



## Qualification Specification

GA Level 3 Diploma in Business Management

610/4581/0

This qualification is subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

This qualification is delivered exclusively by MKCNN Global SCT Ltd.

## Section 1 - Qualifications Overview

### 1.1 Introduction: About the Gatehouse Awards Level 3 Diploma in Business Management Qualification.

Gatehouse Awards (GA) qualifications are designed to give candidates the skills to be active in the modern labour market and progress in their career and/or into higher level study.

This specification covers the GA Level 3 Diploma in Business Management Qualification. The qualification is aimed at meeting the needs of candidates, employers and institutes of Higher Education by providing a high-quality qualification which develops the candidate’s academic and professional development within the business sector.

This document provides centre staff, candidates and employers with a comprehensive overview of the qualification content as well as the assessment and quality assurance requirements for this qualification.

The qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and is part of the Regulated Qualifications Framework (RQF).

All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

This qualification is delivered exclusively by MKNCC Global SCT Ltd.

This qualification is not designed to replace any existing qualifications.

### 1.2 Qualification Title, Qualification Number and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
<b>GA Level 3 Diploma in Business Management</b>	<b>610/4581/0</b>	<b>31/07/2024</b>	<b>July 2029</b>

### 1.3 Qualification Aims and Objectives

The aim of this qualification is to provide candidates with a sound foundation to develop their business skills and start a career in business or to progress onto further learning or directly into employment in a business environment.

This qualification will provide candidates with knowledge and understanding of a wide range of business-related skills at an introductory level, including the principles of business

management, the use of resources in business, business marketing, people management in business, communication in business and health and safety in business.

This qualification can be relied upon by employers to indicate that an individual has the knowledge and understanding to undertake a specific role in the workplace.

It can also be relied upon by higher education institutions to indicate that an individual has the knowledge and understanding to progress to degree-level study. This qualification may permit successful candidates to enter higher education in business or a related subject area.

### 1.4 Qualification Structure and Overview: GLH, TQT, Credit Values and Units

The GA Level 3 Diploma in Business Management qualification is listed on the Ofqual Register of Regulated Qualifications as part of the Regulated Qualifications Framework (RQF).

The structure of this qualification is as follows:

GA Level 3 Diploma in Business Management (610/4581/0)				
Mandatory Units	Unit Reference	Credits	GLH*	Study Time**
1. Introduction to Business Management	T/651/2650	10	60	40
2. Resources in Business	Y/651/2651	10	60	40
3. Marketing in Business	D/651/2653	10	60	40
4. People Management in Business	F/651/2654	10	60	40
5. Communication in Business	H/651/2655	10	60	40
6. Health and Safety in Business	M/651/2659	10	60	40
		<b>Total Credits</b> 60	<b>Total GLH*</b> 360	<b>TQT**</b> 600

#### \*Guided Learning Hours (GLH): Definition

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

## **\*\*Total Qualification Time (TQT): Definition**

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the 'Study Time' above. This, including the GLH, provides the Total Qualification Time, or TQT, and represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of this qualification.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and is in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

## **Level**

The qualifications within this specification are designated at Level 3 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that this qualification is considered by GA to lead to the outcome as follows:

Achievement at Level 3 reflects the ability to identify and use factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine, interpret and evaluate relevant information and ideas, and reflects an awareness of the nature of the area of study or work and different perspectives or approaches within the area of study or work.

## **1.5 Intended Audience, Age and Entry Requirements**

The GA Level 3 Diploma in Business Management qualification is intended for candidates whose current or desired job role requires them to develop knowledge and understanding of business, and for candidates wishing to start their own business, gain employment in a business or progress to further education and training programmes in a related area, who wish to acquire a formal qualification.

Those already working within a specific role in a business may consider the GA Level 3 Diploma in Business Management qualification as a refresher, an opportunity to formalise in-work knowledge and skills or undertake the programme of learning leading to the qualification as a continuing professional development option.

The qualification is available to candidates aged 16 and over.

The entry requirements for this qualification are:

- A full Level 2 qualification, for example a Level 2 vocational qualification, 5 GCSEs grade A\*-C or Grade 5-9, or equivalent

OR

- 1 year+ work experience in a business environment.

Applicants must have appropriate language, literacy and numeracy, e.g., English and maths at GCSE levels A\*- C / Grade 4 or above, or an equivalent. Where English is not the applicants' first language, International English at minimum B2 (CEFR) level, or equivalent, is required.

It is recommended that prior to commencing a programme of study leading to this qualification, candidates receive detailed advice and guidance from the training provider in order to ensure the programme will meet their needs.

## **1.6 Rules of Combination**

The rules of combination for this qualification are:

- in order to achieve the GA Level 3 Diploma in Business Management qualification, candidates must complete all six mandatory units and achieve a total of 60 credits.

## **1.7 Recognition of Prior Learning and Transfer of Credits**

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA unit or units prior to the candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the candidate's knowledge and skills are current, valid and sufficient the use of RPL may be acceptable for recognising achievement of a unit, units or whole qualification. The requirement for RPL in such instances will include a consideration of the currency of the knowledge gained by the candidate at the time they undertook the prior learning. RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

No transfer of credits is permitted.

## **1.8 Relationship to Other Qualifications & Progression Opportunities**

The GA Level 3 Diploma in Business Management qualification is an ideal qualification for candidates who wish to progress onto further qualifications at a higher level, for example qualifications at Level 4 or above in business administration, business enterprise, business management or other leadership and management studies, human resources, business finance or in business continuity management.

This qualification may also allow candidates to progress onto degree-level studies at a university or higher education institution.

## **1.9 Language of Assessment**

This qualification is offered in English. Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

## **1.10 Grading**

All learning outcomes and assessment requirements must be met before a learner can be considered having achieved this qualification.

This qualification is not graded on a scale. Learners are assessed as Pass or Fail. Learners who aren't successful can resubmit work within the registration period.

## **1.11 Qualification Availability**

This qualification is available via MKNCC Global SCT Ltd, a GA Approved Centre.

Any other organisation wishing to offer this qualification should contact GA and must not submit an application for qualification approval without having discussed delivery and quality assurance arrangements with GA in the first instance.

Our contact details appear on our website, [www.gatehouseawards.org](http://www.gatehouseawards.org)

## **Section 2: Qualification Delivery, Assessment & Quality Assurance Model**

### **2.1 Teaching and Learning Requirements**

Courses leading to this qualification may consist of e-learning courses or classroom-based courses, or a blended option.

Learners can therefore undertake learning and assessment on a flexible basis.

Candidates must have suitable access to teaching and assessment staff as well as technical support. Specialist staff, high quality learning materials and access to assessment opportunities are essential for the centre.

Further details and guidance on the content of teaching and learning for each unit can be accessed by the approved GA centre.

### **2.2 Assessment and Quality Assurance Model**

This qualification is delivered in-centre, where learners' work is internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and qualification requirements. There is no requirement for external assessment.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA. The centre is subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

### **2.3 Registering Candidates & Unique Learner Numbers**

Candidates must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be 2 years. Should a candidate not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a candidate is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

### **2.4 ID Requirements**

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

## 2.5 Record Keeping

Records of learner's details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with clinical and information governance requirements, with appropriate policies and procedures in place to maintain confidentiality related to clients, staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, centres may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.



## Section 3 – Centre Requirements: Assessment & Quality Assurance

The course provider offering this GA qualification must ensure that they have the following resources in place.

### 3.1 Staff

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of this qualification will be considered during the approval and re-approval process and at External Quality Assurance Visits.

The centre must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of this qualification and must make records available to GA upon request. The information GA expects the centre to hold for each member of staff includes, as a minimum:

- current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

The centre must also ensure that they have the management and administrative arrangements in place which are suitable to support the registration of candidates and the qualification delivery.

### Requirements for Teachers and Assessors

Those delivering and assessing this qualification must hold relevant qualifications.

Teachers and Assessors must hold relevant qualifications and have relevant expertise and experience.

GA recommends that Assessors hold relevant teaching or assessing qualifications suitable to support the making of appropriate and consistent assessment decisions.

Suitable teaching and assessing qualifications may include:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 or 4 PTLLS, or above (i.e. CTLLS or DTLLS)
- Level 3 or 4 Award/Certificate in Education and Training, Cert. Ed or PGCE
- Degree in Education
- Level 3 or 4 NVQ in Training and/or Learning & Development.

Assessors may be working towards a relevant equivalent teaching/assessing qualification under the guidance of a suitably qualified, experienced Assessor and their Internal Moderator.

Where a Teacher or Assessor does not hold teaching or assessing qualifications, they must ensure that they are able to demonstrate that they have delivered a minimum of 30 hours of teaching or assessing.

All staff involved with the delivery and assessment of this qualification must also be able to demonstrate ongoing professional development relevant to the sector subject area.

### **Requirements for Internal Moderators (also referred to as an Internal Quality Assurers or IQAs)**

Assessors may have one or several appointed Internal Moderators.

This qualification is assessed by an Assessor and internally moderated and quality assured by an Internal Moderator to ensure standardisation, reliability, validity and sufficiency of the Assessor's assessment decisions.

Internal Moderators therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring. It is the centre's responsibility to select and appoint Internal Moderators.

To be able to perform the internal moderation and quality assurance role, an Internal Moderator must:

- have up-to-date working knowledge and experience of the specific occupational field
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following Assessor qualifications or their recognised equivalent:
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess candidate performance using a range of methods
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
  - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  - V1 Conduct internal quality assurance of the assessment process
  - D34 Internally verify the assessment process
- show current evidence of continuing professional development in assessment and quality assurance.
- In addition, Internal Moderators must be familiar with GA's qualification requirements.

Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced Internal Moderator.

The Internal Moderator must have relevant occupational experience and hold relevant qualifications in the particular subject area being assessed. They must hold a regulated qualification at least at the level of the qualification they are assessing.

The knowledge and experience of Teachers, Assessors and Internal Moderators will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

### **External Moderation (also referred to as External Quality Assurance or EQA)**

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications.

### **3.2 Assessment of Candidates**

The centre must ensure that Assessors meet the requirements listed in Section 3.1 above in order to make assessment decisions leading to the award of these GA qualifications.

Candidates are assessed on the evidence contained within their portfolio.

### **3.3 Portfolio Requirements**

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements.

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks
- professional discussions
- observations of performance in the workplace
- product evidence
- reflective accounts
- witness testimony
- records of questioning

Evidence in the portfolio should be mapped against the learning outcomes, reflect the type of evidence supplied and indicate its location within the portfolio. By using portfolio reference numbers, it will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

All evidence must meet CRAVES requirements.

### 3.4 CRAVES Requirements

Assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the candidate's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

### 3.5 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that Assessors are assessing to the same standards, i.e. consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring Assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing Assessors with clear and constructive feedback
- supporting Assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which incorporates the number of learners, number of Assessors, and the experience and competency of Assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

### 3.6 External Moderation and Quality Assurance Arrangements

The centre is entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the GA *Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval. These include:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualifications, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualifications
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- the internal moderation and quality assurance arrangements
- sampling internal moderation records against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- administrative arrangements
- ensuring that any actions from moderation and wider quality assurance activity have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner's work, moderation of assessment, talking to learners and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

### **3.7 Venue Requirements**

When training premises are used in the delivery of teaching and assessment of this qualification, the centre should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

### **3.8 Equipment**

The centre must ensure that all products and equipment used in the delivery and assessment of this qualification must be authorised by GA and confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of the centre.

Where specific products and equipment are required for the delivery and assessment of a GA qualification, the suitability of the products and equipment at the centre will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

### **3.9 Teaching and Learning Resources**

GA does not prescribe the use of set course books, workbooks or other materials but expects the centre to use relevant and up-to-date, high-quality teaching and learning materials which allow candidates to adequately prepare for assessment.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of candidates.

Where they are available, GA provides additional resources on the relevant qualification page of the website: [www.gatehouseawards.org](http://www.gatehouseawards.org)

Please note, any references to books, journals, websites or other third-party materials and publications made in this Qualification Specification are made in good faith only and GA does not accept responsibility for the content of such materials or any opinions expressed within them.

### **3.10 Results**

The centre may make claims for certification via the Ark when learners complete and the Assessor and Internal Moderator have confirmed achievement. Such claims for certification are subject to successful external moderation (EQA). Following the External Moderator's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

### **3.11 Certificates**

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g. learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

### **3.12 Direct Claims Status (DCS)**

Direct Claims Status is not available for this qualification.

### 3.13 Appeals and Enquiries

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

### 3.14 Ongoing Support

There are a number of documents on the GA website that the centre and candidates may find useful: [www.gatehouseawards.org](http://www.gatehouseawards.org)

The website is updated regularly with news, information about all GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and candidates are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so the centre can be provided with the best level of support and guidance.

At the time of approval, the centre is assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website [www.gatehouseawards.org](http://www.gatehouseawards.org).

## Section 4: Unit Specifications

### 4.1 GA Level 3 Diploma in Business Management (610/4581/0)

	Mandatory Unit	GLH	Credits	Unit Reference
1	Introduction to Business Management	60	10	T/651/2650
<p>In this unit, the learner will develop an understanding of the different business types, business ownership models, and the role of stakeholders, as well as business organisation models and structures. The learner will also develop an understanding of how businesses set and achieve targets and the legal, political, and social factors influencing business.</p>				
<p><b>Assessment Guidance and Indicative Content</b></p>				
<p><b>LO 1: Understand different business types, their ownership models, and how various stakeholders influence organisational purpose.</b></p> <p>Learners should be able to describe types of business ownership models: sole proprietorships, partnerships, corporations, franchises, etc.; be able to identify key stakeholders - employees, customers, suppliers, investors, community, government, etc.; be able to explain how stakeholder needs influence organisational purpose and decisions.</p> <p><b>LO 2: Understand business organisation models and structures.</b></p> <p>Learners should be able to compare functional organisational structures by department, geography, product lines, etc.; be able to compare divisional organisational structures by product, customer, geographic region etc.; be able to explain centralised vs decentralised decision-making authority; be able to identify organisational charts and reporting structures.</p> <p><b>LO 3: Understand how businesses set and achieve targets aligned with their purpose.</b></p> <p>Learners should be able to explain financial targets relating to profitability, revenue growth, cost reduction etc.; be able to explain operational targets such as productivity, quality, efficiency etc.; be able to explain marketing targets - market share, awareness, customer acquisition etc.; be able to describe the planning process; be able to describe budgeting, operations management, marketing mix to achieve targets.</p> <p><b>LO 4: Understand how legal, political, and social factors influence business.</b></p> <p>Learners should be able to describe business regulations and laws; be able to explain some tax policies, employment law, consumer protection, tariffs and trade laws; be able to identify social trends and demographics; be aware of the role of the political environment and stability; be able to describe corporate social responsibility practices.</p>				



Within this unit, the learner could complete the following activities:

- Compare features of business ownership models in a table or report.
- Create a presentation explaining the ownership of two given businesses.
- Create a diagram showing key stakeholders mapped to an organisation and how they influence purpose.
- Produce a case study on stakeholder needs and impacts for a given business.
- Organisational chart drawing for two companies with a rationale.
- Write a report comparing the organisational structures of two businesses.
- Develop a sample balanced scorecard with some financial, operational, and marketing goals.
- Write an essay explaining the different types of business targets and providing examples.
- Create a presentation proposing how a business could achieve its specific business goal.
- Write a report advising a business on strategies to meet set targets.
- Complete multiple choice and short answer questions.
- Write a Wiki-inspired page describing how different factors (legal, political, social) influence a particular business.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand different business types, their ownership models, and how various stakeholders influence organisational purpose.	1.1 Describe the key characteristics of different business types and ownership models.
	1.2 Explain how different stakeholders can influence an organisation's purpose.
2. Understand business organisation models and structures.	2.1 Compare the organisation and structure of two different businesses.
3. Understand how businesses set and achieve targets aligned with their purpose.	3.1 Explain different types of business targets and goals.

	3.2 Outline methods a business can use to achieve a specific target or goal.
4. Understand how legal, political, and social factors influence business.	4.1 Explain how political, legal, and social factors can impact business operations and decisions.

Mandatory Unit		GLH	Credits	Unit Reference
2	Resources in Business	60	10	Y/651/2651

In this unit, the learner will develop an understanding of a range of resources within business, including staff resources and physical and technological resources. The learner will also develop an understanding of the financial resources used by a business and the different types of financial statements that can be used for different business purposes.

### Assessment Guidance and Indicative Content

#### LO 1: Understand how businesses recruit and select staff.

Learners should be able to explain stages of the recruitment process, the role of job descriptions and person specifications, how application forms and CVs are used, and how organisations interview using different approaches and techniques; be able to describe selection methods, e.g., aptitude tests, role-plays, key employability skills, e.g., communication, teamwork, problem-solving, and identify personal attributes which are valued by employers; be able to recognise the legal considerations in recruitment.

#### LO 2: Understand the role of physical and technological resources in business.

Learners should be able to explain types of physical resources an business needs, e.g., buildings, machinery, inventory, and the types of technological resources, e.g., software, hardware, networks; be able to identify the impact of resources on productivity and efficiency; be able to identify how a business can manage and allocate resources.

#### LO 3: Understand business financing:

Learners should be able to explain internal sources of finance, e.g., retained profits, sale of assets and distinguish these from external sources of finance, e.g., loans, shares, crowdfunding; be able to recognise short-term vs long-term financing options; be able to describe the advantages and disadvantages of different financing methods.

#### LO 4: Understand financial statements:

Learners should be able to identify various types of financial statements and their components, e.g. balance sheet, showing assets, liabilities, equity, income statements showing revenue, expenses, profit/loss, cash flow statements over time; be able to explain the purpose and importance of each type of financial statement, and describe how businesses and stakeholders use financial statements.

Within this unit, the learner could complete the following activities:

- Create a flowchart illustrating the recruitment process for a business.
- Develop a job description and person specification for a given role.

- Role-play a job interview scenario, focusing on employability skills and personal attributes.
- Produce a report on the importance of physical and technological resources for a specific business.
- Create a presentation comparing different sources of business financing, including pros and cons.
- Develop an infographic explaining the components of key financial statements.
- Analyse a case study of a company's financial statements and write a brief report on their financial health.
- Design a quiz on the different types of business resources and their importance.
- Create a video presentation explaining how technology impacts modern business operations.
- Write a blog post comparing traditional and modern recruitment methods.
- Develop a decision-making matrix for choosing between different financing options for a startup.
- Create a mock balance sheet and income statement for a fictional company.
- Write an essay on the importance of effective resource management in business success.
- Complete multiple-choice and short-answer questions on financial statements and business financing.
- Produce a wiki-style page explaining how different resources contribute to a company's competitive advantage.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand how businesses recruit and select staff.	1.1 Explain the recruitment process and documents required for selecting new employees.
	1.2 Discuss how employability skills and personal attributes influence hiring decisions.
2. Understand the role of physical and technological resources in business.	2.1 Explain why physical and technological resources are important for an business's operations.
3. Understand business financing.	3.1 Compare different sources of business financing.

4. Understand financial statements in business.	4.1 Outline the different components of key financial statements commonly used by businesses.
	4.2 Explain the use of different financial statements commonly used by businesses.

Mandatory Unit		GLH	Credits	Unit Reference
3	Marketing in Business	60	10	D/651/2653

In this unit, the learner will develop an understanding of the purpose and role of marketing in business and how market research can be undertaken to inform marketing plans within a business. The learner will also develop an understanding of marketing to specific customers and targeting techniques, as well as developing their knowledge of the marketing mix and how this can be used by businesses.

### Assessment Guidance and Indicative Content

#### LO 1: Understand the role and importance of marketing in business.

Learners should be able to define and explain the purpose of marketing and key marketing principles, e.g., customer focus, value creation etc, and identify and compare different types of marketing techniques, e.g., digital marketing, direct marketing, content marketing etc.

#### LO 2: Understand marketing research and planning.

Learners should be able to explain primary and secondary research methods for marketing, and qualitative and quantitative research techniques; outline how SWOT analysis may assist marketing planning; be able to outline the structure of a marketing plan and how to set marketing objectives.

#### LO 3: Understand customer segmentation and targeting.

Learners should be able to define market segmentation and describe common segmentation bases, e.g. demographic, geographic, psychographic, behavioural etc; be able to describe the benefits of market segmentation and outline targeting strategies, e.g. undifferentiated, differentiated, concentrated, and recognise the concept of market positioning.

#### LO 4: Understand the marketing mix.

Learners should be able to explain the 4Ps: Product, Price, Place, Promotion and be introduced to the extended 7Ps for services, adding People, Process, Physical Evidence; be able to provide examples of how businesses apply each element of the marketing mix and the importance of a coherent marketing mix.

Within this unit, the learner could complete the following activities:

- Create a poster comparing marketing techniques used by two different businesses.
- Write a brief report explaining the importance of marketing for a chosen business.
- Conduct a simple market research survey and present findings to the class.
- Develop a basic marketing plan outline for a hypothetical product.

- Create a customer persona for a specific product or service.
- Design a mind map showing different market segments for a given industry.
- Analyse a case study of a company's target market strategy and present key findings.
- Create a presentation explaining the 4Ps of the marketing mix with examples.
- Develop a simple marketing mix strategy for a new product launch.
- Write a blog post discussing how digital marketing has changed traditional marketing approaches.
- Create an infographic showing the steps in the marketing planning process.
- Role-play a marketing team meeting to discuss positioning for a new product.
- Analyse and discuss real-world marketing campaigns, identifying key elements of the marketing mix.
- Complete multiple-choice and short-answer questions on marketing concepts.
- Create a social media content calendar for a small business.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the role and importance of marketing in business.	1.1 Explain the purpose and key principles of marketing in business.
	1.2 Compare marketing techniques used by two different organisations.
2. Understand marketing research and planning.	2.1 Outline the main methods of marketing research.
	2.2 Describe how marketing research informs the development of a marketing plan.
3. Understand customer segmentation and targeting.	3.1 Explain the concept of market segmentation.
	3.2 Describe how and why a business targets specific customer groups.
4. Understand the marketing mix.	4.1 Identify the elements of the marketing mix.
	4.2 Explain how a business can apply the marketing mix for a product or service.

Mandatory Unit		GLH	Credits	Unit Reference
4	People Management in Business	100	20	F/651/2654

In this unit, learners will develop their understanding of key aspects of people management in business organisations. They will explore the importance of human resource planning and its role in achieving business objectives. Learners will examine theories of motivation and strategies for enhancing employee engagement, which are crucial for maintaining a productive workforce. Learners will also develop their knowledge and understanding of the importance of employee development and career progression and the benefits of career progression for both employees and the organisation. Learners will also gain insights into performance management systems and the process of conducting appraisals. This unit provides a foundation for understanding how effective people management contributes to organisational success and employee satisfaction.

#### Assessment Guidance and Indicative Content

##### **LO 1: Understand human resource planning in business:**

Learners should be able to define and state the purpose of human resource planning and the importance of aligning HR planning with the business strategy, i.e. in forecasting workforce needs, analysing the current workforce, and identifying the gaps between current and future needs; be able to explain action plans for recruitment, training, and retention and the legal considerations in HR planning.

##### **LO 2: Understand motivation and employee engagement in the workplace:**

Learners should be able to give an overview of key motivation theories, e.g., Maslow's Hierarchy, Herzberg's Two-Factor Theory and describe intrinsic vs. extrinsic motivation, define employee engagement and explain the factors affecting job satisfaction; be able to suggest strategies for improving engagement in a business, e.g., recognition programmes, career development opportunities etc, and consider the role of leadership in motivation and engagement of employees.

##### **LO 3: Understand employee development and career progression:**

Learners should be able to describe the importance of employee development and career progression in maintaining a motivated and skilled workforce; be able to identify different types of development opportunities, such as training programmes, mentoring, and on-the-job learning; and be able to explain the benefits of career progression for both employees and the organisation.



**LO 4: Understand performance management and appraisal systems:**

Learners should be able to explain the purpose and benefits of performance management and the key elements of performance management systems, including setting SMART objectives; be able to explain types of performance appraisals, e.g., annual reviews, 360-degree feedback etc., the steps in conducting a performance appraisal with constructive feedback and how appraisals can be used for employee development and goal-setting.

Within this unit, the learner could complete the following activities:

- Create a flowchart illustrating the human resource planning process.
- Write a short report explaining the importance of HR planning for a specific business scenario.
- Develop a mind map of key motivation theories and their main principles.
- Design a poster or infographic showing strategies to improve employee engagement.
- Create a presentation comparing different types of employee development opportunities.
- Analyse a case study on employee development and career progression and suggest improvements.
- Develop a performance appraisal form for a given job role.
- Write a guide on how to conduct an effective performance appraisal meeting.
- Participate in a group discussion on the benefits and challenges of performance management systems.
- Create a quiz on key HR planning concepts and processes.
- Design an employee satisfaction survey focusing on motivation and engagement factors.
- Write a blog post about the importance of effective communication in team productivity.
- Develop an action plan to address a hypothetical HR issue in a company.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand human resource planning in business.	1.1 Explain the purpose and importance of human resource planning in business.
	1.2 Describe key stages in the human resource planning process.
2. Understand motivation and employee engagement in the workplace.	2.1 Describe key theories of motivation relevant to the workplace.

	2.2 Describe strategies for improving employee engagement and job satisfaction.
3. Understand employee development and career progression.	3.1 Explain the importance of employee development and career progression in maintaining a motivated and skilled workforce.
	3.2 Identify different types of development opportunities available to employees, such as training programmes, mentoring, and on-the-job learning.
	3.3 Explain the benefits of career progression for both employees and the organisation.
4. Understand performance management and appraisal systems.	4.1 Outline the purpose and key elements of performance management.
	4.2 Describe the process of conducting performance appraisals.

Mandatory Unit		GLH	Credits	Unit Reference
5	Communication in Business	60	10	H/651/2655

In this unit, learners will develop their understanding of key aspects of communication within business organisations. They will explore the importance of effective communication and its role in achieving business objectives. Learners will examine various communication methods, including written, verbal, and digital, and understand their purposes and applications in different business contexts. Learners will also develop their knowledge of the principles of effective communication, evaluating the advantages and disadvantages of different methods and identifying the key elements that contribute to successful communication in a business environment. Additionally, learners will identify common barriers to effective communication and describe strategies to overcome these obstacles, ensuring that communication within the organisation is efficient and effective. Learners will gain insights into the importance of tailoring communication to various stakeholders, both internal and external, and how to adapt communication methods to meet the needs of different stakeholder groups.

#### Assessment Guidance and Indicative Content

##### LO 1: Understand the role of communication in business

Learners should be able to describe the importance of effective communication in business operations and how it contributes to achieving business objectives. They should be able to outline the purpose of different types of communication methods used in businesses, including written, verbal, and digital communication, and how these methods are applied in various business contexts to facilitate information sharing, decision-making, and collaboration.

##### LO 2: Understand the principles of effective communication in business.

Learners should be able to outline different communication methods, such as written, verbal, digital forms of communication and their advantages and disadvantages. They should be able to outline the key elements of effective communication in business, e.g. clarity and conciseness, active listening and feedback, choosing appropriate channels, understanding the audience, the timing and frequency of communication, professionalism and etiquette and emotional intelligence in communication, as well as the communication principles e.g. adaptation, consistency, effectiveness, two-way/feedback loops, and building trust and the differences between internal and external communication.

##### LO 3: Understand the barriers to effective communication and how to overcome them.

Learners should be able to identify common barriers in business communication, e.g. language and cultural differences, physical barriers (noise, distance), emotional barriers (stress, mistrust), technological issues, information overload, and lack of feedback. They should also be able to describe effective strategies to overcome barriers, e.g. using active

listening techniques, cultural sensitivity training, use of clear communication policies, using multiple channels, regular feedback mechanisms, improving emotional intelligence, and using technological solutions and training, in both internal and external communications, remote working scenarios, cross-functional teams and in international business communication.

#### **LO 4: Understand how to communicate with different stakeholders.**

Learners should be able to identify key internal and external stakeholders, such as employees, managers, board members and customers, suppliers, investors, the wider community and understand how to tailor communication methods, e.g. using formal vs informal methods, different formats of communication and when and how often to communicate. They should also be able to identify stakeholder-specific considerations such as use of a company intranet, team meetings, social media, email marketing, use of annual reports, shareholder meetings, and official correspondence. They should consider the use of technical vs. non-technical language, the level of detail for different stakeholders and cultural considerations for diverse stakeholders.

Within this unit, the learner could complete the following activities:

- Create a flowchart illustrating the different methods of communication used in a business and their purposes.
- Write a short report explaining the importance of effective communication in a specific business scenario.
- Develop a mind map of the advantages and disadvantages of different business communication methods.
- Design a poster or infographic showing key elements of effective communication.
- Create a presentation comparing common barriers to effective communication and strategies to overcome them.
- Analyse a case study on communication breakdown in a company and suggest improvements.
- Develop a communication plan tailored to different stakeholder groups in a given business context.
- Write a guide on how to effectively communicate with internal and external stakeholders.
- Deliver a presentation on the impact of effective communication on business success.
- Create a quiz on key concepts and strategies for effective communication in business.
- Design an employee feedback survey focusing on communication effectiveness.
- Write a blog post about the importance of tailoring communication methods to different audiences.
- Develop an action plan to improve communication within a hypothetical business scenario.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the role of communication in business.	1.1 Describe the importance of effective communication in business operations.
	1.2 Outline the purpose of different types of communication methods used in businesses, including written, verbal and digital communication.
2. Understand the principles of effective communication in business.	2.1 Explain the advantages and disadvantages of different methods of business communication
	2.2 Explain the key elements of effective communication in business.
3. Understand the barriers to effective communication and how to overcome them.	3.1 Identify common barriers to effective communication in a business environment.
	3.2 Describe strategies to overcome these barriers.
4. Understand how to communicate with different stakeholders.	4.1 Identify key internal and external stakeholders it is important to communicate with in a business.
	4.2 Explain how to tailor communication methods to different stakeholder groups.

Mandatory Unit		GLH	Credits	Unit Reference
6	Health and Safety in Business	60	10	M/651/2659

In this unit, learners will develop their understanding of key aspects of health and safety within business organisations, exploring the importance of maintaining a safe and healthy workplace and its role in achieving overall business performance. Learners will examine the legal and regulatory requirements regarding health and safety, including developing their knowledge of risk assessment, identifying hazards, evaluating risks, and implementing control measures. Learners will also understand the importance of health and safety policies and procedures, the key elements of effective policies and procedures and understand how to communicate these policies to promote a culture of safety, and the procedures for responding to health and safety incidents. They will also develop their knowledge and understanding of the importance of emergency preparedness and response planning.

#### Assessment Guidance and Indicative Content

##### **LO 1: Understand the importance of health and safety in business.**

Learners should be able to describe the importance of health and safety in the workplace and explain how it contributes to overall business performance. They should be able to outline the legal obligations of businesses regarding health and safety and explain the importance of emergency preparedness and response planning in the workplace.

##### **LO 2: Understand risk assessment and management in business.**

Learners should be able to explain the process of risk assessment in the workplace, including identifying hazards, evaluating risks, and implementing control measures. They should also be able to describe the steps involved in creating and maintaining a safe working environment.

##### **LO 3: Understand the importance of health and safety policies and procedures.**

Learners should be able to describe the importance of and key elements of effective health and safety policies and procedures. They should be able to explain how to develop and share these policies to ensure compliance and promote a culture of safety.

##### **LO 4: Understand how to respond to health and safety incidents in the workplace.**

Learners should be able to describe the procedures for responding to health and safety incidents, including reporting, investigating, and implementing corrective actions. They should also be able to explain the importance of emergency preparedness and response planning.

Within this unit, the learner could complete the following activities:

- Create a flowchart illustrating the risk assessment process in a business.
- Write a short report explaining the importance of health and safety in a specific business scenario.
- Develop a mind map of the legal obligations of businesses regarding health and safety.
- Write a blog post about the importance of emergency preparedness and response planning in businesses.
- Design a poster or infographic showing key elements of effective health and safety policies and procedures.
- Create a presentation comparing different methods of implementing control measures to manage risks.
- Analyse a case study on health and safety incidents in a company and suggest improvements.
- Develop a health and safety policy for a given business context.
- Write a guide on how to communicate health and safety policies to employees.
- Participate in a group discussion on the roles and responsibilities of stakeholders in health and safety management.
- Create a quiz on key concepts and strategies for health and safety in business.
- Design an employee survey focusing on health and safety compliance and culture.
- Develop an action plan to improve health and safety performance in a hypothetical business scenario.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the importance of health and safety in business.	1.1 Describe the importance of health and safety in the workplace.
	1.2 Outline the legal and regulatory requirements of businesses regarding health and safety.
	1.3 Explain the importance of emergency preparedness and response planning in the workplace.
2. Understand risk assessment and management in business.	2.1 Explain the process of risk assessment in the workplace, including identifying hazards and evaluating risks.
	2.2 Describe the implementation of control measures to manage identified risks.

3. Understand the importance of health and safety policies and procedures.	3.1 Describe the importance of health and safety policies and procedures in the workplace.
	3.2 Identify the key elements of effective health and safety policies and procedures.
	3.3 Explain the process of developing and sharing health and safety policies.
4. Understand how to respond to health and safety incidents in the workplace.	4.1 Explain the importance of reporting and investigating health and safety incidents.
	4.2 Explain the procedures for responding to health and safety incidents in the workplace.
	4.3 Describe the process for implementing corrective actions following a health and safety incident.



## Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

### 3.1 Introduction to Internal Moderation

Internal Moderation is a centre's internal system that ensures learner evidence is complete and genuinely meets all the required criteria by which the learner is judged to have met in order to be awarded a qualification. The process involves regularly sampling and evaluating the centre's assessment practices and decisions, and it is the Internal Moderator's responsibility to act on their findings to ensure consistency and fairness.

Ensuring quality standards are maintained and are consistent within and across a centre's provision is the responsibility of the head of centre, who must ensure that suitable staff are in place to act as Internal Moderator(s) and provide full support and standards scrutiny of the centre's Assessment decisions.

### 3.2 Internal Moderation Processes

Internal Moderation involves three key processes: co-ordination of the assessment process, standardisation of assessment practice, and sampling of assessed work.

These processes are conducted by one Internal Moderator or, if there is more than one, a team of Internal Moderators who are under the direction of a Lead Internal Moderator.

Information about the experience and qualification requirements for Internal Moderators is provided in the *Qualification Specification*.

### 3.3. Co-ordination of the Assessment Process

Prior to delivery commencing, it is the Internal Moderator who will confirm that assessment tasks are appropriate. This may involve checking that proposed assessment activities, plans for practical assessments, or the briefs of any assignments or reports are fit for purpose. It may also include checking that internal tests or examination materials are fit for purpose.

In order to ensure that the planned assessment activities and materials are fit for purpose, the Internal Moderator will consider and judge whether the activities and materials provide inclusive opportunities for all learners to meet the assessment objectives and generate evidence which is current, reliable, authentic, valid, able to be evaluated and sufficient to meet the requirements of the qualification.

During delivery of assessment, Internal Moderators will work with the Assessment team, ensuring that assessment practices are being carried out correctly. This may involve observing assessment taking place.

### 3.4 Standardisation of Assessment

The standardisation process helps to ensure that all centre staff involved in the delivery, assessment and quality assurance are consistent and fair to all learners and interpret and follow the requirements of the qualification in the same way.

Internal Moderators are expected to ensure high levels of consistency across Assessors and centre delivery sites through sharing good practice and providing feedback and support, doing so accurately and in good time. The internal Moderator may highlight areas for further CPD or additional training as necessary.

### 3.5. Sampling Process

When planning and carrying out internal moderation activities, it is important that the Internal Moderator works to a sound sampling strategy to ensure that standardisation of assessment decisions can take place.

A centre's sampling strategy involves reviewing the quality of Assessor's judgements, which will include reviewing learner work.

The learner work may be sampled before the learner has completed the full qualification, for example by sampling one or two assignments, topic areas or units, as the learner completes them.

The Internal Moderator should check that planning and reviewing has taken place and feedback is given to learners by the Assessor. The Internal Moderator will also check and confirm the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Moderator will therefore be able to evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual Assessor training and development needs, which in turn can inform the programme of CPD for the assessment team as a whole.

The Internal Moderator must plan their sampling activities as outlined below.

### 3.6 Establishing a Sampling Strategy

Sampling should enable the Internal Moderator to evaluate how Assessors have reached their decisions. They must be able to follow documentation which clearly shows that Assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by Assessors as '**CRAVES**'

- **Current:** the work is relevant at the time of the assessment

- **Reliable:** the work is consistent with that produced by other learners
- **Authentic:** the work is the learner's own work
- **Valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated:** Where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

### 3.7 Planning Sampling Activities

The Internal Moderator should consider the following when considering the volume of work that they should sample:

- the learners' ethnic origin, age and gender to ensure a representative range of learners are sampled
- the Assessors' experience and qualifications, workload and their occupational competence. For example, if Assessors are qualified and experienced it may not be necessary to look at everything in a learner's portfolio. If Assessors have less than 12 months' experience, are new to the centre or a particular qualification, or perhaps have not assessed for a length of time, the Internal Moderator will need to sample substantially more of their decisions for the first 6 - 12 months
- the full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc and ensure a good, representative range of assessment evidence is sampled
- previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the Internal Moderator has a particular concern regarding the assessment decisions of a particular Assessor they should focus on increasing the volume of work from that Assessor to continue increased monitoring and evaluation of risk
- whether any changes have been implemented relating to the assessment of the qualification or its units, for example if there have been amendments to the qualification specification, or instances where industry practice or legislation has changed
- the range of locations where assessments have taken place
- the sampling process must not be determined by any rule of thumb such as '10%.'

### **3.8 Producing a Sampling Plan**

The Internal Moderator must develop a sampling plan at the beginning of the learner's (or cohort's) programme and record, on the plan, which topic areas/assessment methods they plan to sample, and when.

Copies of sampling plans should be made available to other Internal Moderators and the assessment team, and sampling carried out according to the plan.

Where variations are made, these should be recorded on the plan.

### **3.9 Completing a Sample Record**

The Internal Moderator should record the quality assurance sampling activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Internal Moderator's decision and relevant feedback to the Assessor.

Where the Internal Moderator agrees with the assessment decisions, certification claims can go ahead.

Where the Internal Moderator does not agree with the assessment decisions, full feedback must be given to the Assessor, with action points agreed which relate to the Assessor's areas for improvement and instructions for how the learner can be supported to produce the required evidence of knowledge and skills.

Sampling must take place before any certification claims are made by the centre and all records, including those of standardisation meetings, feedback to Assessors and CPD activity should be made available to the GA-appointed External Moderator (also referred to as the EQA) upon request.

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