



Qualification Specification

GA Level 4 Diploma in Business Management

610/2629/3

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

Section 1 - Qualifications Overview

1.1 Introduction: About the Gatehouse Awards Level 4 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 4 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 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
GA Level 4 Diploma in Business Management	610/2629/3	03/05/2023	May 2028

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 skills, including the principles of communication in the workplace, the standards expected in a business environment, business management strategies, the function and importance of business policies and procedures, working both independently and as a part of

team, customer relationships, problem solving, business growth, and the use of data in business decision making.

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. This qualification may also permit successful candidates to enter higher education in a related subject area.

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

The GA Level 4 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 4 Diploma in Business Management (610/2629/3)				
Mandatory Units	Unit Reference	Credits	GLH*	Study Time**
1. Effective Communication in the Workplace	J/650/7101	20	100	100
2. Policies and Procedures in the Workplace	K/650/7102	20	100	100
3. Business Operations Planning and Management	L/650/7103	20	100	100
4. Finance within Business	M/650/7104	20	100	100
5. Understand Change Management within a Business	R/650/7105	20	100	100
6. Leading a Team	T/650/7106	20	100	100
		Total Credits 120	Total GLH* 600	TQT** 1200

*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 4 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 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within fairly broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.

1.5 Intended Audience, Age and Entry Requirements

The GA Level 4 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 involved already in running a business or working within a specific role in a business may consider the GA Level 4 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 18 and over.

The entry requirements for this qualification are:

- A full level 3 qualification, for example vocational qualifications, A-levels, or equivalent.

Candidates should also have a minimum of level two in English and maths (e.g. GCSE Grade C / Grade 4 or above) or equivalent.

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 4 Diploma in Business Management qualification, candidates must complete all mandatory units and achieve a total of 120 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 4 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 5 or above in business administration, business enterprise, leadership and management studies, human resources, business finance or in business continuity management.

This qualification also allows candidates to progress onto degree-level studies at a range of universities and higher education institutions.

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 GA Approved Centres in the UK and internationally. If you would like further information on offering this qualification, please contact us.

Our contact details appear on our website, 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 all centres.

Further details and guidance on the content of teaching and learning for each unit can be accessed by approved GA centres, or upon request.

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. Centres operating this model are 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 3 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

Course providers offering these GA qualifications 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 course provider 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 course provider 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 course provider 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 Verifier.

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 are 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

All GA Approved Centres are 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, centres 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

Centres 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 centres.

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 that centres providing such courses should 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.

GA provides additional resources for this qualification on the relevant qualification page of the website: 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 Gatehouse Awards does not accept responsibility for the content of such materials or any opinions expressed within them.

3.11 Results

Centres 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.

3.12 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.

3.13 Direct Claims Status (DCS)

Direct Claims Status is not available for this qualification.

3.14 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.

3.11 Ongoing Support

There are a number of documents on the GA website that centres and candidates may find useful: 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 centres can be provided with the best level of support and guidance.

At the time of approval, centres are 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.

Section 4: Unit Specifications

4.1 GA Level 4 Diploma in Business Management (610/2629/3)

Mandatory Unit		GLH	Credits	Unit Reference
1	Effective Communication in the Workplace	100	20	J/650/7101
<p>The learner will develop an understanding of the concept of workplace communication and ways in which their own communication skills can be developed. Learners will also develop an understanding of how a workplace can manage its internal and external communications.</p>				
<p>Assessment Guidance</p>				
<p>Assessment guidance: LO 2, AC 2.3: will include presentation style, meetings management and networking, inclusive of both written and verbal communication skills.</p>				

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the concepts and objectives of workplace communication	1.1 Explain the forms that 'workplace communication' might take
	1.2 Explain why effective workplace communication is important in a business
	1.3 Explain common communications theories and how they relate to a workplace environment
	1.4 Explain ways organisations can effectively communicate information about: <ul style="list-style-type: none"> • following instructions and procedures • future developments and organisational change
	1.5 Analyse the implications of poor communication in the workplace
	1.6 Suggest strategies that organisations can use to improve effective communication
2. Understand how to develop own interpersonal communication skills	2.1 Explain what is meant by 'interpersonal communication skills' and why it is important to maintain and develop these skills

	2.2 Conduct a self-assessment of own interpersonal communication skills
	2.3 Demonstrate own interpersonal communication skills in the workplace
	2.4 Evaluate different approaches used to improve own interpersonal skills
3. Understand how a workplace can manage its internal and external communications	3.1 Explain the differences between 'internal' and 'external' communication
	3.2 Evaluate methods and techniques used for internal and external communication
	3.3 Analyse how internal and external communications can be supported by workplace policies and practices
	3.4 Identify and explain ways of measuring the effectiveness of workplace communication
	3.5 Suggest improvements a workplace might implement to increase the effectiveness of its communication

Mandatory Unit		GLH	Credits	Unit Reference
2	Policies and Procedures in the Workplace	100	20	K/650/7102
<p>The learner will develop an understanding of the nature and importance of policies and procedures in the workplace and also how these are developed. Learners will also develop an understanding of the implementation of policies and procedures in the workplace and how they are reviewed and evaluated.</p>				
<p>Assessment Guidance</p>				
<p>No additional assessment guidance is available for this unit.</p>				

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the nature and importance of policies and procedures in the workplace	1.1 Explain the differences between a policy and a procedure
	1.2 Explain why policies and procedures are important within a workplace
	1.3 Summarise the hierarchy and types of policy and procedure workplaces might have
	1.4 Analyse the contents and sections of a workplace policy
	1.5 Outline the design, development, implementation and evaluation cycle relating to workplace policies and procedures
2. Understand the design and development of workplace policies and procedures	2.1 Explain the factors which inform policy and procedure design and development
	2.2 Analyse how the workplace's organisational culture and values can be reflected in policies and procedures
	2.3 Explain how mind mapping can be useful as a pre-writing exercise when designing policies and procedure documents
	2.4 Explain how effective writing and presentation skills can be used to communicate key content within workplace policies and procedures

3. Understand the implementation of policies and procedures in the workplace	3.1 Outline the importance of management support for implementing workplace policies and procedures
	3.2 Explain workplace strategies to promote the implementation of a policy or procedure to employees
	3.3 Explain workplace strategies to provide training and other support to enable employees to implement policies and procedures
	3.4 Analyse how different formats and technology can be used to publish policies and procedures
4. Understand the evaluation and review of workplace policies and procedures	4.1 Explain why evaluation and review of workplace policies and procedures is needed
	4.2 Explain how a workplace might evaluate its policies and procedures for content, implementation and impact
	4.3 Explain the challenges a workplace might face when evaluating and reviewing policies and procedures
	4.4 Explain how to minimise any disruption to employees and other stakeholders that updated policies and procedures might lead to
	4.5 Review how changes to policies and procedures can be communicated within the workplace and to other stakeholders

Mandatory Unit		GLH	Credits	Unit Reference
3	Business Operations Planning and Management	100	20	L/650/7103
<p>The learner will develop an understanding of the position and focus of a business and how an operational plan is put together. Learners will also develop an understanding of how a business plan is implemented, evaluated and reviewed.</p>				
<p>Assessment Guidance</p> <p>In this unit, learners should be introduced to the operational plan development process, the role of Key Performance Indicators (KPIs), should consider cost effectiveness in operations planning, resource requirement planning, using KPIs to review and rewrite operational plans and the process of implementing variations in an operational plan, for example variances relating to finances, production, sales, marketing, customer service, quality, staff recruitment, reward, appraisal or training and development. Targets could use SMART target setting or KPIs. Learners should be able to identify the problems which could prevent a plans being achieved, for example, changes in the market, competition, lack of resources, staff changes or changes to laws or non-statutory regulations, and resources - products, staff, finance, premises, plant, equipment, marketing and administration. Monitoring operations should include setting deadlines for achieving goals and targets, chasing and reviewing progress, monitoring arrangements which are suitable for the specific purpose, for example, why, when, how and how often, and who to involve. Contingency planning must refer to business continuity and how the business may be affected by external factors, for example, new markets, products or services, changes in competitors' activities, local or government issues.</p>				

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the position and focus of a business	1.1 Explain the different types of business sectors and types of businesses
	1.2 Compare the possible different legal structures of businesses
	1.3 Explain how the different parts of a business rely on and affect each other
	1.4 Identify the current market position and image of a business
	1.5 Explain why it is important for a business to set realistic targets for the different parts of the business

2. Understand how to develop an operational plan for a business	2.1 Identify potential goals a business may aspire to achieve
	2.2 Explain the factors to consider when developing plans for a business
	2.3 Explain how to break down large targets into activities with timescales and deadlines that can be achieved and measured
	2.4 Explain the factors which might prevent a business achieving its goals
	2.5 Explain who should be involved in developing plans for a business and how to involve them
	2.6 Develop a plan for a business to support the achievement of business goals, including contingency planning
3. Understand how to implement and monitor plans within the business	3.1 Explain the resources needed to implement the plans
	3.2 Explain who should be involved in putting plans into practice within the business and how to involve them
	3.3 Explain how to communicate with and motivate people to put plans into practice
	3.4 Set deadlines for achieving goals and targets and determine how these will be reviewed
	3.5 Determine how to accurately judge the costs, benefits, and success of plans within a business
4. Understand how to review and evaluate plans for the business	4.1 Evaluate the benefits of using feedback from stakeholders in reviewing and evaluating plans for the business
	4.2 Evaluate the benefits of using targets and deadlines in reviewing and evaluating plans for the business
	4.3 Explain how to identify new opportunities and what they are likely to involve
	4.4 Outline a process of implementing variations and change to the operational plans of the business

Mandatory Unit		GLH	Credits	Unit Reference
4	Finance within Business	100	20	M/650/7104
<p>The learner will develop an understanding of a business' financial records. Learners will also develop an understanding of financial accounts and how to understand credit control measures within a business.</p>				
<p>Assessment Guidance</p>				
<p>In this unit, learners should be introduced to how to establish the financial state of a business and its financial aims, with the important ratios of profit against turnover, sales or capital, cash flow, profit and loss statements and forecasts, balance sheet, information about the control systems and performance measures to be used and the break-even point. Learners should reference how to use contingency planning and the relevant tax liabilities under current laws, for example for long-term planning and reporting duties, and insolvency. They should reference business assets and funds, cash and credit sales transactions, purchase transactions and creditors. Financial records should include ledgers and journals, invoicing, receipts and payments, manual and online/electronic accounting systems, which financial statements and statutory returns are relevant to a business in terms of its trading status, different accounting periods and financial years. Learners should be able to interpret cash flow forecast, profit and loss statements, spread sheets, balance sheets, and know what these records should contain and how to relate cash flow, profit and loss and balance sheets to each other, plus understand why businesses need financial information such as keeping a check on customer payments (credit control), managing the amount of money coming in and going out (cash flow management), monitoring banking activities and bank charges.</p>				

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand business financial records and plans	1.1 Explain the financial records a business must maintain
	1.2 Explain the reasons why a business must maintain and keep financial records
	1.3 Explain what financial plans are needed by a business
	1.4 Explain what a financial plan should consist of
	1.5 Explain the limitations of financial records and financial plans

2. Understand and use business financial accounts	2.1 Explain the factors which influence the way a business operates accounts management
	2.2 Read and interpret financial accounts of a business
	2.3 Use business financial accounts to propose future business plans
	2.4 Explain how financial accounts can inform decision-making
	2.5 Interpret financial records to ascertain the financial health of a business
	2.6 Prepare a set of financial accounts for a business
3. Understand credit control measures within a business	3.1 Explain the effects of debt and credit control within a business
	3.2 Explain how a business might set up and implement credit control measures
	3.3 Explain how to monitor credit control measures using a risk-based approach

Mandatory Unit		GLH	Credits	Unit Reference
5	Understand Change Management within a Business	100	20	R/650/7105
<p>The learner will develop an understanding of change management within a business. Learners will also develop an understanding of how to implement plans for business change and how that can be evaluated.</p>				
<p>Assessment Guidance</p>				
<p>No additional assessment guidance is available for this unit.</p>				

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand change management within a business	1.1 Explain the reasons why a business might need to implement changes
	1.2 Explain why it is important to plan change in a business
	1.3 Explain how to plan for a change in a business
	1.4 Detail how to assess whether a change in a business is likely to achieve the desired result
	1.5 Analyse the problems which might arise with proposing business changes
	1.6 Propose solutions to the problems which might arise from proposing business changes
	1.7 Explain the resources needed to carry out effective business change
2. Understand how to implement plans for business change	2.1 Explain the importance of consulting others when planning and implementing business change
	2.2 Explain how to communicate to and support others who might be resistant to change

	2.3 Explain how to motivate others and encourage them to put the plans for business change into practice
3. Understand how to evaluate the effectiveness of business change	3.1 Detail how to ensure the change does not have a negative effect on the current business
	3.2 Explain the importance of monitoring the implementation of business change
	3.3 Explain how to monitor and evaluate the effectiveness of the business change

Mandatory Unit		GLH	Credits	Unit Reference
6	Leading a Team	100	20	T/650/7106
<p>The learner will develop an understanding of the principles of establishing and leading a team including planning work activities. Learners will also develop an understanding of strategies for managing and evaluating the work of a team.</p>				
<p>Assessment Guidance</p>				
<p>No additional assessment guidance is available for this unit.</p>				

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the principles of establishing and leading a team	1.1 Analyse the differences between management and leadership
	1.2 Evaluate different styles of management appropriate to managing teams
	1.3 Explain how the roles and responsibilities of a team and its members fit in with the overall structure of the organisation and can affect the success of the organisation
	1.4 Explain ways to communicate the purpose and objectives of the team to all members
	1.5 Explain how, through own performance, the trust and support of the team for your leadership can be established and maintained
2. Understand how to plan work activities for a team	2.1 Explain how to involve others in planning work to gain their understanding and commitment
	2.2 Assess different ways of communicating effectively with members of a team
	2.3 Explain how to set key performance indicators (KPIs) for the work activities
	2.4 Explain how to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)

	2.5 Identify personal work objectives for team members which are needed in order to achieve team objectives and KPIs
	2.6 Identify the support team members will need which is needed to order to achieve team objectives and KPIs
3. Understand strategies for managing a team	3.1 Explain how to select and successfully apply a range of methods for motivating, supporting and encouraging team members
	3.2 Explain how to monitor progress and quality of work within the team against key performance indicators (KPIs)
	3.3 Analyse the types of challenges and conflicts that may arise within the team and ways of identifying and overcoming these
	3.4 Evaluate the benefits of encouraging others to take the lead and ways in which this can be achieved
4. Understand strategies for evaluating the work of a team	4.1 Explain how the work of a team can be evaluated
	4.2 Analyse the implications of a team's performance for the wider organisation
	4.3 Explain how to recognise achievements within a team and the benefits of doing so
	4.4 Explain how to recognise and deal with issues of underperformance
	4.5 Explain the types of support and advice that team members are likely to need and how to respond to these

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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