business is.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and understanding to recognise what a business is.

The learner must demonstrate that they can:

- 1.1 Identify **what a business is**.
- 1.2 Identify **examples of businesses**.
- 1.3 Identify **goods and services provided by businesses**.

1.4 Give an example of a business and what it provides.
2. Understand different types of businesses.
Delivery content: The aim of this learning outcome is to provide learners with the knowledge and understanding to recognise different types of businesses. The learner must demonstrate that they can: 2.1 Identify different types of businesses. 2.2 Identify businesses in the local community. 2.3 Identify whether a business provides goods, services, or both. 2.4 Match businesses to the goods or services they provide.
3. Understand the purpose of businesses.
Delivery content: The aim of this learning outcome is to provide learners with the knowledge and understanding to recognise the purposes of businesses. The learner must demonstrate that they can: 3.1 Identify reasons why businesses exist. 3.2 Identify how businesses meet customer needs. 3.3 Give a simple reason why a business exists.
4. Understand basic roles and activities within a business.
Delivery content: The aim of this learning outcome is to provide learners with the knowledge and understanding to recognise basic roles and activities within a business. The learner must demonstrate that they can: 4.1 Identify different roles within a business. 4.2 Identify activities carried out in a business. 4.3 Match simple business roles to activities.

<p>Scope of Training</p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>	
<p>Requirements</p>	
<p>What a business is:</p>	<p>Definition:</p> <p>An organisation that provides goods or services to meet customer needs.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • A business provides goods or services. • A business serves customers. • A business may aim to make a profit. • Businesses can be small or large. • Businesses operate in different sectors. • Learners must demonstrate: <ul style="list-style-type: none"> ○ Identifying what a business is. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Local business examples. • Comparing a business to a non-business organisation. • Discussing small vs large businesses. • Simple matching activities.
<p>Examples of businesses:</p>	<p>Definition:</p> <p>Real-life organisations that operate as businesses.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying different examples of businesses. • Recognising businesses in different sectors e.g. retail, service. • Identifying businesses in the local community. • Understanding that businesses can provide goods, services, or both. • Learners must demonstrate: <ul style="list-style-type: none"> ○ Identifying at least two examples of businesses.

	<p>Teaching could include:</p> <ul style="list-style-type: none"> • Researching local businesses. • Categorising businesses by type. • Matching business names to sectors. • Group discussion activities.
<p>Goods and services provided by businesses:</p>	<p>Definition: Products (goods) or activities (services) that businesses provide to customers.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Understanding the difference between goods and services. • Identifying examples of goods. • Identifying examples of services. • Recognising that some businesses provide both. • Learners must demonstrate: <ul style="list-style-type: none"> ○ Identifying goods and services provided by businesses. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Sorting activities (goods vs services). • Matching businesses to what they provide. • Real-world examples from local businesses. • Visual aids or images of goods and services.
<p>Example of a business and what it provides:</p>	<p>Definition: Giving a specific example of a business and stating the goods or services it offers.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Naming a specific business. • Stating what that business provides. • Linking the business clearly to goods or services. • Using simple and accurate descriptions. • Learners must demonstrate: <ul style="list-style-type: none"> ○ Giving an example of a business and what it provides. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Short written descriptions. • Presentation activities.

	<ul style="list-style-type: none"> • Case study examples. • Using familiar businesses as examples.
<p>Types of businesses:</p>	<p>Definition: Different categories of organisations that operate as businesses.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying different types of businesses e.g. retail, service, manufacturing. • Recognising that businesses operate in different sectors. • Understanding that types of businesses may provide goods, services, or both. • Giving simple examples of each type. • Learners must demonstrate: <ul style="list-style-type: none"> ○ Identifying at least two different types of businesses. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Sorting businesses into categories. • Comparing different business types. • Using local examples. • Group discussion activities.
<p>Businesses in the local community:</p>	<p>Definition: Businesses that operate within the local community.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying businesses in the local area. • Recognising different types of local businesses. • Understanding that local businesses provide goods, services, or both. • Linking local businesses to community needs. • Learners must demonstrate: <ul style="list-style-type: none"> ○ Identifying at least one business in the local community. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Researching local businesses. • Creating a list of nearby businesses. • Discussing how local businesses support the community. • Fieldwork or observation activities (where appropriate).

<p>Goods, services or both:</p>	<p>Definition: The products (goods) and activities (services) that businesses offer to customers.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Understanding the difference between goods and services. • Identifying examples of goods. • Identifying examples of services. • Recognising that some businesses provide both. • Learners must demonstrate: <ul style="list-style-type: none"> ○ Identifying whether a business provides goods, services, or both. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Sorting activities (goods vs services). • Using visual examples. • Matching businesses to goods/services categories. • Discussing examples from familiar businesses.
<p>Match businesses to the goods or services they provide:</p>	<p>Definition: Linking specific businesses to the goods or services they offer.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Matching businesses to their goods. • Matching businesses to their services. • Recognising when a business provides both. • Completing simple matching exercises. • Learners must demonstrate: <ul style="list-style-type: none"> ○ Matching businesses to the goods or services they provide. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Card sorting activities. • Worksheets or digital matching tasks. • Small group quizzes. • Real-life examples from the local community.
<p>Reasons why businesses exist:</p>	<p>Definition: The main purposes or aims that explain why businesses operate.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Businesses exist to provide goods or services.

	<ul style="list-style-type: none"> • Businesses aim to meet customer needs. • Businesses aim to make money or profit. • Businesses provide employment. • Businesses contribute to the economy. • Learners must demonstrate: <ul style="list-style-type: none"> ○ Identifying at least one reason why businesses exist. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Discussing different business purposes (profit vs service). • Comparing private and public sector examples. • Using simple real-life business examples. • Group discussion activities.
<p>How businesses meet customer needs.</p>	<p>Definition: Ways in which businesses provide goods or services that satisfy what customers want or require.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Businesses identify customer needs. • Businesses provide goods to meet needs. • Businesses provide services to meet needs. • Customer satisfaction supports business success. • Learners must demonstrate: <ul style="list-style-type: none"> ○ Identifying how a business meets customer needs. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Matching customer needs to goods/services. • Case study examples. • Discussing local businesses and their customers. • Simple scenario discussions.
<p>Simple reason why a business exists.</p>	<p>Definition: A clear and basic explanation of why a particular business operates.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Giving one clear reason for a specific business. • Linking the reason to goods or services. • Using simple and accurate explanations. • Learners must demonstrate:

	<ul style="list-style-type: none"> ○ Giving one simple reason why a business exists. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Short written responses. • Verbal explanation activities. • Presentation of a chosen business. • Using familiar business examples.
<p>Roles within a business:</p>	<p>Definition: Different jobs or responsibilities that people have within a business.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying different roles within a business e.g. manager, receptionist, administrator. • Recognising that roles have different responsibilities. • Understanding that some roles are customer-facing and others are support roles. • Giving simple examples of business roles. • Learners must demonstrate: <ul style="list-style-type: none"> ○ Identifying at least two different roles within a business. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Matching job titles to simple descriptions. • Discussing roles in local businesses. • Comparing different roles in small and large businesses. • Group activities identifying roles in case studies.
<p>Activities carried out in a business:</p>	<p>Definition: Tasks and actions that help a business operate effectively.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying common business activities (e.g. serving customers, answering phones, filing documents). • Recognising that different roles carry out different activities. • Understanding that activities support business operations. • Giving simple examples of daily business tasks. • Learners must demonstrate: <ul style="list-style-type: none"> ○ Identifying at least two activities carried out in a business.

	<p>Teaching could include:</p> <ul style="list-style-type: none"> • Sorting activities into categories (administrative, customer service). • Observing business activity examples. • Linking activities to specific roles. • Scenario-based discussions.
<p>Business roles to activities:</p>	<p>Definition: Linking specific business roles to the tasks or activities they are responsible for.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Matching roles to appropriate activities. • Recognising that some activities belong to specific roles. • Completing simple matching exercises. • Understanding that roles and activities are connected. • Learners must demonstrate: <ul style="list-style-type: none"> ○ Matching simple business roles to activities correctly. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Card sorting activities. • Worksheets or digital matching tasks. • Small group quizzes. • Case study exercises.