Qualification Specification

GA Level 4 Diploma in
Business Management and Innovation
(610/7202/3)

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

Contents

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 GA Level 4 Diploma in Business Management and Innovation (610/7202/3).

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 4 Diploma in Business Management and Innovation	610/7202/3	13/03/2026	March 2031

1.3 Qualification Aims and Objectives

This qualification is designed to develop learners' understanding of business management and innovation as an integrated, practical and analytical discipline within a range of organisational contexts. The qualification focuses on how organisations are structured, resourced, managed and positioned within markets to achieve their objectives and sustain long-term performance.

Learners examine the key functions and principles of business management, exploring organisational purpose and structure, management approaches and behaviour, financial and resource management, market dynamics and customer value, and the role of innovation in

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driving organisational development and direction. Emphasis is placed on analytical thinking, informed judgement and the ability to apply management concepts to real organisational situations.

The qualification supports learners to:

- understand how different types of organisations are structured, governed and positioned within their operating environment
- apply management principles and theories to explain and analyse organisational behaviour and performance
- interpret and use financial and resource management information to support business decision making
- analyse market dynamics, customer needs and value creation to inform organisational activity
- evaluate how organisations adapt their products, services and operations in response to market and customer change
- understand innovation as a managed organisational activity and assess how it supports long-term organisational objectives and direction

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

The structure of this qualification is as follows:

GA Level 4 Diploma in Business Management and Innovation (610/7202/3)					
Mandatory Units	Unit Reference	Level	Credits	GLH*	Study Time
1. Business Organisations, Systems and Environment	H/652/0089	4	24	120	120
2. Principles of Management and Organisational Behaviour	L/652/0090	4	24	120	120
3. Business Finance and Resource Management	M/652/0091	4	24	120	120
4. Markets, Customers and Value Creation	R/652/0092	4	24	120	120
5. Innovation in Business Management	T/652/0093	4	24	120	120
			Total Credits 120	Total GLH* 600	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 4 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that the qualifications are considered by GA to lead to the outcome as follows:

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

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1.5 Rules of Combination

In order to meet the rules of combination for the GA Level 4 Diploma in Business Management and Innovation a qualification, the learner must achieve all 5 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 have some existing experience of working within a business or organisational context and who wish to develop a more structured and analytical understanding of business management and innovation. It is appropriate for those in supervisory, team leadership or junior management roles who are looking to build on practical experience with underpinning knowledge, as well as those working in operational or business support functions who are seeking to progress into management or business development roles.

The qualification is also well suited to those with an interest in how organisations develop, adapt and innovate, including individuals involved in or aspiring to roles that require an understanding of how businesses respond to market change, create value and pursue new directions. It does not assume prior formal study of business management, but learners are expected to bring some familiarity with organisational life.

For those pursuing an academic pathway, this qualification is designed to provide a rigorous foundation for progression to Level 5 and Level 6 study in business management, innovation, entrepreneurship or related disciplines, as well as supporting longer-term career development into management, business development and organisational leadership roles.

1.7 Age and Entry Requirements

This qualification is intended for learners aged 18 and above.

Learners should hold

- a minimum of a full Level 3 qualification, for example vocational qualifications, A-levels, or equivalent

or

- work experience of a minimum of one years' experience in a role encompassing junior management or team leading in any business or organisational content

The centre must maintain a robust process for evaluating applicants entering via relevant work experience. This may include:

- a CV or evidencing junior management or team leading work experience
- an interview or professional discussion to assess the learner's readiness for Level 4 study
- a written reference from an appropriate professional source (e.g., line manager or other senior colleague)
- completion of a diagnostic assessment or written task to demonstrate academic capability at Level 4

In addition to the above, if English is not the learner's first language, an English language level of minimum International English B2 (CEFR) 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.

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 3 qualifications such as A Levels, BTECs, or vocational diplomas in business, management or related subjects. The qualification may also be appropriate for individuals entering from other Level 3 disciplines or from the workplace without formal prior qualifications in business, where they can demonstrate relevant experience and readiness for Level 4 study.

Upon successful completion, learners may progress to:

- the GA Level 5 Diploma in Business Management and Innovation

- other Level 5 qualifications in business management, leadership and management, enterprise and entrepreneurship, or related disciplines

- Level 6 qualifications including undergraduate degrees in business management, innovation, entrepreneurship, marketing or related fields, subject to the receiving institution's entry requirements and individual recognition decisions

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- employed roles or promotion into management, business development, operational leadership or innovation-focused positions within their organisation

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.

Prior to use, assessment materials devised by the centre must be submitted to GA for 'sign-off' and authorisation. 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 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.

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 five mandatory units.

Assessment will enable learners to demonstrate analytical understanding and applied knowledge of business management and innovation across all units. Assessment will address organisational structure and purpose, management principles and behaviour, financial and resource management, market dynamics and customer value, and the role of innovation in supporting organisational objectives and direction.

Learners will be assessed through written assignments that require engagement with business management and innovation concepts and their application to real or realistic organisational contexts.

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements, typically via the successful completion of the centre-devised assessment materials.

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.

- 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.

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
- 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.

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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.

The qualification certificate will also indicate the Pathway taken by the learner (i.e. the optional specialist unit completed).

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.

2.15 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.

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.

All teachers and assessors must be occupationally competent in project management and hold appropriate qualifications to make valid and reliable assessment decisions at Level 7.

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

All teachers must:

- hold an appropriate qualification in a business management/innovation related subject at Level 4 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 management/innovation related subject at Level 4 or above

AND

- hold, or be working towards, a recognised assessor qualification or their recognised equivalent** e.g.,
  o Level 3 Award in Assessing Competence in the Work Environment
  o Level 3 Certificate in Assessing Vocational Achievement
  o A1 Assess Candidate Performance Using a Range of Methods
  o 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:

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- 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 management/innovation related subject at Level 4 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.

IQAs must 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.

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.
- 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 in Section 4 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 literature
- IT facilities and systems to support research, presentations, and access to online learning materials
- relevant case study materials or scenario-based resources 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: Business Organisations, Systems and Environment

Mandatory Unit		GLH	Credits	Level	Unit Reference
1	Business Organisations, Systems and Environment	120	24	4	H/652/0089

In this unit, the learner will develop their understanding of how different types of business organisations operate within internal systems and the wider business environment. The unit covers organisational purpose, ownership and legal structure, and examines how stakeholder interests influence organisational direction and decision making.

Learners will explore how organisations are structured and how roles, responsibilities and internal business systems support coordination, efficiency and control. The unit also considers the influence of external environmental factors, including economic, legal, technological and social change, and how these factors affect organisational activity.

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 purpose of different types of business organisations	1.1 Explain the key characteristics of different types of business organisations
	IC: *Sole traders, partnerships, private limited companies, public limited companies, public sector organisations and third sector organisations; ownership and control arrangements; profit or non-profit orientation; sources of funding; levels of risk and liability; scale and scope of operations; governance and accountability requirements; key*

	differences between organisational types and how these influence how organisations operate.
	1.2 Analyse the purpose and objectives of different business organisations
	IC: Profit generation, growth, service provision, social impact and community benefit; differences between aims, objectives and mission statements; short term and long-term objectives; how purposes and objectives vary between private, public and third sector organisations; influence of ownership, funding and accountability on organisational objectives; balancing financial objectives with ethical, social or service responsibilities.
	1.3 Explain how ownership and legal structure influence organisational purpose, priorities and decision making
	IC: Individual, partnership, shareholder and state ownership; legal structures and their implications for liability, control and accountability; how ownership influences organisational purpose and priorities; impact of legal status on decision making and risk tolerance; differences in decision making between privately owned, publicly owned and third sector organisations; constraints and responsibilities arising from legal and regulatory requirements.
	1.4 Analyse how stakeholder interests shape organisational purpose and direction
	IC: Key stakeholder groups including owners, shareholders, employees, customers, suppliers, funders, regulators and the wider community; stakeholder interests and expectations; influence of stakeholders on organisational aims and priorities; potential conflicts between stakeholder interests; how organisations balance stakeholder needs when setting purpose and objectives; impact of accountability and responsibility to different stakeholder groups.
	1.5 Explain how organisational purpose varies according to sector, scale and operating context
	IC: Differences in organisational purpose between private, public and third sector organisations; impact of organisational scale on purpose and priorities; local, national and international operating contexts; commercial, service led and social value driven purposes; influence of market conditions, regulation and funding environment; how operating context shapes organisational focus and decision making.

2. Understand how businesses are structured and operate	2.1 Analyse organisational structures used by business organisations
	IC: Organisational structures including hierarchical, flat, functional, divisional and matrix structures; lines of authority and reporting relationships; centralised and decentralised structures; formal and informal structures; typical use of different structures in organisations of varying size and sector; advantages and limitations of different organisational structures in supporting business operations.
	2.2 Analyse factors that influence the choice of organisational structure
	IC: Factors including organisational size, scale and growth stage; nature of products or services; operating environment and market conditions; management style and culture; use of technology and digital systems; regulatory and compliance requirements; need for flexibility, control and coordination within the organisation.
	2.3 Explain how roles, responsibilities and authority are distributed within organisations
	IC: Job roles and responsibilities within organisations; allocation of tasks and duties; levels of authority and accountability; span of control; delegation and empowerment; relationship between authority, responsibility and accountability; how clear role definition supports effective operation and coordination.
	2.4 Analyse how organisational structure influences communication and decision making
	IC: Communication flows within different organisational structures; vertical and horizontal communication; formal and informal communication channels; impact of structure on speed and clarity of decision making; centralised and decentralised decision making; influence of hierarchy and reporting lines on information sharing and organisational responsiveness.
	2.5 Explain how organisational operations are coordinated to achieve objectives
	IC: Coordination of organisational activities through planning, scheduling and communication; use of management systems and procedures; alignment of roles and responsibilities with organisational objectives; collaboration between departments or functions;

	monitoring progress and performance; addressing operational issues to support effective achievement of objectives.
3. Understand how internal business systems support organisational activity	3.1 Explain the purpose of internal business systems within organisations
	IC: Purpose of internal business systems in supporting day to day operations; coordination of activities across different functions; standardisation of processes and procedures; management of information and data; support for communication and reporting; contribution to consistency, reliability and effective organisational functioning.
	3.2 Explain how internal business systems are used to support organisational activity
	IC: Types of internal business systems including financial systems, operational systems, information management systems and communication systems; human resource and performance management systems; digital and technology-based systems; role of systems in supporting routine activities and organisational processes; differences in systems used across organisations of different size and sector.
	3.3 Analyse how internal business systems support efficiency, consistency and control
	IC: Use of systems to streamline processes and reduce duplication; standardisation of procedures to support consistent outputs; monitoring and recording of activities and performance; use of controls to manage quality, costs and risk; role of systems in identifying issues and variances; contribution of systems to efficiency, reliability and organisational oversight.
	3.4 Explain how internal business systems support planning, coordination and decision making
	IC: Use of internal systems to support planning and scheduling of activities; coordination of tasks and resources across functions; provision of timely and accurate information; reporting mechanisms to support decision making; role of systems in forecasting, budgeting and performance review; support for informed and consistent organisational decisions.

	3.5 Describe the limitations and challenges of internal business systems
	IC: Limitations of internal business systems including cost of implementation and maintenance; inflexibility and resistance to change; reliance on accurate data input; risk of over standardisation; challenges linked to system integration and user adoption; need for regular review and updating to remain effective.
4. Understand the influence of the external business environment on organisations	4.1 Describe the main external factors that influence business organisations
	IC: External factors including political and legal influences, economic conditions, social and demographic trends, technological developments, environmental and sustainability considerations and ethical expectations; impact of regulation and government policy; influence of market conditions and competition; role of global events and external pressures; use of frameworks such as PESTLE to organise and understand external influences.
	4.2 Explain the importance of organisations monitoring and responding to changes in the external environment
	IC: Importance of monitoring external change to identify opportunities and threats; reducing uncertainty and supporting informed decision making; responding to changes in regulation, technology, markets and customer expectations; maintaining competitiveness and relevance; supporting planning, adaptation and long-term organisational sustainability.
	4.3 Analyse how different types of organisations are affected by external influences
	IC: Differences in impact of external influences based on organisational size, sector and ownership; varying responses of private, public and third sector organisations to economic, regulatory and technological change; influence of market position and resource availability on organisational impact; differences between local, national and international operating contexts; extent to which organisations are exposed to competition, regulation and external risk.
	4.4 Explain how changes in the external environment can affect organisational activity
	IC: Effects of external change on organisational operations, costs and resource use; impact on demand for products or services; need to adapt processes, systems or ways of working; influence of

	technological change on efficiency and delivery; impact of regulatory and economic change on compliance, pricing and investment decisions.

4.2 Mandatory Unit 2: Principles of Management and Organisational Behaviour

Mandatory Unit		GLH	Credits	Level	Unit Reference
2	Principles of Management and Organisational Behaviour	120	24	4	L/652/0090

In this unit, the learner will develop their understanding of how management principles, approaches and organisational behaviour influence how organisations operate and perform. The unit explores the role and functions of management, including how management activities support coordination, decision making and the achievement of organisational objectives.

Learners will examine key classical and contemporary management theories and consider how different management approaches are applied in varying organisational contexts. The unit also focuses on factors that influence behaviour within organisations at individual, group and organisational levels, and analyses how management style and organisational culture shape behaviour and performance.

By the end of the unit, learners will understand how management approaches and organisational behaviour interact to influence organisational effectiveness and 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 the role and purpose of management within organisations	1.1 Explain the role of management within business organisations
	IC: Role of management in planning, organising, coordinating and controlling organisational activities; supporting the achievement of organisational aims and objectives; providing direction and oversight; facilitating communication and decision making; balancing

	organisational resources and priorities; ensuring activities are aligned with organisational purpose and structure.
	1.2 Explain the main functions of business management
	IC: Management functions including planning, organising, leading and controlling; setting objectives and priorities; allocating tasks and responsibilities; coordinating activities and resources; monitoring performance and progress; taking corrective action to support effective organisational operation.
	1.3 Analyse the relationship between management roles and organisational structure
	IC: Relationship between management roles and organisational structure; influence of hierarchy and reporting lines on management responsibilities; allocation of authority and accountability within different structures; impact of centralised and decentralised structures on management roles; coordination of management activity across functions or departments; how structure shapes management decision making and communication.
	1.4 Explain the purpose of management in coordinating people, resources and activities
	IC: Coordination of people, resources and activities to achieve organisational objectives; aligning roles and responsibilities with tasks and priorities; effective use of financial, physical and human resources; scheduling and planning of activities; supporting collaboration and cooperation; reducing duplication and inefficiency across organisational operations.
	1.5 Analyse how management activities and decisions support the achievement of organisational objectives
	IC: Management support for organisational objectives through planning and goal setting; coordination of people, resources and activities; monitoring performance against objectives; responding to challenges and change; supporting consistency and focus across organisational activity; contribution of effective management to organisational performance and outcomes.
2. Understand key management	2.1 Explain the purpose of management theories and approaches

approaches and theories	*IC: Purpose of management theories and approaches in understanding how organisations are managed; providing frameworks for analysing management practice; supporting decision making and problem solving; explaining how management activities influence organisational outcomes; use of theories and approaches to compare different ways of managing organisations.*
	2.2 Analyse key classical and contemporary management theories
	IC: Classical management theories including scientific management and bureaucratic management; human relations and behavioural theories; contemporary management theories such as systems theory, contingency theory and situational approaches; key ideas and assumptions underlying different theories; differences between classical and contemporary perspectives on management.
	2.3 Analyse the relevance of different management approaches in different organisational contexts
	IC: Different management approaches including autocratic, democratic and laissez faire approaches; task focused and people focused management; relevance of different approaches in organisations of different size, sector and culture; influence of organisational goals, workforce characteristics and operating environment; suitability of management approaches in stable and changing contexts; adapting management approaches to organisational needs and circumstances.
	2.4 Explain how different management approaches are applied within organisations
	IC: Management approaches used within organisations including autocratic, democratic and laissez faire approaches; task focused and people focused approaches; formal and informal management styles; influence of organisational culture and values on management approach; differences in management approach across sectors and organisational types; use of different approaches to support coordination and control.
	2.5 Analyse how management theories and approaches influence management practice
	IC: Influence of management theories and approaches on management decision making and behaviour; application of

	theoretical ideas to planning, organising and controlling activities; shaping management style and approach to people and tasks; impact on communication, motivation and coordination; using theory to inform responses to organisational challenges and change; links between management theory, approach and day to day management practice.
3. Understand factors that influence behaviour within organisations	3.1 Explain individual factors that influence behaviour within organisations
	IC: Individual factors influencing behaviour including attitudes, values and beliefs; motivation and engagement; skills, knowledge and experience; personality and personal characteristics; perceptions and expectations; influence of individual goals and needs on behaviour within organisational settings.
	3.2 Explain group and team factors that influence behaviour within organisations
	IC: Group and team factors influencing behaviour including group norms and values; team roles and responsibilities; communication and interaction within groups; leadership and influence within teams; levels of cohesion, trust and conflict; impact of group dynamics on individual behaviour and performance within organisations.
	3.3 Explain organisational factors that influence behaviour within organisations
	IC: Organisational factors influencing behaviour including organisational culture and values; formal policies, procedures and rules; organisational structure and hierarchy; management practices and expectations; reward and recognition systems; working conditions and organisational environment.
	3.4 Analyse how management style and organisational culture influence behaviour
	IC: Influence of different management styles on employee behaviour and attitudes; relationship between organisational culture and accepted behaviours; impact of leadership behaviour on motivation, engagement and conduct; alignment between management style and organisational values; effects of positive and negative cultures on behaviour; role of management in shaping and reinforcing behavioural norms within organisations.

	3.5 Analyse the impact of individual and group behaviour on organisational performance
	IC: Impact of individual and group behaviour on productivity, motivation and performance; influence of behaviour on teamwork, communication and collaboration; effects of positive and negative behaviours on organisational outcomes; links between behaviour, performance standards and achievement of objectives; role of behaviour in shaping organisational effectiveness and overall performance.
4. Understand the impact of management approaches and organisational behaviour on organisational performance	4.1 Explain how organisational performance is measured and understood within organisations
	IC: Organisational performance measured through financial and non-financial indicators; use of quantitative and qualitative measures; performance indicators linked to objectives and strategy; assessment of efficiency, effectiveness and quality; short term and long-term performance measures; use of performance information to understand organisational success and areas for improvement.
	4.2 Analyse how management approaches influence organisational performance
	IC: Influence of management approaches on organisational performance through decision making, coordination and control; impact of management style on motivation, engagement and productivity; role of management approaches in setting priorities and allocating resources; influence on communication, accountability and consistency; contribution of effective management approaches to achieving performance objectives and outcomes.
	4.3 Analyse factors that can enhance or limit the impact of management and behaviour on performance
	IC: Factors that enhance or limit performance including leadership effectiveness, organisational culture and values; clarity of objectives and communication; availability and use of resources; employee capability and engagement; organisational structure and systems; external pressures and constraints; alignment between management approaches, behaviour and organisational priorities.

4.3 Mandatory Unit 3: Business Finance and Resource Management

	Mandatory Unit	GLH	Credits	Level	Unit Reference
3	Business Finance and Resource Management	120	24	4	M/652/0091

In this unit, the learner will develop their understanding of how financial management and resource management support organisational activity, decision making and long-term sustainability. The unit examines the purpose and principles of financial management, including how financial information is interpreted and used to support short-term and long-term business decisions.

Learners will explore the management of different types of resources, including human, physical, digital and financial resources, and consider how effective resource management contributes to organisational objectives. The unit also addresses financial and resource-related risks and constraints, analysing how organisations respond to uncertainty and limitation in order to maintain performance and resilience.

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 purpose and principles of financial management within business organisations	1.1 Explain the purpose of financial management within business organisations
	IC: *Purpose of financial management in planning and controlling organisational finances; ensuring effective use of financial resources; supporting organisational objectives and priorities; managing income, expenditure and cash flow at an organisational level; supporting informed decision making; contributing to organisational stability and long-term viability.*

	1.2 Explain key principles of effective financial management
	IC: Key principles of effective financial management including budgeting and financial planning; control and monitoring of income and expenditure; management of cash flow and liquidity; accountability and responsibility for financial decisions; risk awareness and financial control; use of financial information to support efficiency and sustainability.
	1.3 Explain the role of financial management in supporting organisational objectives
	IC: Role of financial management in supporting organisational objectives through allocation of financial resources; linking budgets and financial plans to organisational priorities; enabling investment and growth decisions; supporting cost control and efficiency; monitoring financial performance against objectives; ensuring financial decisions align with organisational aims and long-term goals.
	1.4 Analyse how financial management supports planning and control within organisations
	IC: Role of financial management in supporting organisational planning through budgeting, forecasting and financial planning; use of financial controls to monitor income, expenditure and performance; comparison of planned and actual financial outcomes; identification of variances and corrective action; contribution of financial control to accountability, efficiency and effective organisational management.
	1.5 Analyse the importance of financial management for organisational sustainability and performance
	IC: Importance of financial management in supporting organisational sustainability and performance; maintaining financial stability and viability; effective management of costs, income and cash flow; supporting long term planning and resilience; enabling organisations to respond to risk and change; contribution of sound financial management to achieving performance objectives and sustained organisational success.
2. Understand how financial information is	2.1 Explain how financial information is interpreted and used within business organisations

used to support business decision making	IC: Interpretation of financial information to understand organisational performance and position; use of financial data to identify trends and patterns; comparison of actual results against plans or budgets; use of financial information to support planning, control and decision making; consideration of context and limitations when interpreting financial information; role of financial information in informing managerial judgement.
	2.2 Evaluate the main types of financial information used by organisations
	IC: Main types of financial information including income statements, balance sheets and cash flow information; budgets and forecasts; cost and management accounting information; internal and external financial reports; purposes and uses of different types of financial information; strengths and limitations of different financial information for supporting business understanding and decisions.
	2.3 Explain how financial information supports short term and long-term business decisions
	IC: Use of financial information to support short term decisions such as pricing, cost control and resource allocation; role of financial data in long term decisions including investment, growth and sustainability; comparison of short term and long-term financial priorities; use of forecasts and projections to inform future planning; balancing immediate financial pressures with longer term organisational objectives.
	2.4 Analyse how financial information is used to assess performance and financial position
	IC: Use of financial information to assess organisational performance and financial position; analysis of income, costs, profitability and cash flow; use of financial ratios and indicators; comparison of financial performance over time; benchmarking against targets or expectations; interpretation of financial position to support informed management decisions.
	2.5 Analyse limitations and challenges in using financial information for decision making
	IC: Limitations and challenges in using financial information including time lag and accuracy of data; reliance on historical information; assumptions and estimates within financial reports; potential bias or

	misinterpretation; lack of non-financial information; impact of uncertainty and changing conditions on the usefulness of financial information for decision making.
3. Understand how different types of resources are managed within business organisations	3.1 Explain the role of different types of resources within business organisations
	IC: Role of different types of resources including human, physical, financial and digital resources; contribution of resources to organisational operations and objectives; importance of effective use of resources in supporting productivity and efficiency; relationship between resource availability and organisational capacity; alignment of resources with organisational priorities and needs.
	3.2 Explain how human resources are managed within organisations
	C: Management of human resources including workforce planning and recruitment; allocation of roles and responsibilities; training and development; performance management and appraisal; motivation, engagement and retention; ensuring staff capability aligns with organisational objectives and operational needs.
	3.3 Explain how physical, digital and financial resources are managed within organisations
	IC: Management of physical resources including facilities, equipment and materials; management of digital resources such as information systems, data and technology; management of financial resources including budgeting and allocation of funds; monitoring and control of resource use; maintenance and sustainability of resources; ensuring effective use of resources to support organisational operations and objectives.
	3.4 Analyse how effective resource management supports organisational objectives
	IC: Contribution of effective resource management to achieving organisational objectives; alignment of resources with strategic priorities and plans; efficient use of human, physical, digital and financial resources; reduction of waste and inefficiency; supporting productivity, quality and performance; enabling organisations to respond to change and demand effectively.
	3.5 Analyse challenges associated with managing resources within organisations

	IC: Challenges associated with managing resources including limited availability and competing demands; cost constraints and budget pressures; balancing short term needs with long term sustainability; managing change and technological developments; ensuring efficient and ethical use of resources; risks linked to poor planning, misallocation or underutilisation of resources.
4. Understand financial and resource-related risks and constraints within business organisations	4.1 Explain different types of financial and resource-related risks faced by business organisations
	IC: Financial risks including cash flow risk, cost overruns, funding shortages and financial uncertainty; resource-related risks such as skills shortages, capacity limitations and reliance on key resources; operational risks linked to availability and use of resources; risks arising from changes in demand, supply or technology; internal and external sources of financial and resource-related risk within business organisations.
	4.2 Explain internal and external factors that create financial and resource constraints
	IC: Internal factors creating financial and resource constraints including limited budgets, inefficient resource allocation, skills gaps and capacity issues; external factors such as economic conditions, market competition, regulatory requirements and supply chain disruption; impact of changes in demand, costs and funding availability; influence of organisational size, sector and operating environment on financial and resource constraints.
	4.3 Analyse the potential short term and long-term implications of financial and resource constraints for business organisations
	IC: Short term implications of financial and resource constraints including reduced capacity, cost pressures and operational disruption; long term implications such as limited growth, reduced competitiveness and sustainability challenges; impact on investment, staffing and service delivery; effects on organisational flexibility and resilience; relationship between prolonged constraints and organisational risk and viability.
	4.4 Analyse how organisations respond to financial and resource-related risks and constraints
	IC: Organisational responses to financial and resource-related risks and constraints including prioritisation of activities and spending; reallocation of resources; cost control and efficiency measures; workforce planning and skills development; use of contingency

	planning and risk management; balancing short term pressures with long term organisational sustainability.

4.4 Mandatory Unit 4: Markets, Customers and Value Creation

	Mandatory Unit	GLH	Credits	Level	Unit Reference
4	Markets, Customers and Value Creation	120	24	4	R/652/0092

In this unit, the learner will develop their understanding of how organisations operate within markets and respond to customer needs, behaviour and expectations. The learner will explore different market types and structures, examining how supply, demand, competition and market dynamics influence organisational behaviour.

Learners will consider how customer needs and expectations vary across contexts and segments, and how these changes affect organisational activity. The unit also examines how organisations create and deliver value to customers, including the trade-offs involved in balancing cost, quality and service.

Finally, learners will analyse how organisations adapt products, services and operations in response to market and customer change, and the challenges associated with remaining responsive in dynamic environments.

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 characteristics and dynamics of markets in which organisations operate	1.1 Explain the key characteristics of different market types and contexts
	IC: Different market types including consumer and business markets, local, national and global markets, mass and niche markets; characteristics of competitive, monopolistic and oligopolistic markets; market size and scope; customer base and demand patterns; influence of geographic, economic and technological context; how

	market type and context shape how organisations operate within markets.
	1.2 Analyse factors that influence supply and demand within markets
	IC: Factors influencing supply and demand including price, income levels and consumer preferences; availability and cost of resources; production capacity and efficiency; competition and availability of substitute products; impact of economic conditions, technology and regulation; short term and long-term influences on changes in supply and demand within different market contexts.
	1.3 Explain how market structure and competition influence organisational behaviour
	IC: Market structures including competitive, monopolistic and oligopolistic markets; levels of competition and market concentration; influence of competition on pricing, output and differentiation; barriers to entry and exit; impact of competitive pressure on organisational behaviour, innovation and strategic choices; differences in organisational behaviour across varying market structures.
	1.4 Analyse how changes and dynamics within markets affect organisations
	IC: Market changes and dynamics including shifts in customer demand, technological developments and competitive intensity; emergence of new markets and decline of existing markets; impact of economic cycles and external shocks; effects of market volatility and uncertainty on organisational planning and operations; need for organisations to adapt products, services or approaches in response to changing market conditions.
2. Understand customer needs, behaviour and expectations within different market contexts	2.1 Explain the nature of customer needs and expectations
	IC: Nature of customer needs including functional, emotional and social needs; meaning of customer expectations and how they are formed; expectations relating to quality, value, service, reliability and experience; difference between stated and unstated expectations; short term and longer-term expectations; role of expectations in shaping customer perceptions of value.

	2.2 Explain factors that influence customer behaviour in different market contexts
	IC: Factors influencing customer behaviour including cultural, social, personal and psychological influences; impact of price, quality and perceived value; influence of branding, reputation and trust; role of technology and digital channels in shaping behaviour; differences in customer behaviour across consumer and business markets; impact of economic conditions and market context on customer decision making.
	2.3 Analyse differences in customer needs and expectations across customer groups and segments
	IC: Differences in customer needs and expectations across customer groups and segments; demographic, geographic, behavioural and organisational segmentation; variation in priorities relating to price, quality, service and convenience; differences between consumer and business customers; changing expectations across segments over time; implications of segmented customer needs and expectations for organisations operating in different markets.
	2.4 Analyse how changes in customer expectations influence organisational activity
	IC: Changes in customer expectations relating to quality, service, convenience and value; influence of technology, competition and social trends on expectations; impact of changing expectations on products, services and customer experience; organisational responses to rising or shifting expectations; implications for operations, resource use and organisational priorities.
3. Understand how organisations create and deliver value to customers	3.1 Explain the concept of value from a customer and organisational perspective
	IC: Definition of value as the balance between benefits received and costs incurred; customer perceptions of value including functional benefit, quality, convenience and emotional benefit; distinction between price and perceived value; subjectivity of value and how it varies by customer, context and need; organisational perspectives on value including value creation, value capture and contribution to organisational objectives; importance of aligning customer value with organisational sustainability and performance.

	3.2 Analyse the main sources of value for customers in different business contexts
	IC: Sources of customer value including functional performance, quality, convenience and service; emotional and symbolic value such as trust, reassurance and brand meaning; financial value including price and perceived affordability; differences in value sources across consumer, business to business and public sector contexts; influence of context on which sources of value are prioritised by customers.
	3.3 Analyse how organisations configure products, services and processes to offer value
	IC: Configuration of products through features, quality and design; configuration of services through service scope and delivery; alignment of organisational processes with customer value objectives; integration of products, services and processes to support consistent value delivery; influence of organisational resources and capabilities on value configuration.
	3.4 Analyse trade-offs organisations make when creating and delivering customer value
	IC: Trade-offs between cost and quality when offering customer value; balancing price, features and service levels; trade-offs between standardisation and customisation; tensions between efficiency and responsiveness in value delivery; impact of resource constraints and organisational priorities on value decisions.
4. Understand how organisations adapt their activities in response to markets and customers	4.1 Explain why organisations need to adapt to changes in markets and customer behaviour
	IC: Reasons organisations adapt including changes in customer needs, expectations and behaviour; impact of market competition, technological change and external pressures; risks of failing to adapt in dynamic markets; relevance of adaptation to organisational survival, performance and competitiveness.
	4.2 Analyse how organisations use market and customer information to inform decisions
	IC: Use of market research and customer feedback to identify trends and changes; analysis of customer data to support decision making; role of insight in shaping products, services and delivery approaches; limitations of information and uncertainty in market decision making.

	4.3 Analyse how organisations adjust products, services and operations in response to market change
	IC: Adaptation of products and services to meet changing customer needs; operational adjustments including processes, delivery methods and capacity; role of innovation and incremental change in responding to markets; constraints affecting the speed and scale of organisational response.
	4.4 Analyse challenges organisations face when responding to markets and customers
	IC: Challenges including resource limitations, organisational resistance to change and risk management; balancing responsiveness with cost control and consistency; difficulties in predicting customer behaviour; managing short term pressures alongside long term objectives.

4.5 Mandatory Unit 5: Innovation in Business Management

Mandatory Unit		GLH	Credits	Level	Unit Reference
5	Innovation in Business Management	120	24	4	T/652/0093

In this unit, the learner will develop their understanding of innovation as a core business management concept and examine how innovation is used within organisations to support development and long-term direction.

The unit explores different types and sources of innovation, considering how innovation ideas originate from both internal and external influences. Learners will examine how organisations plan, organise and support innovation activities, including the role of leadership, structure, systems and resource allocation.

Learners will also address the risks, barriers and constraints that affect innovation, and considers how organisations can continue to pursue innovation while operating under uncertainty and limitation.

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 innovation as a business management concept	1.1 Evaluate what is meant by innovation in a business management context
	IC: *Meaning of innovation as the intentional introduction of new or significantly improved ideas within organisations; innovation as a business management concept; deliberate organisational change versus creativity alone; innovation as applicable to products, services, processes and ways of working; innovation as a managed organisational activity rather than an isolated event.*

	1.2 Explain how innovation differs from routine improvement and operational change
	IC: Difference between innovation and routine improvement in terms of scale, impact and intent; routine improvement as incremental change focused on efficiency or refinement; operational change as adjustment to existing processes or practices; innovation as involving more substantial change that alters how value is created or delivered; distinction between maintaining existing performance and introducing new ways of operating.
	1.3 Explain how innovation relates to organisational objectives and direction
	IC: Relationship between innovation and organisational objectives; innovation as a means of supporting strategic aims and long-term priorities; alignment of innovation activity with organisational direction and future positioning; role of innovation in shaping how organisations pursue growth, efficiency or differentiation; importance of coherence between innovation decisions and overall organisational intent.
	1.4 Explain how innovation is relevant in different business and organisational contexts
	IC: Relevance of innovation across different organisational contexts including private, public and third sector organisations; variation in the role of innovation depending on organisational size, sector and market environment; differences in innovation relevance for established organisations and newer or smaller organisations; influence of external context such as regulation, competition and technological change on how innovation is understood and applied; recognition that innovation is relevant beyond profit driven businesses.
2. Understand types and sources of innovation used by organisations	2.1 Explain types of innovation used by organisations
	IC: Types of innovation including changes to products and services; innovation in processes and ways of working; organisational innovation involving structures, roles or practices; innovation in delivery methods and customer experience; recognition that organisations may use more than one type of innovation depending on context and objectives.

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	2.2 Analyse internal sources of innovation within organisations
	IC: Internal sources of innovation including employees and teams generating ideas through experience and expertise; role of management in identifying opportunities for improvement or change; use of organisational knowledge, data and performance information as inputs to innovation; influence of existing capabilities, resources and systems on internal innovation; recognition that internal innovation arises from within normal organisational activity rather than external pressures.
	2.3 Analyse external sources of innovation available to organisations
	IC: External sources of innovation including customers and users through feedback, behaviour and unmet needs; competitors and wider markets as sources of ideas and new approaches; suppliers, partners and networks providing access to new technologies, materials or capabilities; influence of technological developments originating outside the organisation; role of regulation, economic conditions and social trends in prompting innovation opportunities.
3. Understand how organisations manage, organise and support innovation activities	3.1 Explain how organisations plan and coordinate innovation activities
	IC: Planning of innovation activities through setting priorities and objectives; coordination of innovation across functions and teams; use of formal and informal planning processes to organise innovation work; alignment of innovation activities with wider organisational plans; importance of coordination to ensure innovation efforts are coherent and purposeful rather than isolated.
	3.2 Analyse the role of leadership and management in supporting innovation
	IC: Role of leadership in setting direction and expectations for innovation; role of management in coordinating people and activities to support innovation aims; influence of leadership and management behaviours on prioritising innovation; support provided through decision making, communication and encouragement; distinction between strategic leadership direction and day to day management support for innovation.

	3.3 Analyse how organisational structure and systems can enable or constrain innovation
	IC: *Influence of organisational structure on communication, decision making and flexibility; role of formal structures such as hierarchies, teams and reporting lines in shaping innovation activity; impact of systems including policies, procedures and approval processes on innovation; ways structures and systems can enable coordination and consistency; ways rigid or complex structures and systems can limit innovation.*
	3.4 Analyse how resources are allocated to support innovation activities
	IC: *Allocation of financial, human and time resources to innovation activities; decisions about prioritising innovation alongside routine operations; role of budgeting and planning in supporting innovation work; use of specialist skills, teams or tools to enable innovation; constraints on resource allocation and their influence on the scale and pace of innovation.*
4. Understand the potential risks, barriers and constraints that affect innovation in organisations	4.1 Explain the main risks associated with innovation activities
	IC: *Risks associated with innovation including uncertainty of outcomes and returns; financial risk linked to investment in new ideas or approaches; operational risk arising from disruption to existing processes or services; market risk related to customer acceptance or demand; risk of unintended consequences when introducing change within organisations.*
	4.2 Analyse internal barriers that can limit innovation within organisations
	IC: *Internal barriers to innovation including resistance to change within organisations; limited skills, knowledge or capability relevant to innovation; organisational culture that discourages risk taking or new ideas; competing priorities that favour routine operations over innovation; internal processes or practices that slow decision making and reduce flexibility.*
	4.3 Analyse external constraints that affect an organisation's ability to innovate
	IC: *External constraints including regulatory and legal requirements that limit innovation options; economic conditions affecting*

	investment and risk tolerance; market conditions such as competition intensity and customer expectations; technological constraints linked to infrastructure or access to technology; influence of wider social and environmental expectations on innovation activity.
	4.4 Explain how organisations can pursue innovation successfully despite risks, barriers and constraints
	IC: Ways organisations may continue to pursue innovation while operating under risk and constraint; importance of informed decision making and prioritisation when facing limitations; role of balancing ambition with available resources and capabilities; use of gradual or phased approaches to innovation to manage exposure; recognition that successful innovation often involves managing rather than eliminating risk.

Document Specification:					
Purpose:	To detail the specification of the GA Level 4 Diploma in Business Management and Innovation (610/7202/3) 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		