Qualification Specification

GA Level 3 Diploma in Business Administration (610/7133/X)

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

This GA qualification is delivered under an exclusivity agreement.

Contents

2

Section 1: Qualification Overview

1.1 Introduction: About this Qualification

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

This Qualification Specification covers the 120-credit sized GA Level 3 Diploma in Business Administration (610/7133/X).

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

This qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and are 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 Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 3 Diploma in Business Administration	610/7133/X	02/03/2026	March 2031

1.3 Qualification Aims and Objectives

This qualification is designed to develop learners' comprehensive understanding of business administration as a multifaceted, strategically significant function within organisations. The qualification covers the full breadth of business knowledge and practice, from operational and functional administration through to leadership, cultural awareness, and innovation, equipping learners to operate effectively and thoughtfully in a wide range of business environments.

Learners examine the interplay between structure, culture, strategy, resources, people and business administration. Emphasis is placed on understanding how effective administration

4

underpins organisational performance, and how leadership, creativity and innovation drive sustainable growth and adaptation.

The qualification supports learners to:

- communicate professionally and adapt effectively across diverse business contexts and audiences
- apply knowledge of marketing, finance, people management and resource allocation to support organisational objectives and administration
- deliver quality customer service and support projects within organisational settings
- analyse cultural frameworks and their influence on organisational behaviour and decision making
- understand the application of business skills within a range of organisational contexts
- apply creative thinking to support innovation and organisational development

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

The structure of this qualification is as follows:

GA Level 3 Diploma in Business Administration (610/7133/X)					
Mandatory Units	Unit Reference	Level	Credits	GLH*	Study Time
1. Effective Business Communication	M/651/9724	3	10	60	40
2. How Organisations and Businesses Operate	R/651/9725	3	10	60	40
3. Management Practices within Organisations	T/651/9726	3	10	60	40
4. Marketing Practices	Y/651/9727	3	10	60	40
5. People Management Practices	A/651/9728	3	10	60	40
6. Business Finance and Accounting Practices	D/651/9729	3	10	60	40
7. Organisational Resources	Y/651/9736	3	10	60	40
8. Providing Quality Service to Customers	A/651/9737	3	10	60	40
9. Projects within Organisations	D/651/9738	3	10	60	40

10. Cultural Frameworks in Organisations	F/651/9739	3	10	60	40
11. Leadership Skills in Business Administration	K/651/9740	3	10	60	40
12. Innovation and Creativity in Decision Making	L/651/9741	3	10	60	40
			Total Credits 120	Total GLH* 720	TQT** (GLH + ST) 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 the 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 are in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

Level

The qualification within this specification is designated at Level 3 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework

(QCF) and the European Qualifications Framework (EQF). This means that the qualifications are considered by GA to lead to the outcome as follows:

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

1.5 Rules of Combination

In order to meet the rules of combination for the 120-credit sized GA Level 3 Diploma in Business Administration qualification, the learner must achieve all 12 mandatory units. The learner must achieve 120 credits.

Learners must successfully demonstrate their achievement of all learning outcomes and meet all qualification requirements in order to achieve the qualification.

There are no further rules of combination.

1.6 Intended Audience

This qualification is suitable for individuals who are new to, or in the early stages of, a career in business administration, as well as those currently working in administrative and operational support roles who wish to formalise and extend their knowledge of business administration and business functions. It is appropriate for those already holding a role within a business environment who are looking to take on greater responsibility, as well as learners who have completed a Level 3 award or certificate in a related area and wish to extend their studies.

This qualification provides a strong foundation for progression to higher level study in business administration or related disciplines, and supports career development into more supervisory, operational or cross-functional business support roles.

1.7 Age and Entry Requirements

This qualification is intended for learners aged 16 and above.

The entry requirements for this qualification are:

7

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

OR

- 1 year+ work experience in a business environment.

Applicants must have appropriate language, literacy and numeracy, e.g., English and maths at GCSE levels A*- C / Grade 4 or above.

Where English is not the applicants' first language, an International English level of minimum B2 (CEFR) level, or equivalent, is required.

Centre recruitment and enrolment processes must be carried out by suitably qualified and experienced centre staff.

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

1.8 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 qualification, prior to the learner 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 learner must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the learner's knowledge and skills are current, valid and sufficient, the use of RPL may be acceptable for recognising achievement of assessment criteria, learning outcome or unit(s), as applicable. The requirement for RPL in such instances must also include a consideration of the currency of the knowledge gained by the learner 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.

8

All RPL decisions and processes are subject to External Quality Assurance (EQA) scrutiny and must be documented in line with GA's quality assurance requirements.

No transfer of credits is permitted.

1.9 Reasonable Adjustments and Special Considerations

Assessment for this qualification is designed to be accessible and inclusive. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

Please refer to the GA Candidate Access Policy, available on the GA website, which contains information about Reasonable Adjustments and Special Considerations. This policy document provides centre staff with clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the qualification.

1.10 Relationship to Other Qualifications and Progression Opportunities

Learners typically progress to this qualification from Level 2 qualifications in business administration, customer service, or related vocational areas, from a Level 3 Award or Certificate in a relevant discipline, or through relevant work experience in a business environment. or may enter with relevant work experience in an administrative or business support role. Alternatively, learners may enter this qualification upon successful achievement of GSCEs or equivalent qualifications.

Upon successful completion, learners may progress to Level 4 qualifications in business, leadership, management or operations.

Learners may also use achievement of this qualification to support progression to degree level studies in Further of Higher Education.

The qualification also supports career progression into more responsible administrative, operational or business support roles and may contribute towards recognition by relevant professional bodies.

The qualification supports career development into supervisory, team leadership or cross-functional business roles and may be recognised by relevant professional bodies as evidence of vocational competence.

1.11 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.

1.12 Qualification Availability

This qualification is available 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 and Administration

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.

Learners must have suitable access to teaching and assessment staff as well as technical support. It is essential that the centre provides specialist staff, high quality learning materials and access to assessment opportunities.

2.2 Assessment & Quality Assurance Model

This qualification is a centre-assessed qualification. This means that it is internally assessed and internally moderated by centre staff who must clearly show where learners have achieved the learning outcomes, assessment criteria and qualification requirements.

Detailed Assessment Instructions for each component unit of this qualification is provided in Section 4 *Unit Specifications* below.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA.

This qualification is subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

2.3 Assessment of Learners and Portfolio Requirements

All learners must complete assessment for all nine mandatory units.

Assessment will enable learners to demonstrate understanding of core business administration principles and their practical application across a range of organisational contexts. Assessment will address effective business communication, how organisations operate and are structured, strategic management principles, marketing practices, people management practices, and the fundamentals of business finance and accounting practices.

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

To meet the assessment requirements, learners must:

- follow a suitable programme of learning.
- maintain and submit a portfolio of all coursework incorporating all materials related to assessment.

All evidence must be mapped against the learning outcomes and assessment criteria, reflecting the type of evidence supplied and indicating its location. Using portfolio reference numbers will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

Suitable sources of evidence may include the following:

- essays/assignments
- short questions and answers
- professional discussions
- workbooks
- reflective accounts
- records of questioning
- case studies

The centre must ensure that the learner's work is authentic.

Assurances that learner work is authentic can be gained via:

1. oral questioning to confirm knowledge and understanding.
2. written questions answered under controlled supervised conditions to compare the learner's writing style against their other work.

All knowledge and understanding evidence must be marked and assessed by centre assessors in line with the GA CRAVES requirement, clearly indicating where the learner has achieved the requisite knowledge and understanding.

Assessors are responsible for providing feedback and instructions for re-submission, where applicable.

All assessment decisions and internal moderation are externally quality assured by GA.

2.4 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 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
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy

2.5 Resubmissions

GA recommends that the centre operates a policy of allowing learners to resubmit assessed work a maximum of two times. However, the acceptance and management of resubmissions of assessed work is at the discretion of the centre.

The decision regarding whether to permit a learner to resubmit work and/or attempt an assessment again will be based on an evaluation of how closely their previous attempts met the passing criteria. This evaluation will consider the extent to which the learner's work demonstrated progress towards meeting the required standards.

Resubmitted work will be assessed with the same rigour and adherence to standards as the initial submission.

If a learner does not pass after three attempts at submitting assessed work, the centre must consider the following course of action:

- Additional support – consider whether the learner could benefit from additional support, remedial guidance, or additional resources to help them understand the material better. This could involve providing extra teaching sessions, study materials, or one-on-one tutoring to address specific areas of difficulty. Sometimes, extending deadlines or providing additional time can alleviate pressure and allow for better comprehension and performance.

13

- Review and feedback - consider whether sufficient detailed feedback, which highlights areas that need improvement and provides specific guidance on how the learner can enhance their work, has been provided after each attempt.

- Alternative assessment methods - consider whether an alternative assessment method, such as the use of professional discussion, may provide opportunities for the learner to demonstrate their understanding. The centre should refer to the GA Candidate Access Policy for further information.

- Reconsideration of participation - assess whether the learner might need to take a break from the programme or whether, despite supportive measures and multiple attempts, the learner's progress is not indicative that they will meet the qualification requirements. They may be issued with a final 'Fail' grade or withdraw from the programme.

The centre must ensure that their policies and procedures regarding learner dismissal or failure are communicated clearly to learners to maintain fairness and transparency.

2.6 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 takes into account 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.

14

2.7 Grading and Recording Achievement

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

This qualification is not graded on a scale. Learners are assessed as Pass or Fail.

The centre must ensure that regulations relating to the resubmission of work are adhered to.

2.8 Unit and Portfolio Sign Off

Upon completion, each unit must be signed off by the assessor and IQA to confirm the learner's achievement.

The content of the portfolio that contains all units the learners has achieved is subject to final portfolio sign off by the assessor and IQA to confirm that the specific qualification requirements and rules of combination have been met.

The learner is also required to sign an authenticity declaration, stating that the work contained in their portfolio is their own.

2.9 External Moderation and Quality Assurance Arrangements

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.

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. This will 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 qualification, 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 qualification

15

- 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 learners
- 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 learners
- administrative arrangements
- ensuring that any actions from moderation and wider quality assurance activities have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner 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.

2.10 Registering Learners and Unique Learner Numbers (ULNs)

Learners 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 two years. Should a learner 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 learners is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

2.11 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.

2.12 Record Keeping

Records of learner 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, both related to patients and 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, the centre 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.

2.13 Results and Certification

Centres may make claims for certification via the Ark when learners complete and the assessor and IQA have confirmed achievement. Claims for certification are subject to successful external quality assurance (EQA).

Following the EQA'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.

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.

2.14 Direct Claims Status (DCS)

Direct Claim Status is not available for this qualification.

2.17 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.

Section 3: Staff and Resource Requirements for Centres

In order to deliver this qualification, the centre must ensure that they meet the following requirements for staff and physical resources.

3.1 General Staff Requirements

It is the centre's responsibility to ensure that all staff involved in the delivery, assessment and internal quality assurance of this qualification are suitably qualified in line with the stipulations for teachers, assessors and Internal Quality Assurers (IQAs) detailed below.

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

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

Centre staff must be familiar with the qualification requirements prior to offering the qualification or unit and planning the centre's assessment and moderation strategy.

The centre must also ensure that they have the management and administrative staffing arrangements in place which are suitable to support the registration of learners and the receipt of results and certificates.

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.

3.2 Requirements for Teachers and Assessors

Teaching staff include those who deliver teaching and learning content for knowledge and understanding elements and those who are involved in practical teaching and learning in the clinical environment.

The primary responsibility of an assessor is to assess a learner's performance and ensure that the evidence submitted by the learner meets the requirements of the qualification.

It is the centre's responsibility to select and appoint suitably qualified and experienced teachers and assessors.

The teacher and assessor may be the same person, subject to meeting the criteria below:

All teachers must:

- hold an appropriate qualification in a business administration related subject at Level 3 or above

AND

- hold, or be working towards, a recognised teaching or training qualification, e.g. Level 3 Award in Education and Training or equivalent*

*In the absence of a regulated teaching qualification, the teacher must ensure that they are able to demonstrate that they have delivered a minimum of 30 hours of teaching or assessing. They are then required to agree to update their training to an Ofqual-regulated teaching qualification within two years of commencing their role in order to continue to deliver the qualification. Trainee teachers MUST be mentored by a suitable qualified teacher.

All assessors must:

- hold an appropriate qualification in a business administration related subject at Level 3 or above

AND

- hold, or be working towards, a recognised assessor qualification or their recognised equivalent** e.g.,
- 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.

**Assessors may be working towards a relevant equivalent qualification in assessing under the guidance of a suitably qualified and experienced Assessor and their IQA. Trainee assessors' decisions MUST be counter-signed by a suitably qualified, experienced assessor.

All teachers and assessors must also:

- be able to evidence relevant and up to date teaching/assessing experience.

- understand the qualification structure, unit learning outcomes and criteria related to the teaching and learning being delivered.
- have access to appropriate guidance and support.
- participate in continuing professional development in the specific subject they are teaching and/or assessing.

Further information about supporting staff members working towards required qualifications, including requirements for mentoring, counter-signatories and record-keeping, along with expectations for participation in centre-led standardisation activities and instructions for increased sampling and internal moderation activities are also detailed in the Centre Handbook.

3.3 Requirements for IQA (Internal Quality Assurers, also referred to as Internal Moderators).

IQAs are responsible for internal moderation and quality assurance of the qualification to ensure standardisation, reliability, validity and sufficiency of the assessor's assessment decisions.

It is the centre's responsibility to select and appoint IQAs.

All IQAs must:

- hold an appropriate qualification in a business administration related subject at Level 3 or above

AND

- hold, or be working towards***, one of the following internal quality assurance qualifications or their recognised equivalent:
  o Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
  o Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  o V1 Conduct internal quality assurance of the assessment process
  o D34 Internally verify the assessment process

***Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced IQA. Trainee IQA's decisions MUST be counter-signed by a suitably qualified, experienced IQA.

21

IQAs must also 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.

Each assessor may have one or several appointed IQAs.

Staff may undertake more than one role within the centre, e.g., teacher, assessor and IQA. However, members of staff must NOT IQA their own assessment decisions.

The knowledge and experience of tutors, assessors and IQAs will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

3.4 CPD Requirements

All staff must ensure their role and subject-specific knowledge, understanding and competence is current and therefore must keep up to date with sector changes and developments.

Participation in continuing professional development in order to evidence contemporaneous proficiency must take place regularly. There is no set minimum number of hours of CPD required; however, the CPD activities must reflect contemporary standards and developments in the subject matter and content being delivered.

Records of CPD activities (both planned and those that have taken place) must be made available to GA at EQA visits or upon request.

3.5 Teaching, Learning and Assessment Resources

When devising teaching, learning and assessment materials for this qualification, the centre must:

- ensure teaching and learning materials directly address the learning outcomes and sufficiently prepare learners for assessment.
- structure materials to be accessible and engaging.
- use clear, unambiguous language appropriate for the level.
- align materials to the specific topics and content.
- pitch the level and depth of materials accurately based on the content to be delivered.
- ensure materials can be clearly attributed back to the centre.
- offer opportunities and resources for additional research and study, where appropriate.

22

- offer opportunity for learners to relate teaching and learning content to their own experience.
- ensure materials provide any relevant guidance to staff on consistent delivery.

Course programmes must be designed using the assessment requirements and unit specifications content below.

Teaching and learning resources must be relevant, up-to-date and of industry standard, in order to allow learners to adequately prepare for assessment. This will be considered at approval and during the on-going monitoring of the centre.

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

3.6 Venue and Equipment 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.

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

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

For this qualification, suitable equipment includes:

- access to library resources, academic journals, and relevant business and management literature
- IT facilities and systems to support research, presentations, and access to online learning materials
- case study materials or scenario-based resources relevant to business administration and operations and business organisational contexts
- a suitable environment for assessment activities, including facilities for presentations, examinations, or viva voce assessments where applicable
- a virtual learning environment (VLE) or online platforms to support blended or distance learning delivery models

3.7 Ongoing Support

There are a number of documents on the GA website that centres and learners may find useful: www.gatehouseawards.org. The website is updated regularly with news, information about 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 learners are correct and up to date.

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

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

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

Contact details for GA can be found on the GA website www.gatehouseawards.org.

Section 4: Unit Specifications

4.1 Mandatory Unit 1: Effective Business Communication

Mandatory Unit		GLH	Credits	Level	Unit Reference
1	Effective Business Communication	60	10	3	M/651/9724

In this unit, the learner will develop their understanding of communication within a business environment and enables them to apply effective verbal, non-verbal, written, and digital communication methods.

Learners will explore the communication process, identify barriers to effective communication, and develop the skills required to communicate clearly and professionally in a range of business contexts.

Assessment Instructions and Guidance

There are no specific instructions or guidance for this unit.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand communication within a business environment	1.1 Explain the key elements of the communication process in a business context
	IC: *Purpose of communication in business; sender and receiver roles; message creation and interpretation; verbal, non-verbal and written forms of communication; common communication channels including face to face, telephone, email and digital platforms; importance of clear language, tone and message structure; role of feedback in confirming understanding; internal and external communication; formal and informal communication within organisations.*

	1.2 Analyse common barriers to effective communication in the workplace
	IC: Physical barriers such as noise and poor working environments; language barriers including jargon and differing levels of understanding; cultural and social differences; emotional barriers including stress or lack of confidence; organisational barriers such as unclear roles or poor communication systems; time pressures and workload demands; limitations of digital communication, including lack of clarity or misinterpretation of tone.
	1.3 Explain methods used to overcome communication barriers in business settings
	IC: Use of clear and appropriate language; avoiding jargon where possible; adapting communication style to suit the audience; active listening and questioning to confirm understanding; use of feedback to check messages are understood; choosing suitable communication channels; use of visual aids or written follow-up where appropriate; promoting inclusive and respectful communication within organisations.
2. Understand the use of verbal and non-verbal communication in business	2.1 Explain the features of verbal and non-verbal communication used in business situations
	IC: Verbal communication features including spoken language, clarity, tone, pace and choice of words; non-verbal communication features including body language, facial expressions, eye contact, posture and gestures; role of listening in verbal communication; importance of consistency between verbal and non-verbal messages; use of verbal and non-verbal communication in different business situations such as meetings, presentations and customer interactions.
	2.2 Analyse the importance of verbal and non-verbal communication in achieving effective workplace interactions
	IC: Role of verbal communication in sharing information and instructions; importance of non-verbal cues in supporting or reinforcing spoken messages; impact of tone, body language and listening on understanding and relationships; role of verbal and non-verbal communication in teamwork, meetings and customer interactions; consequences of mismatched or ineffective communication on workplace interactions.

	2.3 Explain how verbal and non-verbal communication techniques can be adapted to suit different business scenarios
	IC: Adapting language, tone and level of formality to suit different audiences; adjusting non-verbal communication such as posture, eye contact and gestures; differences between internal and external communication; adapting communication for situations such as meetings, presentations, customer interactions and team discussions; awareness of cultural, professional and situational expectations when communicating in business.
3. Be able to produce effective written and digital business communication	3.1 Describe common written and digital communication methods used in business
	IC: Written communication methods including letters, reports, memos and meeting notes; digital communication methods including emails, instant messaging, video conferencing and online collaboration tools; use of internal and external communication systems; differences between formal and informal written and digital communication; typical business contexts in which different written and digital methods are used.
	3.2 Explain the importance of clear, accurate, and professional written communication in business contexts
	IC: Importance of clarity in written communication to support understanding; accuracy of information and avoidance of errors; professional tone and appropriate language use; role of written communication in representing the organisation; impact of poor written communication on efficiency, decision making and organisational reputation.
	3.3 Produce written and digital communications that are appropriate for different business purposes and audiences
	IC: Different business purposes such as informing, requesting, reporting or persuading; consideration of audience needs, expectations and level of formality; appropriate choice of written or digital communication methods; use of clear structure, tone and layout; suitability of communication for internal and external business contexts.

4.2 Mandatory Unit 2: How Organisations and Businesses Operate

Mandatory Unit		GLH	Credits	Level	Unit Reference
2	How Organisations and Businesses Operate	60	10	3	R/651/9725
In this unit, the learner will develop their understanding of how organisations operate within different business contexts. Learners will develop an understanding of organisational objectives, the importance of customers and customer service, and how organisational structures and legal forms influence how businesses function. The unit provides a foundation for understanding how operational decisions are shaped by purpose, structure, and external requirements.					
Assessment Instructions and Guidance					
There are no specific instructions or guidance for this unit. Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.					

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand organisational objectives and influences on decision making	1.1 Explain the differences between operational, tactical, and strategic objectives
	IC: *Meaning of organisational objectives; characteristics of operational objectives linked to day-to-day activities; characteristics of tactical objectives focused on departmental or short to medium term planning; characteristics of strategic objectives linked to long term direction and organisational goals; differences in timescales, responsibility and level of decision making; relationship between operational, tactical and strategic objectives within organisations.*
	1.2 Analyse factors that influence the objectives of profit and non-profit organisations

	IC: Differences between profit-making and non-profit organisational purposes; influence of stakeholders including owners, members, funders and service users; financial considerations including profit targets, funding and resource availability; legal and regulatory requirements; social, ethical or community objectives; impact of external factors such as economic conditions, competition and government policy on organisational objectives.
2. Understand the importance of customers and customer service to organisations	2.1 Explain how customers influence organisational priorities and decision making
	IC: Customer needs, expectations and preferences; influence of customer demand on products, services and pricing; role of customer feedback and complaints in shaping decisions; impact of customer satisfaction on organisational reputation and performance; use of customer information to inform planning, resource allocation and service improvement.
	2.2 Analyse how effective customer service contributes to organisational performance and reputation
	IC: Relationship between customer service and customer satisfaction; impact of repeat business and customer loyalty on organisational performance; role of positive customer experiences in building reputation; influence of customer service on word of mouth and reviews; consequences of poor customer service for organisational performance and public image.
3. Understand organisational structures and legal forms of business	3.1 Explain different organisational structures used by businesses
	IC: Common organisational structures including hierarchical, flat, functional and matrix structures; key features of different structures; roles and responsibilities within organisational structures; lines of authority and communication; suitability of different structures for different sizes and types of organisations.
	3.2 Analyse the advantages and disadvantages of organisational structures in relation to efficiency and decision making
	IC: How different organisational structures affect speed of decision making; impact of clear roles and lines of authority on efficiency; advantages of flatter structures for communication and flexibility; disadvantages of hierarchical structures such as slower decision

	making; influence of organisational structure on coordination, accountability and information flow.
	3.3 Explain how different legal forms of business affect ownership, liability, and financial responsibilities
	IC: Common legal forms of business including sole traders, partnerships, limited companies and charities; differences in ownership and control; levels of personal and organisational liability; responsibility for debts and financial risk; treatment of profits or surplus funds; basic financial and legal responsibilities linked to different legal forms.

4.3 Mandatory Unit 3: Management Practices within Organisations

Mandatory Unit		GLH	Credits	Level	Unit Reference
3	Management Practices within Organisations	60	10	3	T/651/9726

In this unit, the learner will examine key aspects of strategic management within organisations.

Learners will develop an understanding of how organisational vision, mission, and objectives shape strategic direction, why strategic planning is important for managing growth and change, and how managers use information and decision-making models to support effective decision making.

This unit provides a foundation for understanding how organisations plan, respond to change, and operate strategically.

Assessment Instructions and Guidance

There are no specific instructions or guidance for this unit.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand the role of vision, mission, and objectives in organisations	1.1 Explain the purpose of organisational vision and mission statements
	IC: *Meaning of organisational vision and mission statements; purpose of vision statements in setting long term direction; purpose of mission statements in defining organisational purpose and values; differences between vision and mission statements; role of vision and mission in guiding organisational strategy and decision making; communication of vision and mission to internal and external stakeholders.*
	1.2 Explain how vision and mission are translated into organisational objectives

	IC: Relationship between vision, mission and organisational objectives; role of objectives in turning strategic intent into measurable aims; use of short-, medium- and long-term objectives to support vision and mission; alignment of departmental and team objectives with overall organisational direction; role of planning and management in setting and reviewing objectives; importance of clear objectives in supporting strategic focus.
	1.3 Explain how organisational objectives guide strategic direction
	IC: Role of organisational objectives in setting priorities and focus; use of objectives to guide planning and decision making; influence of objectives on resource allocation and organisational activities; role of objectives in monitoring progress and performance; relationship between objectives, strategic plans and long-term organisational direction.
2. Understand the importance of planning for organisational growth and change	2.1 Explain reasons why organisations plan for growth and development
	IC: Need to respond to market changes and competition; desire to increase market share, income or impact; planning for sustainability and long-term success; managing risks associated with growth; responding to changes in customer needs, technology or regulation; importance of planning to support controlled and achievable growth.
	2.2 Outline common planning approaches used by organisations
	IC: Use of short-, medium- and long-term planning; top-down and bottom-up planning approaches; use of internal and external information to inform planning; setting strategic priorities and action plans; role of management in reviewing and updating plans; use of strategic plans to guide organisational activities.
	2.3 Explain how planning supports organisations in managing change
	IC: Role of planning in preparing for change; identifying priorities and actions during periods of change; supporting coordinated and controlled implementation; role of planning in managing risks and uncertainty; use of plans to communicate change and monitor progress; importance of reviewing and adapting plans as change occurs.

3. Understand how managers use information to support decision making	3.1 Describe different types of information used by managers in organisations
	IC: Internal and external sources of information; quantitative and qualitative information; financial and non-financial information; operational, market and performance data; formal and informal information; importance of accurate, timely and relevant information for managerial decision making.
	3.2 Outline common decision-making models used by managers
	IC: Structured and unstructured decision-making approaches; rational decision-making models; intuitive decision making; use of problem-solving stages; role of risk and uncertainty in decision making; use of simple frameworks to support consistent and informed decisions.
	3.3 Explain how information supports managerial decision making
	IC: Use of information to identify problems and opportunities; supporting evaluation of options and potential outcomes; role of information in reducing uncertainty and risk; importance of accurate and timely information in decision making; use of information to justify, communicate and review decisions.

4.4 Mandatory Unit 4: Marketing Practices

Mandatory Unit		GLH	Credits	Level	Unit Reference
4	Marketing Practices	60	10	3	Y/651/9727

In this unit, the learner will develop their understanding of marketing practice within organisations.

Learners will develop an understanding of the role, purpose, and limitations of marketing, including the elements of the marketing mix.

The unit explores how market research and customer segmentation support marketing decision making and enables learners to apply the marketing mix to support organisational goals.

This unit provides a foundation for understanding how marketing activities contribute to organisational performance and competitiveness.

Assessment Instructions and Guidance

There are no specific instructions or guidance for this unit.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand the role, purpose, and limitations of marketing within organisations	1.1 Explain the purpose of marketing within organisations in relation to customer needs and organisational objectives
	IC: Purpose of marketing in identifying and meeting customer needs; role of marketing in creating awareness of products and services; relationship between marketing activities and organisational objectives; importance of understanding customer needs, expectations and preferences; role of marketing in supporting sales, growth and organisational performance; contribution of marketing to competitive positioning.

	1.2 Explain the elements of the marketing mix used by organisations
	IC: Core elements of the marketing mix including product, price, place and promotion; purpose of each element within marketing activities; relationship between the elements of the marketing mix; use of the marketing mix to meet customer needs and support organisational objectives; adaptation of the marketing mix for different products, services or markets.
	1.3 Outline how marketing activities support the achievement of organisational objectives
	IC: Role of marketing in increasing awareness and demand; contribution of marketing to sales and income generation; supporting customer acquisition and retention; role of marketing in building brand awareness and reputation; use of marketing activities to support growth, market expansion and organisational performance.
	1.4 Explain how marketing is used to reach and engage target markets in different organisational contexts
	IC: Identification of target markets and customer groups; use of appropriate marketing channels and methods to reach different audiences; adapting marketing messages to suit different customer needs and organisational contexts; role of digital and traditional marketing in engagement; importance of consistent messaging and brand communication across different markets.
	1.5 Describe limitations, risks, and ethical considerations associated with marketing activities in organisations
	IC: Financial and resource limitations affecting marketing activities; risks of ineffective or poorly targeted marketing; potential damage to organisational reputation; ethical considerations including honesty, transparency and responsible messaging; legal and regulatory requirements affecting marketing; importance of avoiding misleading or inappropriate marketing practices.
2. Understand how market research and customer segmentation support marketing decision making	2.1 Explain the purpose of market research in supporting marketing decision making
	IC: Purpose of market research in understanding customers, markets and competition; use of research to identify customer needs and preferences; role of market research in reducing risk and uncertainty; use of research findings to inform marketing planning and decisions;

	importance of accurate and reliable information in marketing decision making.
	2.2 Compare different marketing research methods and the types of information they provide
	IC: Differences between primary and secondary market research; qualitative and quantitative research methods; examples of common research methods such as surveys, interviews, focus groups and desk research; types of information provided by different methods; strengths and limitations of different research approaches in supporting marketing decisions.
	2.3 Explain the principles of customer segmentation, targeting, and positioning
	IC: Purpose of customer segmentation in grouping customers with similar needs or characteristics; common bases for segmentation such as demographic, geographic, behavioural and psychographic factors; meaning of targeting and selection of appropriate customer segments; purpose of positioning in creating a clear image or perception in the market; relationship between segmentation, targeting and positioning in marketing decision making.
	2.4 Explain how marketing research and segmentation are used to support marketing decisions
	IC: Use of market research findings to identify customer needs and preferences; application of segmentation data to target specific customer groups; role of research and segmentation in selecting appropriate marketing strategies; use of information to support decisions on products, pricing, promotion and distribution; importance of evidence-based decision making in marketing.
3. Be able to develop and apply a marketing mix to support organisational goals	3.1 Identify the elements of the marketing mix relevant to a product or service
	IC: Elements of the marketing mix including product, price, place and promotion; relevance of each element to different products or services; consideration of customer needs and organisational objectives when selecting elements of the marketing mix; suitability of different marketing mix elements for different market contexts.
	3.2 Apply the elements of the marketing mix to meet customer needs and organisational goals

	IC: Application of product, price, place and promotion to meet identified customer needs; alignment of marketing mix decisions with organisational objectives; consideration of market conditions and customer expectations when applying the marketing mix; consistency between marketing mix elements; role of the marketing mix in supporting effective marketing outcomes.
	3.3 Produce a marketing mix for a given product or service
	IC: Selection of appropriate product, price, place and promotion elements for a specific product or service; consideration of customer needs, target market and organisational objectives; use of market research or segmentation information to inform choices; coherence and consistency across the marketing mix; suitability of the marketing mix for the chosen market context.
	3.4 Adapt the marketing mix to suit different customer groups or market contexts
	IC: Modification of product, price, place and promotion for different customer groups; adjusting the marketing mix in response to customer needs, preferences and behaviours; adapting marketing decisions for different market conditions or organisational contexts; use of segmentation and market research information to inform changes; demonstrating flexibility in responding to changing customer or market requirements.

4.5 Mandatory Unit 5: People Management Practices

Mandatory Unit		GLH	Credits	Level	Unit Reference
5	People Management Practices	60	10	3	A/651/9728
In this unit, the learner will examine key aspects of people management within organisations. Learners will develop an understanding of workforce planning, employee motivation, and performance management, as well as how organisations support effective working relationships. The unit provides a foundation for understanding how people management practices support organisational effectiveness and positive workplace outcomes.					
Assessment Instructions and Guidance					
There are no specific instructions or guidance for this unit. Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.					

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand factors that influence workforce planning in organisations	1.1 Explain internal factors that influence workforce planning within organisations
	IC: *Organisational objectives and business plans; current workforce size, skills and experience; staff turnover and retention levels; organisational structure and job roles; performance levels and productivity; use of internal data such as absence, skills audits and succession planning information.*
	1.2 Explain external factors that influence workforce planning within organisations

	IC: Labour market conditions and availability of skilled workers; economic conditions and changes in demand; legal and regulatory requirements affecting employment; technological developments influencing job roles and skills needs; industry trends and competition; demographic changes affecting workforce supply.
	1.3 Explain how organisations identify the skills, knowledge, and competencies required for different job roles
	IC: Use of job descriptions and person specifications; analysis of organisational objectives and workforce needs; role requirements linked to tasks and responsibilities; use of skills audits and performance reviews; consideration of legal, professional or regulatory requirements; alignment of role requirements with organisational structure and future planning.
2. Understand how organisations motivate and engage employees	2.1 Describe different approaches organisations use to motivate and engage employees
	IC: Financial rewards such as pay, bonuses and incentives; non-financial rewards including recognition, praise and development opportunities; training and career progression; employee involvement and participation; supportive management and leadership approaches; work–life balance initiatives; role of positive workplace culture in motivation and engagement.
	2.2 Analyse how motivation and engagement can influence employee performance
	IC: Relationship between motivation, engagement and productivity; impact of motivation on employee effort, commitment and quality of work; influence of engagement on attendance, retention and teamwork; effects of low motivation on performance and morale; link between motivated employees and achievement of organisational objectives.
	2.3 Explain how employee motivation contributes to organisational effectiveness
	IC: Contribution of motivated employees to productivity and quality of work; impact of motivation on staff retention and reduced turnover; role of motivation in supporting positive workplace culture; link between employee motivation and achievement of organisational objectives; contribution of motivated employees to customer satisfaction and organisational performance.

3. Understand how organisations manage and improve employee performance	3.1 Explain the purpose of performance management within organisations
	IC: Purpose of performance management in setting expectations and standards; role of performance management in monitoring and reviewing employee performance; link between individual performance and organisational objectives; use of performance management to identify development needs; role of performance management in supporting improvement and accountability.
	3.2 Outline common performance management processes used to monitor and review employee performance
	IC: Use of performance objectives and targets; regular performance reviews or appraisals; supervision and one to one meetings; observation of work activities; use of feedback from managers, colleagues or customers; recording and reviewing performance information; role of performance monitoring in identifying strengths and areas for improvement.
	3.3 Explain how feedback and support are used to improve employee performance
	IC: Role of feedback in recognising strengths and identifying areas for improvement; use of constructive and timely feedback to support performance improvement; importance of clear communication and agreed actions; role of training, coaching and development support; use of support and feedback to encourage motivation, confidence and continuous improvement.
4. Understand how organisations promote effective working relationships	4.1 Explain how communication and employee involvement support effective working relationships
	IC: Role of clear and open communication in building understanding and trust; importance of sharing information and expectations; employee involvement in decision making and problem solving; use of consultation and teamwork to encourage cooperation; impact of effective communication and involvement on morale, engagement and working relationships.
	4.2 Describe the role of organisational culture in promoting cooperation and positive employee relations
	IC: Meaning of organisational culture and shared values; influence of culture on behaviour, attitudes and ways of working; role of organisational culture in encouraging respect, trust and cooperation;

	impact of positive workplace culture on teamwork and employee relations; importance of inclusive and supportive cultural practices in promoting positive working relationships.
	4.3 Explain the role of leadership in supporting collaboration and effective teamwork
	IC: Role of leaders in setting clear expectations and direction; importance of leading by example and modelling positive behaviours; use of leadership to encourage communication, cooperation and trust; role of leaders in resolving conflict and supporting inclusive teamwork; contribution of leadership to motivating teams and supporting effective working relationships.

4.6 Mandatory Unit 6: Business Finance and Accounting Practices

	Mandatory Unit	GLH	Credits	Level	Unit Reference
6	Business Finance and Accounting Practices	60	10	3	D/651/9729

In this unit, the learner will develop their understanding of the foundations of business finance and accounting practices within organisations.

Learners will develop an understanding of key financial principles, financial records, and financial statements, as well as how organisations manage and record financial transactions.

The unit also introduces basic costing, budgeting, and investment appraisal techniques used to support financial decision making.

This unit provides a foundation for understanding how financial information supports effective business management and administration.

Assessment Instructions and Guidance

There are no specific instructions or guidance for this unit.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand business finance and accounting principles	1.1 Explain the purpose of maintaining financial records in organisations
	IC: Purpose of financial records in tracking income and expenditure; importance of accurate and up to date records; role of financial records in monitoring financial performance; use of records to support decision making and planning; legal and regulatory requirements for record keeping; role of financial records in accountability and transparency.

	1.2 Analyse different sources of finance available to businesses at different stages of development
	IC: Internal and external sources of finance; use of personal savings and retained profits; bank loans and overdrafts; grants and funding schemes; investment from owners, partners or shareholders; suitability of different sources of finance at start up, growth and maturity stages; advantages, limitations and risks associated with different sources of finance.
	1.3 Describe the main types of financial and management accounting statements used by organisations
	IC: Purpose and basic content of financial statements including income statements, statements of financial position and cash flow statements; use of management accounting information such as budgets, cost reports and performance reports; differences between financial and management accounting statements; role of accounting statements in monitoring performance and supporting decision making.
2. Be able to record and manage financial transactions	2.1 Apply the double-entry accounting system to record basic financial transactions
	IC: Debit and credit entries; recording transactions such as sales, purchases, income and expenses; use of simple accounts or ledgers; importance of accuracy and balance in recording financial transactions.
	2.2 Prepare straightforward bank reconciliations to support accurate financial records
	IC: Comparing bank statements with internal cash records; identifying differences such as outstanding payments, receipts or bank charges; adjusting records to reflect accurate balances; correcting basic errors or omissions; confirming final reconciled balances; importance of accuracy and regular reconciliation in maintaining reliable financial records.
	2.3 Identify and correct basic errors in accounting records
	IC: Identifying common errors such as incorrect entries, omissions or duplication; checking balances and totals within accounts or ledgers; tracing errors through basic records; correcting errors using

	appropriate adjustments; importance of accuracy and attention to detail in maintaining reliable accounting records.
3. Understand how financial practices support business decision making	3.1 Explain how costing methods are used to support decision making
	IC: Purpose of costing in understanding costs of products or services; use of costing information to set prices and control costs; distinction between fixed and variable costs; role of costing in comparing options and supporting decision making; importance of accurate cost information in planning and financial control.
	3.2 Explain the role of budgeting in financial planning and control
	IC: Purpose of budgets in planning income and expenditure; role of budgeting in allocating resources; use of budgets to monitor performance and control spending; comparison of planned and actual figures; role of budgeting in identifying variances and supporting corrective action; importance of budgeting in supporting financial stability and informed decision-making.
	3.3 Outline how investment appraisal techniques are used to support capital investment decisions
	IC: Purpose of investment appraisal in assessing potential investments; consideration of costs, benefits and risks; use of simple appraisal techniques to compare options; role of appraisal in supporting informed capital investment decisions; importance of considering affordability, timescales and expected returns when evaluating investment options.

4.7 Mandatory Unit 7: Organisational Resources

Mandatory Unit		GLH	Credits	Level	Unit Reference
7	Organisational Resources	60	10	3	Y/651/9736

In this unit, the learner will develop their understanding of how organisations manage key organisational resources, including human, physical, technological, and financial resources.

Learners will develop their understanding of recruitment and selection processes, the importance of employability skills, how physical and technological resources support organisational operations, and how financial resources and financial statements are used within organisations.

The unit provides learners with the knowledge and understanding to support effective resource management within business administration contexts.

Assessment Instructions and Guidance

There are no specific instructions or guidance for this unit.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand key processes involved in managing human resources within organisations	1.1 Describe the procedures organisations use to recruit and select employees
	IC: *Stages of the recruitment and selection process; identifying staffing needs and vacancies; advertising roles internally or externally; use of job descriptions and person specifications; application and shortlisting processes; interview and selection methods; checks such as references or eligibility to work; importance of fair, consistent and lawful recruitment procedures.*

	1.2 Explain the purpose of key documentation used during recruitment and selection
	IC: : Purpose of job descriptions and person specifications; use of application forms and CVs in gathering applicant information; role of shortlisting criteria and interview questions; purpose of selection records and decision notes; use of references and eligibility to work documentation; importance of accurate and compliant documentation in supporting fair recruitment decisions.
	1.3 Explain the importance of identifying candidates' employability attributes, personal effectiveness and communication skills in recruitment and selection
	IC: Meaning of employability attributes including reliability, teamwork and adaptability; importance of personal effectiveness such as time management, initiative and professionalism; role of communication skills in workplace interactions; relevance of employability skills to job performance and organisational effectiveness; use of recruitment and selection processes to assess suitability beyond technical skills.
2. Understand the role of physical and technological resources in supporting organisational operations	2.1 Explain how physical resources are used to support organisational operations
	IC: Types of physical resources including premises, equipment, machinery and materials; use of physical resources to support day to day operations; importance of maintaining and managing physical resources effectively; role of physical resources in productivity, efficiency and service delivery; impact of availability and condition of physical resources on organisational performance.
	2.2 Explain how technological resources are used to support organisational operations
	IC: Types of technological resources including computer systems, software, communication technologies and digital platforms; use of technology to support communication, record keeping and information sharing; role of technology in improving efficiency and accuracy; support for remote or flexible working practices; importance of effective use and management of technological resources in organisational operations.
	2.3 Explain how effective management of physical and technological resources contributes to organisational efficiency and performance

	IC: Importance of planning, monitoring and maintaining physical and technological resources; impact of effective resource management on productivity and cost control; role of efficient resource use in reducing waste and downtime; contribution of well managed resources to service quality and organisational performance; link between resource management, reliability and operational effectiveness.
3. Understand different sources of finance available to organisations	3.1 Explain different internal sources of finance available to organisations
	IC: Use of retained profits or surplus funds; reinvestment of income generated from operations; sale of assets no longer required; use of working capital and cash reserves; advantages and limitations of internal finance in supporting organisational activities and growth.
	3.2 Explain different external sources of finance available to organisations
	IC: Bank loans and overdrafts; grants and funding from government or external bodies; investment from owners, partners or shareholders; leasing and hire purchase; use of trade credit; advantages and limitations of external finance in supporting organisational activities and growth.
	3.3 Explain the advantages and limitations of different sources of finance in supporting organisational activities and growth
	IC: Advantages of internal finance such as control and lower risk; limitations of internal finance including restricted availability; advantages of external finance such as access to larger funding amounts; limitations of external finance including cost, repayment obligations and loss of control; suitability of different finance sources for supporting day to day activities, investment and growth; importance of selecting appropriate finance based on organisational needs and capacity.
4. Understand the purpose and use of financial statements within organisations	4.1 Explain the purpose and main content of financial statements used by organisations
	IC: Purpose of financial statements in showing financial position and performance; main content of statements such as income statements, statements of financial position and cash flow statements; summary information on income, expenditure, assets, liabilities and cash movement; use of financial statements to support monitoring,

	accountability and planning; importance of accurate and reliable financial information for organisational management.
	4.2 Explain how financial statements are used by different stakeholders to review organisational performance and financial position
	IC: Use of financial statements by managers to support planning and decision making; use by owners or shareholders to review performance and returns; use by lenders and creditors to assess financial stability and risk; use by employees or representatives to understand organisational performance; use by external bodies such as regulators or funders; importance of financial statements in providing clear and reliable information to different stakeholders.

4.8 Mandatory Unit 8: Providing Quality Service to Customers

Mandatory Unit		GLH	Credits	Level	Unit Reference
8	Providing Quality Service to Customers	60	10	3	A/651/9737

In this unit the learner will develop their understanding of customer service within organisational contexts.

Learners will explore the principles of effective customer service, different customer types and behaviours, and how organisations measure and improve service quality.

The unit also develops awareness of how organisations build and maintain positive customer relationships, including how customer service issues and complaints are handled to support professional and consistent customer experiences.

Assessment Instructions and Guidance

There are no specific instructions or guidance for this unit.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand the principles of customer service within organisations	1.1 Outline key legislation and regulation relevant to customer service delivery
	IC: *Purpose of legislation in protecting customers and organisations; consumer protection legislation; equality and anti-discrimination requirements; data protection and confidentiality requirements; health and safety considerations relevant to customer interactions; role of organisational policies and procedures in supporting legal and regulatory compliance in customer service delivery.*

	1.2 Explain the role of product quality and service quality in shaping customer experience
	IC: Meaning of product quality and service quality; impact of quality on customer satisfaction and expectations; consistency of product and service delivery; role of service quality in customer perceptions and trust; relationship between quality, customer experience and repeat business; effect of poor quality on customer confidence and organisational reputation.
	1.3 Explain the features of effective customer service in organisational contexts
	IC: Clear and courteous communication; understanding and responding to customer needs; professionalism and positive attitude; reliability and consistency in service delivery; timely responses and problem resolution; importance of listening and empathy in customer interactions; role of effective customer service in building positive customer experiences and trust.
2. Understand different customer types and behaviours	2.1 Outline different types of customers that organisations serve
	IC: Individual and business customers; internal and external customers; new and existing customers; repeat and occasional customers; customers with different needs, expectations and behaviours; importance of recognising different customer types in delivering appropriate customer service.
	2.2 Describe factors that influence customer behaviour and expectations
	IC: Personal factors such as needs, preferences, values and experiences; social and cultural influences including peer groups, trends and norms; economic factors affecting purchasing decisions; psychological factors including motivation, perception and attitudes; situational factors such as time, location and service environment; impact of previous experiences and organisational reputation on customer expectations.
	2.3 Explain methods used by organisations to measure customer service performance and customer satisfaction
	IC: Use of customer feedback, surveys and questionnaires; monitoring complaints and compliments; use of customer satisfaction scores and ratings; observation of service interactions; use of mystery shopping

	or service audits; reviewing repeat business and customer retention; role of measurement in identifying areas for improvement and supporting quality service delivery.
3. Understand how organisations build and improve customer relationships	3.1 Explain approaches organisations use to meet and exceed customer expectations
	IC: Understanding and responding to customer needs and preferences; providing timely, accurate and reliable service; personalising customer interactions where appropriate; going beyond basic expectations through added value or service extras; proactive communication and problem resolution; continuous monitoring and improvement of service to maintain high standards; importance of exceeding expectations in building loyalty and positive organisational reputation.
	3.2 Explain the role of communication and negotiation in customer service interactions
	IC: Use of clear, polite and professional communication to share information and manage expectations; active listening to understand customer needs and concerns; use of questioning to clarify and resolve issues; negotiation techniques to reach mutually acceptable solutions; adapting communication style to different customers or situations; importance of effective communication and negotiation in maintaining positive customer relationships and satisfaction.
	3.3 Explain factors that contribute to customer satisfaction and long-term customer relationships
	IC: Consistency and reliability of products and services; responsiveness to customer needs and concerns; quality of communication and interactions; trust, professionalism and positive attitude of staff; value for money and meeting customer expectations; proactive problem solving and service recovery; building loyalty through personalised service and attention to customer feedback.
4. Understand how organisations handle customer service issues and complaints	4.1 Explain common causes of customer complaints
	IC: Product or service not meeting quality standards or expectations; delays in delivery or service; inaccurate or unclear information; poor communication or customer service interactions; failure to resolve issues promptly; misunderstanding of customer needs or preferences; inconsistency in service delivery.

	4.2 Describe how organisations can respond to customer complaints and service failures
	IC: Acknowledging and recording complaints promptly; investigating the cause of the issue; providing clear explanations or apologies where appropriate; offering solutions or compensation to resolve the complaint; following organisational policies and procedures; using feedback to prevent future issues; maintaining professional and positive communication throughout the resolution process.
	4.3 Explain the importance of effective complaint handling in maintaining customer relationships
	IC: Resolving complaints promptly to maintain customer trust and satisfaction; demonstrating organisational accountability and professionalism; reducing the risk of negative feedback or reputational damage; using complaints as opportunities to improve service quality; supporting customer loyalty and repeat business; contributing to positive customer perceptions and long-term relationships.

4.9 Mandatory Unit 9: Projects within Organisations

Mandatory Unit		GLH	Credits	Level	Unit Reference
9	Projects within Organisations	60	10	3	D/651/9738

In this unit, the learner will develop their understanding of the principles of project working within organisational contexts.

Learners will explore key project concepts and stages and apply this understanding by planning and carrying out a small-scale project linked to a business activity.

The unit enables learners to develop planning, organisation, and monitoring skills that support effective project delivery within business administration roles.

Assessment Instructions and Guidance

There are no specific instructions or guidance for this unit.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand core project concepts and stages	1.1 Explain what is meant by a project within a business context
	IC: Definition of a project as a temporary activity with a specific objective; difference between projects and routine business operations; examples of business projects such as implementing a new process, launching a product, or organising an event; importance of clear objectives, scope, and outcomes; role of projects in supporting organisational goals and strategic priorities.

	1.2 Explain the main stages of a project lifecycle from initiation to completion
	IC: Typical stages of a project lifecycle including initiation, planning, execution/implementation, monitoring and control, and closure; purpose of each stage in managing resources, time, and objectives; importance of defining project scope and deliverables; role of project planning in achieving outcomes; significance of monitoring progress and reviewing performance throughout the project.
	1.3 Describe the key roles and responsibilities involved in project delivery
	IC: Role of the project manager in planning, coordinating and monitoring the project; responsibilities of team members in completing assigned tasks; role of sponsors or stakeholders in providing support and guidance; importance of clear communication and accountability; contribution of each role to achieving project objectives and deadlines; significance of collaboration and cooperation within the project team.
	1.4 Describe the skills required to support effective project delivery
	IC: Planning and organisational skills to manage tasks and deadlines; communication skills for sharing information and coordinating with team members; problem-solving and decision-making skills to address issues; time management and prioritisation skills; teamwork and collaboration skills; adaptability and flexibility to respond to changes or challenges; attention to detail to ensure quality and accuracy in project outputs.
2. Be able to plan a project to meet business objectives	2.1 Apply appropriate planning tools or techniques to plan a project linked to a business activity
	IC: Use of simple planning tools or techniques such as checklists, timelines, or basic Gantt charts; defining project objectives, scope and deliverables; identifying tasks, resources and responsibilities; estimating timeframes and sequencing activities; monitoring and adjusting plans as required; linking project planning to organisational or business objectives.
	2.2 Outline how resources required for the project will be identified and obtained

	IC: Identifying human resources required for tasks; determining physical and technological resources needed; estimating financial or budgetary requirements; considering availability and suitability of resources; planning how to acquire or allocate resources; ensuring resources are sufficient to meet project objectives; importance of linking resource allocation to project planning and timelines.
	2.3 Produce a clear and structured project plan for a business-related project
	IC: Organising project tasks and activities in a logical sequence; defining objectives, deliverables and success criteria; assigning responsibilities and roles; allocating resources including time, people and materials; including key milestones and deadlines; demonstrating coherence, clarity and alignment with business objectives; ensuring the plan is practical and achievable.
3. Be able to carry out and review a planned project	3.1 Carry out project activities in line with the agreed project plan
	IC: Completing tasks as scheduled in the project plan; using allocated resources effectively; following agreed roles and responsibilities; communicating with team members or stakeholders as required; identifying any issues or risks during implementation; making minor adjustments to stay aligned with the plan.
	3.2 Monitor progress against the project plan and make adjustments where necessary
	IC: Checking progress of tasks and milestones against the agreed plan; identifying delays, issues or resource constraints; making adjustments to timelines, resources or activities to keep the project on track; communicating changes to team members or stakeholders; reviewing impact of adjustments on overall project objectives; ensuring project remains aligned with business goals.
	3.3 Review the outcomes of the project against the original objectives
	IC: Comparing completed project deliverables with initial objectives; evaluating whether project goals were achieved; identifying successes and areas for improvement; reflecting on resource use, time management and team performance; documenting findings to inform future projects; using the review to support continuous improvement in project delivery.

4.10 Mandatory Unit 10: Cultural Frameworks in Organisations

Mandatory Unit		GLH	Credits	Level	Unit Reference
10	Cultural Frameworks in Organisations	60	10	3	F/651/9739

In this unit the learner will explore the concept of organisational culture and its relevance to effective business administration. Learners will explore recognised cultural models and frameworks, examine how different types of organisational culture shape workplace behaviour, communication and working practices, and consider how culture influences leadership, management and employee performance.

The unit also addresses the practical implications of culture for those working in administrative roles, including how cultural values and norms shape the priorities, processes and standards expected within business administration functions.

Emphasis is placed on understanding how policies, procedures and codes of conduct are used to reinforce organisational values and support ethical practice, equipping learners with the cultural awareness needed to operate effectively and professionally within a range of organisational settings.

Assessment Instructions and Guidance

There are no specific instructions or guidance for this unit.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand organisational culture and its relevance to business administration	1.1 Explain what is meant by organisational culture within a business context
	IC: Definition of organisational culture as shared values, beliefs, norms, and behaviours; role of culture in shaping organisational identity and workplace practices; examples of culture in different types of organisations; relationship between culture and employee

	expectations; overview of how culture provides a framework for behaviour and decision making.
	1.2 Outline recognised models and frameworks used to describe organisational culture
	IC: Concept of cultural models and frameworks to analyse organisational values and practices; recognised examples such as Hofstede's cultural dimensions, Cameron and Quinn's Competing Values Framework, and Schein's model of organisational culture; use of frameworks to understand and compare organisational culture; strengths and limitations of models for business administration purposes.
	1.3 Describe different types of organisational culture commonly found in organisations
	IC: Characteristics of hierarchical, clan, adhocracy, and market cultures; focus and priorities of each culture type such as control, collaboration, innovation, or results; observable behaviours associated with different cultures; implications of culture type for teamwork, communication, and decision making; recognising culture types to support effective business administration.
	1.4 Explain how organisational culture influences behaviour, communication, and working practices
	IC: General influence of shared values and norms on employee behaviour and interactions; impact of culture on communication styles and collaboration; effect of culture on working practices and adherence to organisational routines; examples of how culture shapes leadership approaches and team behaviours.
2. Understand how organisational culture influences organisational performance	2.1 Explain how organisational values and beliefs influence decision making
	IC: Role of shared values and beliefs in guiding strategic and operational choices; influence on consistency and ethical considerations in decision making; impact on prioritisation of resources and organisational objectives; contribution of values to transparency and accountability in business decisions.
	2.2 Describe how organisational culture can affect leadership approaches and management practices

	IC: Influence of culture on leadership styles and decision-making approaches; effect on managerial communication and team engagement; alignment of management practices with cultural values; how culture guides organisational norms and expectations in business administration.
	2.3 Explain how organisational culture can impact employee motivation, productivity, and performance
	IC: Link between cultural alignment and employee engagement; role of culture in encouraging motivation, responsibility, and accountability; effect on productivity, collaboration, and service delivery; impact of positive or misaligned culture on organisational performance and morale.
3. Understand the role of culture in supporting effective and ethical business administration	3.1 Explain how organisational culture shapes expected standards within business administration roles
	IC: How culture establishes behavioural expectations, professionalism, and operational norms; influence on conduct, accountability, and adherence to policies; role in guiding performance and decision making within administrative roles.
	3.2 Explain how organisational culture influences administrative priorities, processes, and ways of working
	IC: Effect of cultural norms on prioritising tasks, workflow design, and business processes; role of culture in shaping collaboration, communication, and reporting practices; influence on operational efficiency and alignment with organisational objectives.
	3.3 Describe how policies, procedures, and codes of conduct are used to reinforce organisational values and ethical practice
	IC: Use of formal policies and procedures to embed cultural values; application of codes of conduct to guide behaviour; role of governance frameworks in supporting ethical business practice; reinforcing expected standards through training and organisational communications.
	3.4 Explain the importance of ethical values and positive workplace culture in supporting organisational effectiveness
	IC: Contribution of ethical values and positive culture to employee engagement, trust, and accountability; influence on organisational reputation and stakeholder confidence; role in promoting consistent

	performance and operational sustainability; link between culture, ethics, and long-term organisational effectiveness.

4.11 Mandatory Unit 11: Leadership Skills in Business Administration

Mandatory Unit		GLH	Credits	Level	Unit Reference
11	Leadership Skills in Business Administration	60	10	3	K/651/9740

In this unit the learners will develop their understanding of leadership skills within organisational and business administration contexts.

Learners will explore the roles and responsibilities associated with leadership, the key skills and behaviours that support effective leadership, and the importance of motivation when leading others.

The unit also introduces how leadership skills support change and improvement within organisations.

Learners will understand how leadership skills are applied in supervisory, coordination, and team-based business administration roles.

Assessment Instructions and Guidance

There are no specific instructions or guidance for this unit.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand leadership roles and responsibilities within organisations	1.1 Outline recognised leadership theories and frameworks used to describe leadership in organisations
	IC: Concept of leadership theories and frameworks to understand leadership styles and approaches; examples of recognised theories such as transformational, transactional, situational, and servant leadership; use of frameworks to guide leadership development and practice; strengths and limitations of different approaches in organisational contexts; relevance to business administration roles.

	1.2 Describe the main roles and responsibilities associated with leadership in organisations
	IC: Setting clear direction, goals, and priorities; motivating and guiding team members; delegating tasks effectively; monitoring performance and providing feedback; supporting professional development and coaching; decision making and problem solving; promoting collaboration, teamwork, and positive workplace culture; representing the team or organisation to stakeholders.
	1.3 Explain different approaches to leadership commonly used in organisational settings
	IC: Leadership approaches such as autocratic, democratic, laissez-faire, transformational, transactional, and situational leadership; characteristics and behaviours associated with each approach; suitability of different approaches for various organisational contexts and team needs; impact of leadership approach on communication, motivation, and team performance; how leaders adapt their approach to meet organisational and employee requirements.
	1.4 Explain the principles of situational leadership
	IC: Concept of adapting leadership style based on the situation and the needs of team members; balancing direction and support depending on task complexity and employee competence; identifying appropriate leadership behaviours for different levels of employee readiness; importance of flexibility and responsiveness in leading teams; use of situational leadership to enhance performance, motivation, and engagement within organisational contexts.
2. Understand the skills and behaviours required for effective leadership in administrative roles	2.1 Describe key skills and behaviours associated with effective leadership
	IC: Communication skills including active listening and clear instructions; decision-making and problem-solving skills; ability to motivate and inspire team members; delegation and time management; adaptability and flexibility in response to changing situations; emotional intelligence and self-awareness; promoting teamwork, collaboration, and positive workplace culture; demonstrating professionalism, integrity, and accountability.
	2.2 Explain different leadership styles and how they influence team working and performance

	IC: Overview of leadership styles such as autocratic, democratic, laissez-faire, transformational, transactional, and situational; impact of each style on team motivation, communication, and collaboration; influence of leadership approach on productivity, engagement, and overall team performance; appropriateness of different styles in varying organisational contexts; role of leaders in adapting style to meet team and organisational needs.
	2.3 Explain the role of motivation in supporting effective leadership
	IC: Importance of motivating team members to achieve goals; use of recognition, encouragement, and support to enhance engagement; impact of motivation on productivity, commitment, and morale; role of motivation in fostering collaboration, trust, and positive working relationships; how motivated employees contribute to achieving organisational objectives and supporting effective leadership.
3. Understand how leadership skills support change within organisations	3.1 Explain why managing change is important for organisations
	IC: Need for organisations to adapt to internal and external changes such as market conditions, technology, or regulatory requirements; role of change management in maintaining competitiveness and sustainability; impact of effective change on employee engagement and organisational performance; reducing disruption and resistance through planned change; contribution of managing change to achieving strategic goals and business objectives.
	3.2 Describe the main stages involved in organisational change processes
	IC: Identifying the need for change and setting objectives; planning the change including resources, timelines, and responsibilities; communicating change to stakeholders and employees; implementing change activities according to plan; monitoring progress and addressing issues or resistance; reviewing and evaluating outcomes; embedding changes into organisational processes and culture to sustain improvements.
	3.3 Explain the importance of balancing people-focused and task-focused approaches during change

	IC: Need to address both employee needs and organisational objectives when implementing change; role of people-focused approaches in supporting engagement, motivation, and reducing resistance; role of task-focused approaches in achieving objectives, deadlines, and project milestones; impact of balancing both approaches on successful change outcomes; importance of adapting leadership style to maintain performance while supporting staff through change.

4.12 Mandatory Unit 12: Innovation and Creativity in Decision Making

Mandatory Unit		GLH	Credits	Level	Unit Reference
12	Innovation and Creativity in Decision Making	60	10	3	L/651/9741

In this unit the learner will develop their understanding of innovation, creativity, and decision making within business and organisational contexts. Learners will explore key innovation concepts and consider how creativity and innovative thinking support business improvement and problem solving.

The unit introduces how creative and critical thinking techniques can be used to generate and develop business ideas and functions and examines common barriers that can limit innovation within organisations.

Learners also develop an understanding of how organisations assess the feasibility of business ideas by considering market information, customer needs, and basic financial, marketing, and operational factors, and how innovative thinking contributes to effective decision making and continuous improvement within business administration roles.

Assessment Instructions and Guidance

There are no specific instructions or guidance for this unit.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand key innovation concepts used in business	1.1 Explain the terms entrepreneur, entrepreneurship, innovation, and creativity within a business context
	IC: *Meaning of an entrepreneur as an individual who identifies opportunities and takes action to create value; entrepreneurship as the process of developing, managing, and growing a business or business idea; innovation as introducing new ideas, products, services, or processes that improve or add value; creativity as the ability to*

	generate original ideas and solutions; relevance of these concepts to business development, problem solving, and organisational improvement
	1.2 Outline recognised models and frameworks used to describe innovative activity
	IC: Concept of models and frameworks to understand entrepreneurship and innovation; examples of recognised frameworks such as the Business Model Canvas, Design Thinking, Lean Startup methodology, and the Innovation Funnel; use of frameworks to analyse, plan, and structure entrepreneurial or innovative activity; benefits of using frameworks to support idea development and business decision making; limitations of models in capturing all aspects of creativity and innovation in organisations.
	1.3 Describe different types of innovative activity found within organisations
	IC: Examples of activity such as developing new products or services, improving processes, identifying new market opportunities, and implementing innovative solutions; intrapreneurship initiatives where employees develop business ideas within an existing organisation; small-scale project or pilot schemes to test ideas; activities that support organisational growth, efficiency, and competitive advantage; recognising innovative activity in both start-ups and established organisations.
2. Understand the importance of creativity and innovation in business contexts	2.1 Explain why creativity and innovation are important for business improvement and growth
	IC: Role of creativity in generating ideas and enabling problem-solving; contribution of innovation to organisational competitiveness, efficiency, and growth; impact on continuous improvement and adaptation to market or technological changes; meeting customer needs and supporting business objectives; developing a culture that encourages idea generation and experimentation.
	2.2 Describe how innovation can support new ideas, improved processes, or organisational development
	IC: Application of innovative thinking to develop and implement new ideas, processes, or solutions; improving workflows, operations, and efficiency; supporting practical organisational development and solving operational challenges; enabling teams to trial, test, and refine

	ideas; using innovation to drive change and improvement within the organisation.
	2.3 Explain the potential risks to organisations of failing to encourage creativity and innovation
	IC: Risk of falling behind competitors due to lack of new products, services, or processes; reduced efficiency and missed opportunities to improve workflows; decreased employee engagement and motivation; limited ability to respond to market, technological, or regulatory changes; stagnation in organisational growth or development; impact on customer satisfaction, loyalty, and overall business performance.
3. Understand how organisations assess and develop innovative business ideas	3.1 Explain the role of creative and critical thinking in the development of business ideas
	IC: Using creative thinking to generate original ideas and identify opportunities; applying critical thinking to evaluate and refine ideas for feasibility and effectiveness; combining creativity and critical analysis to develop practical and innovative solutions; role in problem-solving and improving existing processes or services; supporting informed decision making and organisational growth; contribution to generating ideas that meet customer needs and organisational objectives.
	3.2 Explain common barriers to innovation within organisations
	IC: Lack of leadership support or vision for innovation; resistance to change from employees or management; limited resources including time, funding, or skills; organisational culture that discourages experimentation or risk-taking; poor communication or collaboration between teams; insufficient market or customer insight; failure to align innovation with strategic objectives.
	3.3 Explain how market, customer, and operational factors influence the development of business ideas
	IC: Use of market information to identify opportunities, gaps, or trends; consideration of customer needs, preferences, and expectations when shaping ideas; operational factors such as available resources, processes, and organisational capabilities; balancing feasibility, cost, and potential impact; ensuring ideas are

	practical, deliverable, and aligned with organisational objectives; how these factors guide refinement and prioritisation of ideas.
4. Be able to develop and review an innovative business idea	4.1 Use creative thinking tools to generate innovative ideas in a business
	IC: Application of tools such as thought showering, mind mapping, SCAMPER, or idea journals; generating multiple potential ideas; exploring possibilities for new products, services, or improvements; considering organisational objectives and customer needs when generating ideas; evaluating initial ideas for relevance and practicality; encouraging creativity while documenting ideas clearly for further development.
	4.2 Develop a business idea by considering customer needs, market demand, and competition
	IC: Using knowledge of customer preferences, expectations, and problems to shape the idea; analysing potential market demand and opportunities; considering competitors' products or services to identify differentiation and value; refining the idea to increase feasibility, relevance, and appeal; aligning the idea with organisational objectives and resources; documenting the developed idea clearly to support review and further planning.
	4.3 Review the potential feasibility of the business idea, considering financial, marketing, and operational factors
	IC: Considering simple financial factors such as cost, revenue potential, and resource requirements; assessing marketing factors including target audience, demand, and competitive positioning; reviewing operational factors such as available skills, processes, and capacity; identifying potential risks or limitations; evaluating whether the idea is practical, achievable, and aligned with organisational objectives; documenting conclusions to inform decision making or next steps.

Document Specification:

Purpose:	To detail the specification of the 120-credit GA Level 3 Diploma in Business Administration (610/7133/X) qualification.				
Accountability:	GA Governance Committee		Responsibility:	GA Compliance Manager	
Version:	1	Effective From:	March 2026	Indicative Review Date:	March 2031
Links to Ofqual GCR:	E3; G6; G7; H2	Other relevant documents:	GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy GA CASS Strategy and General Moderation Policy GA Quality Assurance policy		