



## Qualification Specification

GA Level 5 Diploma in Business Management

610/2630/X

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 5 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 5 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
<b>GA Level 5 Diploma in Business Management</b>	<b>610/2630/X</b>	<b>03/05/2023</b>	<b>May 2028</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 skills, including the principles of business planning, decision-making and leadership, the principles of how to lead and manage teams effectively in a workplace, customer service, human resources management and the principles of marketing.

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 5 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 5 Diploma in Business Management (610/2630/X)				
Mandatory Units	Unit Reference	Credits	GLH*	Study Time**
Principles of Business Planning	A/650/7117	20	100	100
Decision-Making and Leadership	D/650/7118	20	100	100
Lead and Manage Teams Effectively in a Workplace	F/650/7119	20	100	100
Customer Service	K/650/7120	20	100	100
Human Resources Management	L/650/7121	20	100	100
Principles of Marketing	M/650/7122	20	100	100
		<b>Total Credits</b> 120	<b>Total GLH*</b> 600	<b>TQT**</b> 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 5 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 5 reflects the ability to use practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts and analyse, interpret and evaluate relevant information, concepts and ideas. It reflects an awareness of the nature and scope of the area of study or work and an understanding of different perspectives, approaches or schools of thought and the reasoning behind them. It also reflects the ability to determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems, use relevant research or development to inform actions and evaluate actions, methods and results.

### 1.5 Intended Audience, Age and Entry Requirements

The GA Level 5 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 5 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 5 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 5 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](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 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](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 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](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 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](http://www.gatehouseawards.org).

## Section 4: Unit Specifications

### 4.1 GA Level 5 Diploma in Business Management (610/2630/X)

	Mandatory Unit	GLH	Credits	Unit Reference
1	<b>Principles of Business Planning</b>	100	20	A/650/7117

The learner will develop an understanding of the principles of business planning, its important, the key components of a business plan and related tools and techniques. Learners will also develop an understanding of market research and how this is a key component of successful business planning. Learners will also develop an understanding of tangible and intangible resources in business set-up, and the risks and challenges of acquiring these resources.

#### Assessment Guidance & Indicative Content

##### LO 1: Understand business plans and business planning

Learners should be able to explain the reasons for creating a business plan and how it helps entrepreneurs to clarify their business goals, identify potential challenges, and develop strategies for success.

Learners should be able to identify the key components of a business plan, including the executive summary, company description, market analysis, product or service description, marketing and sales strategies, financial projections, and operational requirements.

Learners should be able to use a range of business planning tools and techniques, such as SWOT analysis, market research, financial modelling, and risk assessment, to develop a comprehensive and realistic business plan.

Learners should be able to explain how a well-prepared business plan can help to attract investors, lenders, and other sources of funding, and how it can be used to negotiate favourable terms and conditions.

Learners should be able to explain how a business plan is a living document that needs to be regularly reviewed and revised to reflect changes in the business environment, performance, and goals.

##### LO 2: Understand market research

Learners should be able to explain the reasons for conducting market research and how it helps entrepreneurs to identify potential customers, understand their needs and preferences, assess the competition, and identify market opportunities and trends.



Learners should be able to evaluate the different types of market research methods, including primary and secondary research, surveys, focus groups, interviews, and online research, and select the most appropriate methods for their business and research objectives.

Learners should be able to apply data collection and analysis techniques to gather and analyse market data, including demographic information, consumer behaviour, market size and growth, and industry trends, and use this information to inform a business plan.

Learners should be able to explain the ethical considerations involved in conducting market research, including informed consent, privacy, confidentiality, and data protection, and how to comply with relevant laws and regulations.

Learners should be able to evaluate the limitations and potential risks of market research, including bias, sample size, data accuracy, and cost, and how to mitigate these risks to ensure that the research is reliable and valid.

### **LO 3: Understand tangible and intangible resources in business set-up**

Learners should be able to explain the difference between tangible resources, such as physical assets, equipment, inventory, and financial capital, and intangible resources, such as intellectual property, brand reputation, human capital, and organisational culture.

Learners should be able to evaluate the importance of tangible and intangible resources in the context of business setup, including the role they play in determining the feasibility, scalability, and sustainability of a business idea.

Learners should be able to identify and evaluate the tangible resources required for business setup, including the physical space, equipment, inventory, financial capital, and other assets needed to start and operate the business.

Learners should be able to identify and evaluate the intangible resources required for business setup, including the knowledge, skills, and experience of the entrepreneur and the employees, the brand reputation, intellectual property, and other intangible assets that contribute to the competitive advantage of the business.

Learners should be able to evaluate the potential risks and challenges associated with acquiring and managing tangible and intangible resources, including the costs, competition, legal and regulatory issues, and other factors that may impact the success of the business.

#### **Throughout this unit:**

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand business plans and business planning	1.1 Analyse the purpose of a business plan
	1.2 Evaluate the components of a business plan
	1.3 Summarise business planning tools and techniques
	1.4 Evaluate the importance of business planning
	1.5 Outline the role of a business plan in securing funding
	1.6 Explain the importance of regular review and revision of a business plan
2. Understand market research	2.1 Analyse the purpose and benefits of market research
	2.2 Evaluate different types of market research methods
	2.3 Apply data collection and analysis techniques
	2.4 Outline ethical considerations to make when planning and conducting market research
	2.5 Evaluate the limitations and potential risks of market research
3. Understand tangible and intangible resources in business set-up	3.1 Analyse the concepts of tangible and intangible resources
	3.2 Evaluate the importance of tangible and intangible resources in business setup
	3.3 Identify and evaluate tangible resources required for business setup

	3.4 Identify and evaluate intangible resources required for business setup
	3.5 Evaluate the potential risks and challenges associated with acquiring and managing tangible and intangible resources

Mandatory Unit		GLH	Credits	Unit Reference
2	<b>Decision-Making and Leadership</b>	100	20	D/650/7118

The learner will develop an understanding of the principles of leadership, different models of leadership and consider how leaders can drive organisational change. Learners will also develop an understanding of the decision-making process within an organisation, using tools and techniques for decision making and also taking into account wider considerations such as ethical and cultural factors and the role of technology. In addition, learners will develop their understanding of what causes conflict in change scenarios within a business and how best to approach conflict resolution.

### Assessment Guidance & Indicative Content

#### LO 1: Understand leadership in business

Learners should be able to explain the concept of leadership, including the difference between management and leadership, the traits and skills of effective leaders, and the role of leadership in organisational success.

Learners should be able to evaluate different leadership models, such as trait theory, behavioural theory, contingency theory, transformational leadership, and servant leadership, and understand their strengths and limitations in different organisational contexts.

Learners should be able to analyse the role of leadership in organisational change, including the importance of visionary leadership, communication, stakeholder engagement, and managing resistance to change.

Learners should be able to apply leadership models to real-world scenarios, such as in case studies, simulations, or role-playing exercises, and analyse the effectiveness of different leadership approaches in achieving organisational goals.

Learners should be able to evaluate the impact of cultural and ethical factors on leadership, including the importance of cultural intelligence, diversity, inclusion, and ethical decision-making in leadership roles.

#### LO 2: Understand decision-making in business

Learners should be able to analyse the internal and external factors that influence business decisions, including economic, legal, ethical, social, and environmental factors, and their impact on the organisation and its stakeholders.

Learners should be able to evaluate the importance of strategic decision-making in achieving organisational goals, including the role of vision, mission, goals, and objectives in guiding decision-making processes.

Learners should be able to analyse different decision-making models and tools, such as SWOT analysis, PESTLE analysis, cost-benefit analysis, scenario planning, and stakeholder analysis, and understand their strengths and limitations in different business contexts.

Learners should be able to evaluate the impact of technology on decision-making processes, including the use of data analytics, information availability, wider/global reach, connecting with customers and staff, technology for collaboration, etc in improving decision-making efficiency and effectiveness.

Learners should be able to analyse the role of risk management in decision-making, including the importance of identifying, assessing, and mitigating risks associated with business decisions.

### **LO 3: Understand decision-making approaches**

Learners should be able to analyse the different types of decision-making approaches, including intuitive, analytical, and systematic approaches, and understand their strengths and limitations in different business contexts.

Learners should be able to explain decision-making processes, including the importance of identifying the problem, generating alternatives, evaluating options, and selecting the best course of action.

Learners should be able to outline the impact of cognitive biases, such as confirmation bias, overconfidence bias, and availability bias, on decision-making processes, and understand how to mitigate their effects.

Learners should be able to outline the role of creativity and innovation in decision-making, including the importance of generating new ideas, challenging assumptions, and taking calculated risks.

Learners be able to outline the impact of organisational culture on decision-making, including the importance of creating a culture of transparency, accountability, and ethical behaviour.

### **LO 4: Understand conflict resolution during decision-making in business**

Learners should be able to analyse different conflict resolution strategies, such as negotiation, mediation, and arbitration, and understand their strengths and limitations in different business contexts.

Learners should be able to evaluate the importance of win-win solutions in conflict resolution, including the benefits of creating mutually beneficial outcomes for all parties involved.

Learners should be able to explain the impact of power dynamics on conflict resolution, including the importance of balancing power and creating a level playing field for all parties involved.

Learners should be able to explain the impact of cultural differences on conflict resolution, including the importance of respecting diversity, understanding different communication styles and norms, and adapting one's approach accordingly.

Learners should be able to evaluate the importance of effective communication in conflict resolution, including the ability to listen actively, express oneself clearly, and build rapport and trust with others.

**Throughout this unit:**

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand leadership in business	1.1 Analyse the concepts of 'leadership' and 'management'
	1.2 Evaluate a range of different leadership models and the strengths and limitations of each
	1.3 Analyse the role of leadership in organisational change
	1.4 Apply leadership approaches to different scenarios
	1.5 Evaluate the impact of cultural and ethical factors on leadership
2. Understand decision-making in business	2.1 Analyse the factors influencing business decision-making
	2.2 Explain the importance of strategic business decision-making
	2.3 Analyse different business decision-making models and tools and the strengths and limitations of each
	2.4 Evaluate the impact of technology on business decision-making
	2.5 Analyse the role of risk management in business decision-making

3. Understand decision-making approaches in business	3.1 Analyse the different types of decision-making approaches
	3.2 Explain the decision-making process
	3.3 Outline the impact of cognitive biases on decision-making
	3.4 Outline the role of creativity and innovation in decision-making
	3.5 Explain the impact of organisational culture on decision-making
4. Understand conflict resolution during decision-making in business	4.1 Analyse different conflict resolution strategies and the strengths and limitations of each
	4.2 Explain the benefits of creating mutually beneficial outcomes for all parties involved
	4.3 Explain the impact of power dynamics on conflict resolution
	4.4 Explain the impact of cultural differences on conflict resolution
	4.5 Explain the importance of effective communication in conflict resolution scenarios

	Mandatory Unit	GLH	Credits	Unit Reference
3	<b>Lead and Manage Teams Effectively in a Workplace</b>	100	20	F/650/7119

The learner will develop an understanding of the principles of leading and managing a team of people, starting with the importance of effective communication skills. Learners will develop an understanding of how to build trust and confidence in and between the team members they manage, and how ideas and information from across the team can be managed. In addition, learners will gain an understanding of the strategies and benefits of managing relationships between different teams within a workplace.

### Assessment Guidance & Indicative Content

#### LO 1: Understand workplace communication

Learners should be able to analyse the importance of effective communication in the workplace, including the benefits of using clear and concise communication, actively listening, asking questions, providing feedback, and adapting communication styles for different audiences.

Learners should be able to evaluate different communication methods and tools, such as email, phone calls, video conferencing, and instant messaging, and understand their effectiveness in different workplace contexts.

Learners should be able to explain the impact of cultural diversity on workplace communication, including the importance of understanding and respecting cultural differences, promoting equal participation, and encouraging diverse perspectives.

Learners should be able to evaluate the importance of non-verbal communication, such as body language, tone of voice, and facial expressions, and understand their role in effective communication in the workplace.

Learners should be able to analyse the impact of technology on workplace communication, including the benefits and challenges of using technology to communicate, and understand how to choose the most appropriate communication tools for different situations.

#### LO 2: Understand trust and confidence in the workplace

Learners should be able to explain the importance of trust and confidence in the workplace, including the impact on employee engagement, productivity, and organisational performance.

Learners should be able to evaluate different trust-building strategies, such as open communication, transparency, accountability, and consistency, and understand their effectiveness in different workplace contexts.



Learners should be able to explain the impact of leadership on trust and confidence in the workplace, including the importance of leading by example, creating a positive work culture, and building strong relationships with employees.

Learners should be able to explain the importance of diversity and inclusion in building trust and confidence in the workplace, including the benefits of respecting and valuing differences, creating a sense of belonging, and promoting a culture of equality and fairness.

Learners should be able to explain the impact of feedback and recognition on building trust and confidence in the workplace, including the importance of providing regular and constructive feedback, recognizing and rewarding employee contributions, and creating opportunities for growth and development.

Learners should be able to explain the effective communication and interpersonal skills needed to build trust and confidence in the workplace, including the ability to listen actively, express oneself clearly and respectfully, build rapport and trust with others, and resolve conflicts in a constructive manner.

### **LO 3: Understand managing information and ideas from a team**

Learners should be able to analyse the importance of managing information and ideas from the team, including the benefits of creating a culture of collaboration, innovation, and continuous learning.

Learners should be able to explain effective team management skills required to manage information and ideas from a team, including the ability to facilitate meetings, manage conflicts, delegate tasks, and provide feedback and recognition.

Learners should be able to evaluate different methods for managing information and ideas, such as brainstorming, mind mapping and project management tools, and understand their effectiveness in different team contexts.

Learners should be able to analyse the impact of communication on managing information and ideas from the team, including the importance of clear and effective communication, active listening, and feedback.

Learners should be able to analyse the impact of leadership on managing information and ideas from the team, including the importance of creating a supportive and empowering work culture, providing clear goals and expectations, and promoting trust and transparency.

### **LO 4: Understand managing relationships between different teams**

Learners should be able to analyse the importance of relationship management, including the benefits of building and maintaining positive relationships between different teams, and the impact of poor relationship management on team performance and organisational success.

Learners should be able to identify different teams and stakeholders within an organisation, including their roles, responsibilities, and interests.

Learners should be able to evaluate different approaches to relationship management, such as collaborative decision-making, conflict resolution, and negotiation, and understand when to use different approaches based on the situation.

Learners should be able to explain strategies for managing relationships between different teams, such as establishing clear communication channels, setting common goals and expectations, and building trust and respect.

Learners should be able to explain how to implement and monitor relationship management strategies, including tracking progress, identifying areas for improvement, and how to make adjustments as needed.

Learners should be able to explain how to review the effectiveness of relationship management strategies and their impact on team performance and organisational success, using metrics such as employee engagement, productivity, and customer satisfaction.

**Throughout this unit:**

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand workplace communication	1.1 Analyse the importance of effective communication in the workplace
	1.2 Evaluate different communication methods and tools
	1.3 Explain the impact of cultural diversity on workplace communication
	1.4 Evaluate the importance of non-verbal communication
	1.5 Analyse the impact of technology on workplace communication
2. Understand trust and confidence in the workplace	2.1 Explain the importance of having trust and confidence in the workplace
	2.2 Evaluate different trust-building strategies used in the workplace

	2.3 Explain the impact of leadership on trust and confidence in the workplace
	2.4 Explain the importance of diversity and inclusion in building trust and confidence in the workplace
	2.5 Analyse the impact of feedback and recognition in building trust and confidence in the workplace
	2.6 Analyse the effective communication and interpersonal skills needed to lead and build trust and confidence in the workplace
3. Understand managing information and ideas from a team	3.1 Analyse the importance of managing information and ideas
	3.2 Analyse the team management skills required to manage information and ideas from a team
	3.3 Evaluate different methods for managing information and ideas from a team
	3.4 Explain the impact of communication on managing information and ideas from a team
	3.5 Analyse the impact of leadership on managing information and ideas from a team
4. Understand managing relationships between different teams	4.1 Analyse the importance of relationship management between teams within an organisation
	3.2 Identify different teams and stakeholders within an organisation
	3.3 Evaluate different approaches to relationship management between teams
	3.4 Develop strategies for managing relationships between teams
	3.5 Explain how to implement and monitor relationship management strategies with teams
	4.1 Explain how to review the effectiveness of relationship management

Mandatory Unit		GLH	Credits	Unit Reference
4	<b>Customer Service</b>	100	20	K/650/7120

The learner will develop an understanding of customer service within a business, including customer service strategies, policies and how businesses can support and train a customer service team. Learners will explore the link between effective customer service and business success. Learners will develop an understanding of customer behaviours and how market segmentation can be undertaken to inform business decisions. In addition, learners will gain an understanding of Customer Relationship Management (CRM) systems and the relationship between CRM and marketing activities, including how a business can best develop and implement a customer-centred business culture.

#### Assessment Guidance & Indicative Content

##### LO 1: Understand customer service within a business

Learners should be able to analyse the role of customer service in business, including the impact of customer service on customer satisfaction, loyalty, and retention, and its importance in building a strong brand reputation.

Learners should be able to evaluate different customer service strategies, such as proactive customer service, self-service options, and customer feedback mechanisms, and understand their effectiveness in different business contexts.

Learners should be able to develop and implement customer service policies that align with organisational goals and values, and establish clear expectations for customer service standards and procedures.

Learners should be able to explain how to train and support customer service teams to provide exceptional customer service, including providing ongoing training, feedback, and coaching to develop their skills and abilities.

Learners should be able to explain how to monitor and evaluate customer service performance using metrics such as customer satisfaction scores, response times, and complaint resolution rates, and how to use this information to identify areas for improvement and make adjustments to customer service policies and strategies.

Learners should be able to explain how levels of customer service impact on business success, including the link between customer satisfaction and financial performance, and understand how to use customer service as a competitive advantage in the marketplace.

##### LO 2: Understand customer behaviours and market segmentation

Learners should be able to analyse customer behaviour patterns, such as purchase history, frequency of purchases, and buying habits, and understand how this information can be used to improve customer engagement and loyalty.

Learners should be able to identify and describe different customer segmentation variables, such as demographics, psychographics, and buying behaviour, and understand how these variables can be used to group customers based on common needs and preferences.

Learners should be able to explain how to develop customer segmentation strategies, such as targeting specific customer segments with tailored marketing messages and offerings, and understand how these strategies can improve customer satisfaction and drive business growth.

Learners should be able to explain how to evaluate the effectiveness of different customer segmentation strategies, using metrics such as customer acquisition and retention rates, and understand how to make adjustments to these strategies to improve results.

Learners should be able to explain how customer behaviour patterns and segmentation can inform business decisions, such as product development, pricing, and marketing, and understand how to use customer insights to drive business success.

### **LO 3: Customer Relationship Management (CRM) and its relation to marketing activities**

Learners should be able to explain the concept of CRM and its role in marketing activities, including how CRM can help businesses to understand their customers and improve customer loyalty.

Learners should be able to analyse the benefits of using CRM for marketing activities, including how CRM can help businesses to better target their marketing efforts, improve customer retention, and increase sales.

Learners should be able to evaluate the different types of CRM systems available, including on-premises, cloud-based, and hybrid systems, and understand the advantages and disadvantages of each.

Learners should be able to analyse the role of data management in CRM, including how businesses can collect, store, and use customer data to improve marketing activities.

Learners should be able to analyse the policy considerations when using CRM for marketing, including those related to data privacy, security, and transparency.

### **LO 4: Understand how to develop and implement a customer-centred business culture**

Learners should be able to analyse the concept of customer-centricity, including its benefits for businesses and how it differs from traditional business models.

Learners should be able to explain the strategies available for creating a customer-centric culture, including aligning business goals with customer needs, empowering employees to make customer-centric decisions, and developing a feedback system to continuously improve customer experience.

Learners should be able to evaluate the role of leadership in creating a customer-centric culture, including the importance of leadership support, communication, and setting a customer-focused vision for the organisation.

Learners should be able to analyse the impact of technology on creating a customer-centric culture, including how technology can be used to improve customer experience and how it can be integrated into a customer-centric business model.

Learners should be able to explain how a business can evaluate the impact of developing and maintaining a customer-centric culture on business performance, including the relationship between customer satisfaction, loyalty, and business success, and measuring against its goals and objectives, and the metrics used to measure the success of the initiative.

**Throughout this unit:**

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand customer service within a business	1.1 Analyse the role of customer service in business
	1.2 Evaluate different customer service strategies
	1.3 Develop a customer service policy for a business
	1.4 Explain how customer service teams can be trained and supported
	1.5 Explain how to monitor and evaluate customer service performance within a business
	1.6 Explain how customer service can positively and negatively impact on business success
2. Understand customer behaviours and market segmentation	2.1 Analyse customer behaviour patterns within a business
	2.2 Identify customer segmentation variables

	2.3 Explain customer segmentation strategies
	2.4 Evaluate customer segmentation strategies
	2.5 Explain how customer behaviour patterns and segmentation informs business decision-making
3. Understand Customer Relationship Management (CRM) and its relation to marketing activities	3.1 Explain the concept of CRM and its role in marketing
	3.2 Analyse the benefits of CRM for marketing
	3.3 Evaluate the different types of CRM systems
	3.4 Analyse the role of data management in CRM
	3.5 Analyse the policy considerations when using CRM for marketing
4. Understand how to develop and implement a customer-centred business culture	4.1 Analyse the concept of customer-centricity in business
	4.2 Explain the strategies that can be used to create a customer-centric culture in business
	4.3 Explain the role of leadership in creating a customer-centric culture
	4.4 Analyse the impact of technology for the customer-centric culture
	4.5 Explain how a business can evaluate the impact of its customer-centric culture on business performance

Mandatory Unit		GLH	Credits	Unit Reference
5	<b>Human Resources Management</b>	100	20	L/650/7121

The learner will develop an understanding of human resources management and its key functions and principles, specifically focussed on how effective human resource management contributes to the overall success of a business. Learners will develop an understanding of human resource management practices, including engagement, talent management and change management.

### Assessment Guidance & Indicative Content

#### LO 1: Understand the role of human resources management in organisations

Learners should be able to explain the purpose and scope of human resources management, the key functions of human resources management, including recruitment and selection, performance management, training and development, employee relations, compensation and benefits, and health and safety, and the role of human resources management in creating and implementing organisational policies and procedures.

Learners should be able to explain the relationship between human resources management and organisational culture, define and describe the characteristics of organisational culture, the role of human resources management in shaping and maintaining organisational culture, and the strategies which can be used to promote a positive organisational culture through human resources management practices.

Learners should be able to analyse the link between effective human resources management practices and organisational success, including increased employee productivity, job satisfaction, and retention, the role of human resources management in creating and implementing a strategic approach to talent management, and the impact of effective human resources management on organisational culture and overall performance.

Learners should be able to analyse the importance of aligning human resources management practices with organisational goals and objectives, strategies for developing and implementing a human resources management plan that supports organisational goals, and the role of human resources management in promoting employee engagement, motivation, and retention to support organisational goals.

Learners should be able to evaluate the common challenges facing human resources management, including managing a diverse workforce, navigating legal and regulatory requirements, and balancing the needs of employees and the organisation. They should be able to explain strategies for addressing these challenges, including developing effective communication and conflict resolution skills, staying up-to-date on relevant laws and regulations, and promoting a culture of diversity and inclusion.



## **LO 2: Understand the key principles and functions of human resources management**

Learners should be able to analyse the role of recruitment and selection in human resources management, including the principles of fair and effective recruitment and selection processes, the objectives of recruitment and selection, including hiring the right person for the job, and how human resources management can support organisational goals.

Learners should be able to evaluate the purpose and principles of performance management, the role of performance management in supporting organisational objectives, methods for setting and measuring performance goals and standards, and the benefits and challenges of performance management.

Learners should be able to analyse the role of training and development in human resources management and the principles of effective training and development programs, methods for assessing training and development needs and the impact of training and development on employee performance and organisational success.

Learners should be able to explain the purpose and principles of employee relations, the key functions of employee relations, including communication, conflict resolution, and employee engagement, methods for fostering positive employee relations, and the impact of employee relations on organisational success.

Learners should be able to analyse the role of compensation and benefits in human resources management, the principles of fair and effective compensation and benefits systems, the methods which can be used for assessing compensation and benefits needs, and the impact of compensation and benefits on employee attraction, retention, and motivation.

Learners should be able to explain the purpose and principles of health and safety management, the legal and ethical considerations of health and safety management, the methods which can be used for assessing health and safety risks and hazards, and the impact of health and safety on employee well-being, productivity, and organisational success.

Learners should be able to explain the purpose and principles of policy and procedure development in human resources management, the process of developing and implementing organisational policies and procedures, methods used in human resources management for ensuring compliance with policies and procedures, and the impact of effective policy and procedure development and implementation on organisational success.

## **LO 3: Understand the key practices of human resources management**

Learners should be able to analyse the purpose and principles of human resources planning, methods for assessing human resources needs and forecasting future requirements, the importance of aligning human resources planning with organisational strategy, the impact of effective human resources planning on organisational success, including employee productivity and job satisfaction.

Learners should be able to explain the principles of diversity and inclusion in the workplace, the benefits and challenges of managing a diverse workforce, methods for promoting diversity and inclusion in recruitment, training, and employee relations, strategies for creating an inclusive workplace culture, and the impact of effective diversity and inclusion management on employee engagement, motivation, and organisational success.

Learners should be able to analyse the purpose and principles of employee engagement and motivation, methods for assessing and measuring employee engagement and motivation, strategies for fostering employee engagement and motivation, including recognition and rewards programs, employee development opportunities, and flexible work arrangements, and the impact of effective employee engagement and motivation on employee performance and organisational success.

Learners should be able to evaluate the principles of talent management, including talent acquisition, development, and retention, methods for assessing and managing talent within the organisation, strategies for developing and implementing talent management programmes, and the impact of effective talent management on organisational success, including employee retention, productivity, and innovation.

Learners should be able to analyse the principles of change management, including planning, implementation, and evaluation, the importance of effective communication in change management, strategies for managing employee resistance to change, and the impact of effective change management on employee engagement, motivation, and organisational success.

**Throughout this unit:**

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the role of human resources management in organisations	1.1 Explain the concept of human resources management and its role within organisations
	1.2 Explain the relationship between human resources management and organisational culture
	1.3 Analyse the impact of human resources management on organisational success
	1.4 Analyse the role of human resources management in supporting organisational goals

	1.5 Evaluate the challenges facing human resources management within an organisation
2. Understand the key principles and functions of human resources management	2.1 Analyse the principles and objectives of recruitment and selection
	2.2 Evaluate the role of performance management in achieving organisational goals
	2.3 Analyse the importance of training and development in enhancing employee performance
	2.4 Explain the key functions of employee relations and their impact on organisational success
	2.5 Analyse the importance of compensation and benefits in attracting and retaining employees
	2.6 Explain the role of health and safety in ensuring employee well-being and organisational success
	2.7 Explain the role of human resources management in developing and implementing organisational policies and procedures
3. Understand the key practices of human resources management	3.1 Analyse the role of human resources planning in ensuring the effective use of human resources
	3.2 Explain the role of diversity and inclusion in human resources management
	3.3 Analyse the principles and practices of employee engagement and motivation
	3.4 Evaluate the role of talent management in human resources management
	3.5 Analyse the role of change management in human resources management

Mandatory Unit		GLH	Credits	Unit Reference
6	<b>Principles of Marketing</b>	100	20	M/650/7122

The learner will develop an understanding of the key principles of marketing, the role of market research and consumer behaviour to develop a marketing strategy. Learners will develop an understanding of the marketing mix, and how this impacts on product and service development, and how branding and brand management form a vital aspect of marketing within an organisation. In addition, learners will gain an understanding of the role of social and digital media in marketing, and the importance of plan and undertaking marketing using responsible practices.

### Assessment Guidance & Indicative Content

#### LO 1: Understand the key principles of marketing

Learners should be able to explain what marketing is and its scope in the context of modern businesses, including the role of marketing in creating and maintaining customer relationships and the importance of marketing in achieving organisational success.

Learners should be able to explain the marketing concept and its key components, including how the marketing concept can contribute to organisational success, and a comparison of the marketing concept with other business philosophies.

Learners should be able to explain the four core marketing principles: product, price, promotion, and place, including how these principles can be applied to create effective marketing strategies and how effective implementation of these principles can contribute to the success of an organisation.

#### LO 2: Understand the role of market research and consumer behaviour in the development of marketing strategies

Learners should be able to provide a definition of market research and its importance in the marketing process, including how market research can be used to identify customer needs and preference and the benefits of conducting market research for organisations.

Learners should be able to explain the different types of market research, such as primary and secondary research, including how each type of market research can be used to gather relevant information for marketing strategies and the strengths and limitations of different types of market research.

Learners should be able to provide a definition of consumer behaviour and its role in the marketing process. including the key concepts of consumer behaviour, such as motivation, perception, learning, and attitudes, and how consumer behaviour can help organisations to develop effective marketing strategies.

**LO 3: Understand the marketing mix and its impact on product development and promotion**

Learners should be able to provide a definition of the marketing mix and its component, including the role of each element in developing effective marketing strategies, and how each element of the marketing mix can impact customer perception and purchasing behaviour.

Learners should be able to explain different product development strategies, such as product diversification, product innovation, and product line extension, including the advantages and disadvantages of different product development strategies, different promotion strategies, such as advertising, sales promotion, and public relations, and the advantages and disadvantages of the different promotion strategies.

Learners should be able to explain different pricing strategies, such as penetration pricing, skimming pricing, and value-based pricing, including the advantages and disadvantages of these, and the different distribution strategies, such as direct distribution, indirect distribution, and online distribution, and the advantages and disadvantages of these.

**LO 4: Understand branding and brand management**

Learners should be able to explain the role of branding in enhancing customer recognition, differentiation and trust, including the importance of branding in creating customer loyalty and repeat business. They should provide examples of successful branding initiatives and their impact on brand value and market share.

Learners should be able to analyse different branding strategies, such as brand extension, co-branding, private label branding, and global branding, including the advantages and disadvantages of these; They should provide examples of organisations that have successfully used different branding strategies to create a competitive advantage and gain customer loyalty.

Learners should be able to provide a definition of brand management and its importance in maintaining brand value and customer loyalty, including the role of brand management in developing and executing branding strategies, strategies for building and managing brand equity, such as developing a strong brand identity, creating emotional connections with customers, and protecting the brand from negative associations, and the importance of effective communication and promotion strategies in building and maintaining brand equity and customer loyalty.

**LO 5: Understand digital marketing and social media in reaching target audiences and building customer relationships.**

Learners should be able to provide a definition of digital marketing and social media in modern marketing and explain the role of digital marketing and social media in reaching and engaging with target audiences, including examples of effective digital marketing and social media campaigns.

Learners should be able to provide a detailed overview of different digital marketing and social media platforms such as Facebook, Instagram, Twitter, LinkedIn, etc, including a

comparison of the different platforms in terms of their audience demographics, features, and advantages, and how each platform can be used for marketing purposes.

Learners should be able to explain effective digital marketing and social media strategies in building and maintaining customer relationships, the role of content marketing, email marketing, and social media engagement in customer relationship management, and provide examples of successful digital marketing and social media strategies used by organisations.

**LO 6: Understand responsible marketing practices**

Learners should be able to provide a definition of responsible marketing practices. They should be able to explain the importance of responsible marketing practices in building and maintaining consumer trust and loyalty, providing examples of responsible marketing practices, such as transparency, honesty, and respect for consumer privacy and preferences.

Learners should be able to explain the legal and regulatory frameworks that govern marketing practices, such as consumer protection laws, advertising regulations, and data privacy laws, including the consequences of non-compliance with marketing regulations, such as legal penalties, reputational damage, and loss of consumer trust.

Learners should be able to explain the importance of responsible marketing practices in maintaining consumer trust and loyalty, provide examples of responsible marketing practices, such as truthful and accurate advertising, respect for consumer privacy and preferences, and socially responsible marketing campaigns. They should explain the role of responsible marketing practices in building long-term relationships with consumers and creating a positive brand image.

**Throughout this unit:**

Learners should be encouraged to develop their critical thinking and problem-solving skills.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the key principles of marketing	1.1 Explain the definition and scope of marketing and its relationship with organisational success
	1.2 Analyse the marketing concept and its importance to organisations
	1.3 Identify the core marketing principles and how they can contribute to the success of an organisation

2. Understand the role of market research and consumer behaviour in the development of marketing strategies	2.1 Explain the importance of market research and how it helps organisations to understand customer needs and preferences
	2.2 Analyse the different types of market research and how they are used to develop effective marketing strategies
	2.3 Explain the key concepts of consumer behaviour and how they impact the marketing process
3. Understand the marketing mix and its impact on product development and promotion	3.1 Explain the key elements of the marketing mix (product, price, place, and promotion) and the role of each in developing effective marketing strategies
	3.2 Analyse the different product development and promotion strategies that organisations can use to achieve their marketing goals
	3.3 Explain how effective pricing and distribution strategies contribute to the success of a product or service
4. Understand branding and brand management	4.1 Explain the concept of branding and its importance in creating a unique identity for a product or service
	4.2 Analyse different branding strategies and their impact on the success of an organisation
	4.3 Explain the importance of effective brand management in maintaining customer loyalty and creating a competitive advantage
5. Understand digital marketing and social media in reaching target audiences and building customer relationships.	5.1 Explain the role of digital marketing and social media in reaching and engaging with target audiences
	5.2 Analyse the different digital marketing and social media platforms and their applications in marketing.
	5.3 Understand the importance of effective digital marketing and social media strategies in building and maintaining customer relationships
6. Understand responsible marketing practices	6.1 Explain the concept of responsible marketing practices
	6.2 Explain the legal and regulatory frameworks that govern marketing practices and the potential consequences of non-compliance
	6.3 Explain the use of responsible marketing practices in marketing and their importance in maintaining customer trust and loyalty

## 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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