



## Qualification Specification

GA Level 3 Diploma in Business Innovation

610/4931/1

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

This qualification is delivered exclusively by Global Silver Light Ltd.



## Section 1 - Qualification Overview

### 1.1 Introduction: About the GA Level 3 Diploma in Business Innovation Qualification.

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

This specification covers the GA Level 3 Diploma in Business Innovation qualification.

This qualification is aimed at meeting the needs of candidates, employers and institutes of Higher Education by providing a high-quality qualification which develops the candidate's academic and professional development to enable them to become business innovators.

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

The qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and is part of the Regulated Qualifications Framework (RQF). All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

This qualification is delivered exclusively by Global Silver Light Ltd.

This qualification is not designed to replace any existing qualifications.

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

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
<b>GA Level 3 Diploma in Business Innovation</b>	<b>610/4931/1</b>	<b>28/10/2024</b>	<b>Oct 2029</b>

### 1.3 Qualification Aims and Objectives

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

This qualification will provide candidates with knowledge and understanding of a wide range of business innovation skills, including business planning, building a digital presence for a business, decision-making skills, human resource management, and reviewing and improving a business.

This qualification can be relied upon to prepare learners to set up their own business, support learners to manage an existing business, to progress to higher level training, and/or specialise in a specific area of business.

This qualification also encourages learners’ personal development, growth and engagement in learning. This qualification may permit successful candidates to enter higher education in business or a related subject area.

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

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

GA Level 3 Diploma in Business Innovation (610/4931/1)				
Mandatory Units	Unit Reference	Credits	GLH*	Study Time**
1. Envisioning the Business (Business Planning)	H/651/2691	12	95	25
2. Predicting Business Success	L/651/2694	9	70	20
3. Developing a Digital Presence for a Business	Y/651/2698	10	75	25
4. Optimising People Power in a Business	A/651/2699	8	60	20
5. Reviewing and Improving a Business	K/651/2700	12	95	25
6. Decision-Making in Business	L/651/2701	9	70	20
		<b>Total Credits</b> 60	<b>Total GLH*</b> 465	<b>TQT**</b> 600

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

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

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

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

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

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

## Level

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

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

### 1.5 Intended Audience, Age and Entry Requirements

The GA Level 3 Diploma in Business Innovation qualification is intended for candidates wishing to start their own business, gain employment in a business or progress to further education and training programmes in a related area, who wish to acquire a formal qualification.

Those already running their own business may consider the GA Level 3 Diploma in Business Innovation qualification as a refresher, an opportunity to formalise their knowledge and skills, or undertake the programme of learning leading to the qualification as a continuing professional development option.

The qualification is available to candidates aged 16 and over.

The entry requirements for this qualification are:

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.

Applicants must also have suitable digital literacy skills, although a specific prior qualification is not required.

There are no further entry requirements.

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

## **1.6 Rules of Combination**

The rules of combination for this qualification are:

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

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

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

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

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

No transfer of credits is permitted.

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

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

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

### **1.9 Language of Assessment**

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

### **1.10 Grading**

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

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

### **1.11 Qualification Availability**

This qualification is available via Global Silver Light Ltd, a GA Approved Centre.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **2.4 ID Requirements**

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

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



## 2.5 Record Keeping

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

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

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

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

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

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

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

### 3.1 Staff

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

The 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:

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

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

### Requirements for Teachers and Assessors

Those delivering and assessing this qualification must hold relevant vocational qualifications and have a minimum of 3 years' experience of working in a business management or entrepreneurial role.

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

Suitable teaching and assessing qualifications may include:

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

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

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

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

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

Assessors may have one or several appointed Internal Moderators.

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

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

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

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

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

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

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

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

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

### **3.2 Designating Assessment Tasks for Use**

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

Candidates are assessed on the evidence contained within their portfolio.

Prior to use, the assessment materials devised by the centre must be submitted to GA. The centre must therefore review the materials carefully against the sign-off criteria before submission (refer to the *GA External Quality Assurance of Centre-Devised Assessment Materials* form).

Centres should contact their dedicated Centre Administrator for full instructions on how to submit their materials and the timescale required for sign-off.

### **3.3 Portfolio Requirements**

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

Various types of evidence may be used, for example:

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

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

All evidence must meet CRAVES requirements.

### 3.4 CRAVES Requirements

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

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

### 3.5 Resubmissions

GA recommends that the centre operates a policy of allowing candidates 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 candidate 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 candidate'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 candidate does not pass after three attempts at submitting assessed work, the centre must consider the following course of action:

- Additional support – consider whether the candidate 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.

- Review and feedback - consider whether sufficient detailed feedback, which highlights areas that need improvement and provides specific guidance on how the candidate 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 candidate to demonstrate their understanding. The centre should refer to the GA Candidate Access Policy for further information.
- Reconsideration of participation - assess whether the candidate might need to take a break from the programme or whether, despite supportive measures and multiple attempts, the candidate'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 candidate dismissal or failure are communicated clearly to candidates to maintain fairness and transparency.

### **3.6 Unit and Portfolio Sign Off**

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

The content of the portfolio that contains all units the candidate 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 candidate is also required to sign an authenticity declaration, stating that the work contained in their portfolio is their own.

### **3.7 Internal Moderation and Quality Assurance Arrangements**

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

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

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

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

### **3.8 External Moderation and Quality Assurance Arrangements**

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

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

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

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

### **3.9 Venue Requirements**

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

### 3.10 Equipment

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

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

### 3.11 Teaching and Learning Resources

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

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

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

- ensure materials directly address the learning outcomes and sufficiently prepare candidates 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.
- offer opportunity for candidates to relate teaching and learning content to their own experience and, where applicable, their own clinical practice.
- ensure materials provide any relevant guidance to staff on consistent delivery.

GA provides additional resources for this qualification on the relevant qualification page of the website: [www.gatehouseawards.org](http://www.gatehouseawards.org)

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

### 3.12 Results

The centre may make claims for certification via the Ark when learners complete and the Assessor and Internal Moderator have confirmed achievement. Such claims for certification



are subject to successful external moderation (EQA). Following the External Moderator's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

### **3.13 Certificates**

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

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

Replacement certificates are available upon request.

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

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

Direct Claims Status is not available for this qualification.

### **3.15 Appeals and Enquiries**

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

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

### **3.16 Ongoing Support**

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

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

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

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

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

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

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

## Section 4: Unit Specifications

### 4.1 GA Level 3 Diploma in Business Innovation (610/4931/1)

	Mandatory Unit	GLH	Credits	Unit Reference
1	Envisioning the Business (Business Planning)	95	12	H/651/2691
<b>Unit Overview</b>				
<p>In this unit, the learner will develop an understanding of the principles, importance, and components of a business plan. They will explore the origins and evolution of business planning practices, from historical approaches to current methodologies. The unit will cover the significance of business plans in strategic planning, securing funding, and guiding business operations.</p> <p>Learners will examine various types of business plans and their key components, including the executive summary, business description, market analysis, organizational structure, product/service line, and financial projections. They will gain insight into the process of writing a business plan, focusing on clear articulation of ideas, logical structure, and the inclusion of supporting documents.</p> <p>The unit will also guide learners through the practical application of this knowledge, enabling them to develop and present a comprehensive business plan tailored to a specific business idea. This will involve conducting market research, analysing industry trends, defining target markets, and crafting marketing and sales strategies. Learners will practice financial planning and forecasting, including the preparation of financial statements and break-even analysis.</p> <p>By the end of this unit, learners will be equipped with the skills to create a professional, well-researched business plan that effectively communicates a business idea and its potential for success.</p>				
<b>Learning Outcomes</b>				
In this unit, the learner will:				
LO 1: Understand the principles, components, and significance of creating a business plan.				
LO 2: Develop and present a comprehensive business plan tailored to a specific business idea.				

## Indicative Content

The origins and history of business planning; Importance and Benefits of Business Planning; Types of Business Plans; Components of a Business Plan; Business Description; Organisational Structure; Research and Analysis; Writing the Business Plan; Executive Summary Development; Carrying out Market Analysis; Organisational Structure Planning; Product or Service Line Development; Financial Planning and Projections; Appendices and Supporting Documents.

*Previous business planning practices; Current practices in business plan development; The significance of business plans in strategic planning, securing funding, and guiding business operations;; Executive Summary; Overview and key elements; Importance of a compelling executive summary; Detailed description of the business; Mission and vision statements; Business goals and objectives; Industry overview and trends; Target market identification; Competitor analysis;; Business structure (e.g. sole proprietorship, partnership, corporation); Roles and responsibilities within the business; Description and benefits of products/services; Product lifecycle and development stages; Unique selling proposition (USP); Marketing plans and promotional strategies; Sales strategies and distribution channels; Funding requirements and allocation; Financial statements (income statement, cash flow statement, balance sheet); Break-even analysis and financial forecasting; Supporting documents (market research, resumes, legal documents); Strategic direction and goal setting; Attracting investors and obtaining financing; Operational guidance and performance measurement; Traditional business plans vs; lean start-up plans; Advantages and disadvantages of different business plan formats; Conducting thorough market research; Analysing industry trends and competitor strategies; Identifying target market needs and preferences; Structuring the business plan with clear, concise sections; Including visual aids such as charts, graphs, and tables; Ensuring coherence and logical flow throughout the document; Developing an executive summary; Highlighting key points from each section of the business plan; Detailed Business Description; Providing a comprehensive overview of the business; Articulating mission, vision, and strategic objectives; Presenting findings from market research; Identifying target market segments and customer personas; Analysing competitors and market opportunities; Outlining the business structure and management team; Defining roles, responsibilities, and organisational hierarchy; Describing the product/service offering in detail; Highlighting the unique selling proposition (USP); Planning for product/service development and lifecycle management; Marketing and Sales Strategy Formulation; Developing a marketing plan with strategies for promotion and branding; Creating a sales plan with distribution and sales tactics; Detailing funding requirements and financial allocation; Preparing financial statements and forecasts; Conducting a break-even analysis and profitability assessment; Compiling relevant supporting documents; Ensuring all necessary information is included in the appendix.*

## Assessment Guidance

Assessment of this unit consists of centre-devised coursework.

The coursework is internally set and assessed and internally moderated. The internal assessment and moderation of assessment decisions are externally quality assured by GA.

## Instructions to the Centre

When devising assessment materials for this unit:

- Ensure assessment methods such as e-assessments or varied question types directly measure the learning outcomes.
- Structure tasks that are fully accessible to candidates.
- Use clear, unambiguous language.
- Relate tasks to the specific learning outcomes, clearly identifying which learning outcome is being measured
- Pitch the level accurately.
- Ensure the evidence candidates submit is clearly attributable to them.
- Consider offering a choice between comparable tasks.
- Ensure that marking criteria, mark schemes or other guidance to Assessors permits Assessors to consistently differentiate candidate performance.

Prior to use, the assessment materials devised by the centre must be submitted to GA. The centre must therefore also:

- Review the materials carefully against the sign-off criteria before submission (refer to the *GA External Quality Assurance of Centre-Devised Assessment Materials* form).

The centre should contact their dedicated Centre Administrator for full instructions on how to submit their materials and the timescale required for sign-off.

Mandatory Unit		GLH	Credits	Unit Reference
2	Predicting Business Success	70	9	L/651/2694
<b>Unit Overview</b>				
<p>In this unit, the learner will explore the critical process of predicting the success of a business. The unit focuses on understanding the importance of assessing business viability and learning various methods and tools to evaluate potential business success.</p> <p>Learners will examine the significance of business viability assessment in decision-making and strategic planning. They will study a range of techniques including market research, competitive analysis, financial analysis, and risk assessment. The unit covers key tools such as SWOT analysis, feasibility studies, the Business Model Canvas, and PESTEL analysis, as well as practical applications of these tools, teaching learners how to project sales, estimate costs, calculate break-even points, and analyse profitability. Learners will also explore advanced techniques like sensitivity analysis and scenario planning to account for various business outcomes.</p> <p>By the end of this unit, learners will be equipped with the knowledge and skills to critically assess the viability of a business idea and make informed predictions about its potential success. This will enable them to approach business planning and decision-making with greater confidence and insight.</p>				
<b>Learning Outcomes</b>				
In this unit, the learner will:				
LO 1: Understand the importance of assessing the viability and success of a business.				
LO 2: Understand methods and tools for assessing the viability and success of a business.				
LO 3: Apply techniques to predict the potential success of a business idea.				

## Indicative Content

Importance of Business Viability; Strategic Planning; Market Research; Financial Analysis; SWOT Analysis; Risk Assessment; Feasibility Study; Business Model Canvas; Sensitivity Analysis; Scenario Planning; Use of Software Tools.

*Importance of assessing business viability; Impact on decision-making and strategic planning; Techniques for conducting market research; Understanding market size and growth potential; Identifying target market segments; Competitive Analysis; Identifying direct and indirect competitors; Analysing competitors' strengths and weaknesses; Assessing competitive advantage; Projecting sales and revenue; Estimating startup and operating costs; Calculating break-even point; Analysing profitability and return on investment (ROI); Identifying strengths, weaknesses, opportunities, and threats; Application of SWOT analysis to business planning; Identifying potential risks and uncertainties; Evaluating the impact of risks on business success; Developing risk mitigation strategies; Conducting a feasibility study for a business idea; Assessing technical, financial, and market feasibility; Developing a business model canvas; Identifying key partners, activities, resources, value propositions, customer relationships, channels, customer segments, cost structure, and revenue streams; Conducting sensitivity analysis to assess the impact of variable changes on business outcomes; PESTEL Analysis; Examining political, economic, social, technological, environmental, and legal factors affecting the business; Developing and analysing different business scenarios; Planning for best-case, worst-case, and most-likely scenarios; Utilising business analysis software and tools; Application of financial modelling and forecasting tools.*

## Assessment Guidance

Assessment of this unit consists of centre-devised coursework.

The coursework is internally set and assessed and internally moderated. The internal assessment and moderation of assessment decisions are externally quality assured by GA.

## Instructions to the Centre

When devising assessment materials for this unit:

- Ensure assessment methods such as e-assessments or varied question types directly measure the learning outcomes.
- Structure tasks that are fully accessible to candidates.
- Use clear, unambiguous language.
- Relate tasks to the specific learning outcomes, clearly identifying which learning outcome is being measured
- Pitch the level accurately.
- Ensure the evidence candidates submit is clearly attributable to them.
- Consider offering a choice between comparable tasks.

- Ensure that marking criteria, mark schemes or other guidance to Assessors permits Assessors to consistently differentiate candidate performance.

Prior to use, the assessment materials devised by the centre must be submitted to GA. The centre must therefore also:

- Review the materials carefully against the sign-off criteria before submission (refer to the *GA External Quality Assurance of Centre-Devised Assessment Materials* form).

The centre should contact their dedicated Centre Administrator for full instructions on how to submit their materials and the timescale required for sign-off.



Mandatory Unit		GLH	Credits	Unit Reference
3	Developing a Digital Presence for a Business	75	10	Y/651/2698
<b>Unit Overview</b>				
<p>In this unit, the learner will explore the principles and importance of developing a digital presence for a business, as well as the planning procedures and techniques required for effective digital strategies. The unit covers the fundamental concepts of digital presence, its impact on business operations, and its critical role in enhancing visibility and engagement in the digital marketplace.</p> <p>Learners will examine the various components of a digital presence, understanding the elements of effective web design, user experience (UX) and user interface (UI) design, the importance of mobile responsiveness and accessibility and the principles of search engine optimisation (SEO), including on-page and off-page techniques, keyword research, and content creation strategies. The unit addresses the consequences of a weak digital presence, such as poor online visibility and missed opportunities for customer engagement.</p> <p>Learners will explore practical techniques for developing a social media presence, creating engaging content, and building an online community, covering the intricacies of content marketing, email marketing, and online advertising, understanding how to create effective campaigns and measure success. Key topics include setting digital goals, conducting audience analysis, and developing a digital strategy. Learners will learn how to set up and use web analytics tools to track performance, analyse data, and continuously improve their digital strategies.</p> <p>By the end of this unit, learners will understand the critical role of a digital presence in business success and be equipped with strategies to plan and implement effective digital initiatives.</p>				
<b>Learning Outcomes</b>				
In this unit, the learner will:				
LO 1: Understand the importance, principles and components of developing a digital presence for a business.				
LO 2: Plan the digital presence for a business.				

## Indicative Content

The Principles of Digital Presence; Components of Digital Presence; Trends and current practices in digital marketing; Website Development; Search Engine Optimisation (SEO); Social Media; Content Marketing; Email Marketing; Online Advertising; Analytics and Performance Tracking; Planning a Digital Presence; Setting Digital Goals; Audience Analysis; Digital Strategy Development; Implementation Planning; Monitoring and Evaluation.

*Definition and importance of digital presence; Benefits of having a strong digital presence; Principles of effective web design; User experience (UX) and user interface (UI) design; Mobile responsiveness and accessibility; On-page and off-page SEO techniques; Keyword research and optimisation; Content creation and link-building strategies; Choosing the right social media platforms; Creating engaging and shareable content; Building and maintaining a social media community; Types of content (blogs, videos, infographics, etc.); Content creation strategies; Content distribution and promotion; Building an email list; Designing effective email campaigns; Analysing email marketing performance; Types of online advertising (PPC, display ads, social media ads); Creating effective advertising campaigns; Budgeting and measuring ad performance; Setting up and using web analytics tools; Key metrics and performance indicators; Analysing and interpreting data to inform strategy; Aligning digital goals with business objectives; Setting SMART digital goals (Specific, Measurable, Achievable, Relevant, Time-bound); Identifying target audience and customer personas; Understanding audience needs and preferences; Integrating various digital components (website, SEO, social media, etc.); Creating a cohesive and comprehensive digital strategy; Developing a timeline for digital initiatives; Resource allocation and budgeting; Assigning roles and responsibilities; Setting up performance tracking systems; Regularly reviewing and adjusting the digital strategy; Ensuring continuous improvement and optimisation.*

## Assessment Guidance

Assessment of this unit consists of centre-devised coursework.

The coursework is internally set and assessed and internally moderated. The internal assessment and moderation of assessment decisions are externally quality assured by GA.

## Instructions to the Centre

When devising assessment materials for this unit:

- Ensure assessment methods such as e-assessments or varied question types directly measure the learning outcomes.
- Structure tasks that are fully accessible to candidates.
- Use clear, unambiguous language.
- Relate tasks to the specific learning outcomes, clearly identifying which learning outcome is being measured

- Pitch the level accurately.
- Ensure the evidence candidates submit is clearly attributable to them.
- Consider offering a choice between comparable tasks.
- Ensure that marking criteria, mark schemes or other guidance to Assessors permits Assessors to consistently differentiate candidate performance.

Prior to use, the assessment materials devised by the centre must be submitted to GA. The centre must therefore also:

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Mandatory Unit		GLH	Credits	Unit Reference
4	Optimising People Power in a Business	60	8	A/651/2699
<b>Unit Overview</b>				
<p>In this unit, the learner will explore the principles and importance of optimising people power within a business, as well as the planning procedures and techniques for managing and enhancing the performance of individuals and teams. The unit covers the fundamental concepts of people power, its impact on business productivity, innovation, and growth, and the critical role of leadership and management in maximising human resources.</p> <p>Learners will examine the significance of people power in achieving business success, understanding how effective human resource management (HRM) practices contribute to building a positive and inclusive company culture alongside theories of employee engagement and motivation, and strategies for fostering a collaborative work environment.</p> <p>The unit will address the consequences of poor people management, such as decreased productivity and high turnover rates. Learners will explore practical techniques for self-management and personal development, including setting personal and professional goals, time management, and continuous learning, as well as exploring the complexities of partner and team management. Key topics covered include setting clear performance expectations and goals, monitoring and evaluating performance, and providing constructive feedback.</p> <p>The unit also covers the importance of training and development, including identifying training needs, designing effective programs, and encouraging career progression through mentoring and coaching.</p> <p>By the end of this unit, learners will understand the critical role of optimising people power in business success and be equipped with strategies to manage and enhance the performance of individuals and teams.</p>				
<b>Learning Outcomes</b>				
In this unit, the learner will:				
LO 1: Understand the importance and principles of optimising people power in a business.				
LO 2: Develop a plan for managing and optimising the performance of people in a business.				

## Indicative Content

The Importance of Optimising People Power; Principles of People Management; Self-Management and Personal Development; Partner and Team Management; Employee Performance Management; Training and Development; Creating a High-Performance Work Environment.

*Definition and significance of people power in business success; Impact on productivity, innovation, and business growth; The role of leadership and management in optimising people power; Understanding human resource management (HRM) fundamentals; Employee engagement and motivation theories; Building a positive and inclusive company culture; Effective communication strategies; Importance of diversity and inclusion in the workplace; Importance of self-awareness and emotional intelligence; Setting personal and professional development goals; Time management and productivity techniques; Strategies for continuous learning and skill development; Building and maintaining effective partnerships; Roles and responsibilities in a partnership; Collaborative decision-making and conflict resolution; Techniques for fostering teamwork and collaboration; Setting clear performance expectations and goals; Techniques for monitoring and evaluating employee performance; Providing constructive feedback and performance reviews; Developing performance improvement plans; Recognising and rewarding employee achievements; Identifying training needs and opportunities; Designing and implementing effective training programmes; Importance of mentoring and coaching; Encouraging career development and progression; Strategies for enhancing employee well-being and job satisfaction; Implementing flexible work arrangements; Promoting work-life balance; Utilising technology to support performance optimisation.*

## Assessment Guidance

Assessment of this unit consists of centre-devised coursework.

The coursework is internally set and assessed and internally moderated. The internal assessment and moderation of assessment decisions are externally quality assured by GA.

## Instructions to the Centre

When devising assessment materials for this unit:

- Ensure assessment methods such as e-assessments or varied question types directly measure the learning outcomes.
- Structure tasks that are fully accessible to candidates.
- Use clear, unambiguous language.
- Relate tasks to the specific learning outcomes, clearly identifying which learning outcome is being measured
- Pitch the level accurately.
- Ensure the evidence candidates submit is clearly attributable to them.

- Consider offering a choice between comparable tasks.
- Ensure that marking criteria, mark schemes or other guidance to Assessors permits Assessors to consistently differentiate candidate performance.

Prior to use, the assessment materials devised by the centre must be submitted to GA. The centre must therefore also:

- Review the materials carefully against the sign-off criteria before submission (refer to the *GA External Quality Assurance of Centre-Devised Assessment Materials* form).

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Mandatory Unit		GLH	Credits	Unit Reference
5	Reviewing and Improving a Business	95	12	K/651/2700
<b>Unit Overview</b>				
<p>In this unit, the learner will explore the principles, importance, and methodologies of conducting a business review, as well as understanding how to make strategic improvements based on review findings. The unit covers the fundamental concepts of business reviews, their impact on strategic planning and continuous improvement, and the role of leadership in effectively conducting these reviews.</p> <p>Learners will examine the significance of business reviews in identifying strengths, weaknesses, opportunities, and threats (SWOT), and understanding external factors through PEST analysis (Political, Economic, Social, Technological). They will study various methodologies for gathering and analysing data, including financial performance analysis, operational efficiency evaluation, and market performance and competitive analysis.</p> <p>The unit will address the practical techniques for collecting data, such as surveys, interviews, financial records, and market research. Learners will learn to use tools and software for data analysis and interpret the results to identify key findings and insights that inform strategic decisions. Key topics covered include setting strategic goals and objectives based on review findings, identifying areas for improvement, and developing action plans and timelines. The unit also covers the principles of change management, including strategies for communicating changes to stakeholders, providing training and support for staff during implementation, and monitoring progress.</p> <p>By the end of this unit, learners will understand the critical role of business reviews in strategic planning and continuous improvement.</p>				
<b>Learning Outcomes</b>				
In this unit, the learner will:				
LO 1: Understand the principles, importance, and methodologies of conducting a business review.				
LO 2: Understand how to make improvements to a business.				

## Indicative Content

The Importance of Business Reviews; Methodologies for Conducting a Business Review; Gathering and Analysing Data; Planning Business Improvements; Implementing Changes; Evaluating the Impact of Improvements; Importance of Business Reviews; Methodologies for Conducting a Business Review; Gathering and Analysing Data; Planning Business Improvements; Implementing Changes; Evaluating the Impact of Improvements.

*Definition and significance of business reviews; Impact on strategic planning and continuous improvement; The role of leadership in conducting effective reviews; SWOT analysis (Strengths, Weaknesses, Opportunities, Threats); PEST analysis (Political, Economic, Social, Technological); Financial performance analysis (income statement, balance sheet, cash flow analysis); Operational efficiency evaluation; Market performance and competitive analysis; Techniques for data collection (surveys, interviews, financial records, market research); Tools and software for data analysis; Interpreting results to identify key findings and insights; Setting strategic goals and objectives based on review findings; Identifying areas for improvement and potential solutions; Resource allocation and budgeting for improvements; Developing action plans and timelines; Change management principles and strategies; Communicating changes to stakeholders; Training and support for staff during implementation; Monitoring progress and adjusting plans as needed; Setting key performance indicators (KPIs) to measure success; Regular monitoring and reporting on progress; Continuous feedback loops for ongoing improvements; Definition and significance of business reviews; Impact on strategic planning and continuous improvement; The role of leadership in conducting effective reviews; SWOT analysis (Strengths, Weaknesses, Opportunities, Threats); PEST analysis (Political, Economic, Social, Technological); Financial performance analysis (income statement, balance sheet, cash flow analysis); Operational efficiency evaluation; Market performance and competitive analysis; Techniques for data collection (surveys, interviews, financial records, market research); Tools and software for data analysis; Interpreting results to identify key findings and insights; Setting strategic goals and objectives based on review findings; Identifying areas for improvement and potential solutions; Resource allocation and budgeting for improvements; Developing action plans and timelines; Change management principles and strategies; Communicating changes to stakeholders; Training and support for staff during implementation; Monitoring progress and adjusting plans as needed; Setting key performance indicators (KPIs) to measure success; Regular monitoring and reporting on progress; Continuous feedback loops for ongoing improvements.*

## Assessment Guidance

Assessment of this unit consists of centre-devised coursework.

The coursework is internally set and assessed and internally moderated. The internal assessment and moderation of assessment decisions are externally quality assured by GA.



## Instructions to the Centre

When devising assessment materials for this unit:

- Ensure assessment methods such as e-assessments or varied question types directly measure the learning outcomes.
- Structure tasks that are fully accessible to candidates.
- Use clear, unambiguous language.
- Relate tasks to the specific learning outcomes, clearly identifying which learning outcome is being measured
- Pitch the level accurately.
- Ensure the evidence candidates submit is clearly attributable to them.
- Consider offering a choice between comparable tasks.
- Ensure that marking criteria, mark schemes or other guidance to Assessors permits Assessors to consistently differentiate candidate performance.

Prior to use, the assessment materials devised by the centre must be submitted to GA. The centre must therefore also:

- Review the materials carefully against the sign-off criteria before submission (refer to the *GA External Quality Assurance of Centre-Devised Assessment Materials* form).

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Mandatory Unit		GLH	Credits	Unit Reference
6	Decision-Making in Business	70	9	L/651/2701
<b>Unit Overview</b>				
<p>In this unit, the learner will explore the principles and importance of decision-making within a business context, as well as the methodologies and tools used for effective decision-making. The unit covers the fundamental concepts of decision-making, its impact on business success and strategic direction, and the critical role of leadership and management in guiding these processes.</p> <p>Learners will examine the significance of decision-making in achieving business objectives and ensuring organizational success. They will study various decision-making processes and models, including the rational decision-making model, bounded rationality, incremental decision-making, and evidence-based decision-making, as well as ethical considerations in decision-making and the influence of organisational culture on decision-making practices.</p> <p>The unit addresses the methodologies for making informed decisions, such as SWOT analysis (Strengths, Weaknesses, Opportunities, Threats), PEST analysis (Political, Economic, Social, Technological), cost-benefit analysis, decision trees, and flowcharts. Learners will also explore tools for risk analysis and management, as well as software tools that support decision-making. Key topics covered include techniques for gathering and analysing information, distinguishing between quantitative and qualitative data, and interpreting and synthesising information to identify key factors and variables. The unit also covers planning and executing decisions, communicating decisions to stakeholders, overcoming resistance to change, and monitoring and evaluating the outcomes of decisions.</p> <p>By the end of this unit, learners will understand the critical role of effective decision-making in business success.</p>				
<b>Learning Outcomes</b>				
In this unit, the learner will:				
LO 1: Understand the principles and importance of decision-making in business.				
LO 2: Understand the methodologies and tools used for effective decision-making.				

## Indicative Content

The Importance of Decision-Making in Business; Principles of Effective Decision-Making; Methodologies for Decision-Making; Tools for Decision-Making; Gathering and Analysing Information; Implementing Decisions; Evaluating Decision-Making Effectiveness; Importance of Decision-Making in Business; Principles of Effective Decision-Making; Methodologies for Decision-Making; Tools for Decision-Making; Gathering and Analysing Information; Implementing Decisions; Evaluating Decision-Making Effectiveness.

*Definition and significance of decision-making; Impact on business success and strategic direction; The role of leadership and management in decision-making; Decision-making processes and models; Types of decisions (strategic, tactical, operational); Ethical considerations in decision-making; The influence of organisational culture on decision-making; Rational decision-making model; Bounded rationality and satisficing; Incremental decision-making; Evidence-based decision-making; Group decision-making techniques (brainstorming, Delphi method, nominal group technique); SWOT analysis (Strengths, Weaknesses, Opportunities, Threats); PEST analysis (Political, Economic, Social, Technological); Cost-benefit analysis; Decision trees and flowcharts; Risk analysis and management; Use of software tools for decision support; Techniques for data collection and research; Quantitative vs. qualitative data; Interpreting and synthesising information; Identifying key factors and variables; Planning and executing decisions; Communicating decisions to stakeholders; Overcoming resistance to change; Monitoring and evaluating the outcomes of decisions; Setting key performance indicators (KPIs) to measure success; Regular monitoring and reporting on decision outcomes; Continuous improvement and feedback loops.*

## Assessment Guidance

Assessment of this unit consists of centre-devised coursework.

The coursework is internally set and assessed and internally moderated. The internal assessment and moderation of assessment decisions are externally quality assured by GA.

## Instructions to the Centre

When devising assessment materials for this unit:

- Ensure assessment methods such as e-assessments or varied question types directly measure the learning outcomes.
- Structure tasks that are fully accessible to candidates.
- Use clear, unambiguous language.
- Relate tasks to the specific learning outcomes, clearly identifying which learning outcome is being measured
- Pitch the level accurately.

- Ensure the evidence candidates submit is clearly attributable to them.
- Consider offering a choice between comparable tasks.
- Ensure that marking criteria, mark schemes or other guidance to Assessors permits Assessors to consistently differentiate candidate performance.

Prior to use, the assessment materials devised by the centre must be submitted to GA. The centre must therefore also:

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

### 3.1 Introduction to Internal Moderation

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

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

### 3.2 Internal Moderation Processes

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

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

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

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

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

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

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

### 3.4 Standardisation of Assessment

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

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

### 3.5. Sampling Process

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

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

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

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

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

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

### 3.6 Establishing a Sampling Strategy

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

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

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

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

### 3.7 Planning Sampling Activities

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

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

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

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

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

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

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

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

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

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

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



Document Specification:					
Purpose:	To detail the specification of the GA Level 3 Diploma in Business Innovation (610/4931/1) qualification.				
Accountability:	GA Governing Body	Responsibility:	GA Compliance Manager		
Version:	1	Effective From:	Oct 2024	Indicative Review Date:	Oct 2029
Links to Ofqual GCR	E3; G6; G7; H2	Other relevant documents:	GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy GA CASS & General Moderation Policy		