



Qualification Specification

GA Level 6 Diploma in Business Administration (610/7474/3)

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

This GA qualification is delivered under an exclusivity agreement.

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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 6 Diploma in Business Administration (610/7474/3).

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 6 Diploma in Business Administration	610/7474/3	20/05/2026	May 2031

1.3 Qualification Aims and Objectives

The qualification covers both theoretical concepts and applied administrative capabilities needed to manage, coordinate and improve administrative processes, information systems, communication activities, governance and compliance support activities, and administrative support arrangements within complex organisational contexts.

The aim of the GA Level 6 Diploma in Business Administration qualification is to prepare learners to demonstrate advanced analytical thinking, administrative judgement, procedural

oversight, governance understanding, coordination capability and organisational effectiveness within business and administrative environments.

Learners will engage critically with administrative systems, information governance, process design, administrative coordination, professional communication and research activities, with competencies underpinned by contemporary administrative practice, evidence-based approaches and contextual analysis.

The qualification provides an understanding of administrative process design and improvement, information governance and record management, governance and compliance support activities, administrative coordination and continuity arrangements, professional communication practices, and research methods relevant to business administration and organisational support activities.

The qualification will equip learners with the skills to evaluate and improve administrative processes, manage information and administrative systems effectively, support workflow continuity and administrative service continuity, maintain professional communication standards, and contribute to organisational effectiveness through administrative practice, oversight activities and business support functions.

The qualification will also encourage critical engagement and support progression to senior administrative, business support, governance support, compliance support, executive administration and office systems oversight roles and/or onto further Level 7 study in business, administration or related disciplines.

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

The structure of this qualification is as follows:

GA Level 6 Diploma in Business Administration (610/7474/3)					
Mandatory Units	Unit Reference	Level	Credits	GLH*	Study Time
1. Administrative Process Design and Implementation	K/652/1756	6	24	120	120
2. Information Governance and Administrative Systems	L/652/1757	6	24	120	120
3. Administrative Coordination Across Organisational Contexts	M/652/1758	6	24	120	120
4. Professional Communication and Administrative Practice	R/652/1759	6	24	120	120

5. Research Methods for Administrative Practice	A/652/1760	6	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 6 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 6 reflects the ability to use advanced practical, conceptual or

technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors and understand different perspectives, approaches or schools of thought and the theories that underpin them. It reflects an ability to critically analyse, interpret and evaluate complex information, concepts and ideas and determine, refine, adapt and use appropriate methods and advanced cognitive and practical skills to address problems that have limited definition and involve many interacting factors. It also reflects the ability to use and, where appropriate, design relevant research and development to inform actions and evaluate actions, methods and results and their implications.

1.5 Rules of Combination

In order to meet the rules of combination for the GA Level 6 Diploma in Business Administration 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 intended for aspiring and established administrative professionals, business support practitioners, office-based professionals and administrative coordinators who wish to develop advanced administrative knowledge and capabilities.

It is suitable for individuals working in roles involving administrative coordination, information and records management, business support activities, office administration, communication management, governance and compliance support, process monitoring, executive support or related administrative responsibilities within business and organisational environments.

It is also suitable for individuals seeking progression to more senior administrative, business support or business administration roles involving oversight of administrative systems, information governance, coordination activities, workflow continuity and organisational processes.

The qualification is also appropriate for learners who wish to progress onto higher level study in business administration, organisational practice, governance, administration or related disciplines.

1.7 Age and Entry Requirements

This qualification is intended for learners aged 19 and above.

Learners should hold

- a Level 5 qualification

or

- a minimum of three years' work experience in an administrative, coordination, governance, compliance or business support role in any sector

With applicants who do not hold a prior Level 5 qualification, the centre must maintain a robust process for evaluating an applicant's suitability for the programme. This may include:

- a detailed CV or professional portfolio evidencing relevant administrative or organisational experience
- a formal interview or professional discussion to assess the learner's readiness for Level 6 study
- evidence of continuing professional learning and development
- written references from appropriate professional sources (e.g., line managers, senior colleagues)
- completion of a diagnostic assessment or written task to demonstrate academic capability at Level 6

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 4 or Level 5 qualifications such as Higher National Certificates or Diplomas (HNC/HND), foundation degrees, professional diplomas, or equivalent business administration or management qualifications. The qualification builds upon foundational knowledge in business, administration, management, or related disciplines acquired at those levels.

Upon successful completion, learners may progress to:

- Level 7 postgraduate qualifications, including postgraduate diplomas or certificates in business, management, or administration, or full Master's degree programmes (such as an MBA, MSc in Business Management, or MSc in Strategic Leadership), subject to the receiving institution's entry requirements and individual recognition decisions. A number of UK universities offer graduate entry routes to MBA and other postgraduate programmes for holders of Level 6 qualifications - learners are strongly encouraged to contact their chosen institution directly to confirm entry requirements and any recognition decisions that may apply to this qualification
- Middle to senior management, administration or operations management, or business analyst roles within their organisations, with the qualification demonstrating competence at a level equivalent to an Honours degree
- Further Level 6 specialist qualifications in areas such as human resource management, marketing, finance, or supply chain management, where learners wish to deepen expertise in a particular business discipline

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

Assessment will enable learners to demonstrate advanced understanding, analytical judgement and evidence-informed evaluation capability across all units. Assessment will address administrative process design and improvement, information governance and records management, administrative coordination and workflow continuity, professional communication standards, and research methods relevant to business administration and organisational support activities.

Learners will be assessed through a range of written, analytical and evaluative assignments that require critical engagement with evidence and application of concepts to complex administrative, business support and organisational contexts.

The research methods unit requires learners to undertake an independent research-based project, demonstrating the ability to formulate a clearly defined research question, engage critically with relevant academic and professional literature, select and justify appropriate research methods and design, collect and analyse data, and develop evidence-based conclusions and recommendations relevant to administrative practice and 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 three years. Should a learner not have achieved in the timescale, a new registration is required.

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

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

2.11 ID Requirements

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

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

2.12 Record Keeping

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

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

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

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

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

2.13 Results and Certification

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

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

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

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:

- a Level 6 qualification or degree in a related subject area
- demonstrable experience in business administration or other relevant professional practice

Teachers must also hold recognised teaching qualification or evidence of effective teaching practice at postgraduate level (desirable).

All assessors must hold:

- a Level 6 qualification or degree in a related subject area
- demonstrable experience in in business administration or other relevant professional practice

Assessors must also have an understanding of assessment principles and quality assurance processes appropriate to Level 6 study.

All teachers and assessors must also:

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

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:

- a Level 6 qualification or degree in a related subject area
- demonstrable experience in business administration or other relevant professional practice

IQAs must also have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring.

Each assessor may have one or several appointed IQAs.

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

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 below.

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

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

3.6 Venue and Equipment Requirements

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

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

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

For this qualification, suitable equipment includes:

- access to library resources, academic journals, and relevant business administration subject specific literature
- IT facilities and systems to support research, presentations, and access to online learning materials
- case study materials, business simulations, or scenario-based resources relevant to business administration and 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: Administrative Process Design and Implementation

	Mandatory Unit	GLH	Credits	Level	Unit Reference
1	Administrative Process Design and Implementation	120	24	6	K/652/1756
<p>This unit explores how administrative processes are designed, implemented and maintained to support the effective functioning of administrative activities within organisations.</p> <p>Learners will examine how workflows, procedures and administrative practices are structured to support consistency, procedural control and continuity across organisational activities.</p> <p>The unit focuses on approaches to process design, implementation and review, including the use of monitoring activities to identify inefficiencies and support process improvement.</p> <p>Learners will also evaluate factors that influence the effectiveness and sustainability of administrative processes, including organisational structure, communication practices and working behaviours within administrative activities.</p> <p>This unit supports the development of analytical and evaluative skills relevant to administrative process design, implementation, monitoring and improvement within business and organisational contexts.</p>					
<p>Assessment Instructions and Guidance</p>					
<p>Assessment for this unit may include analytical assignments, case study analysis, professional discussions or structured evaluative reports.</p> <p>Evidence may draw on real organisational contexts, realistic simulated scenarios or administrative case studies relevant to business and administration.</p> <p>Learners may evaluate existing administrative processes or propose improvements to administrative practices within organisational contexts.</p> <p>Assessment must demonstrate analysis, evaluation and judgement appropriate to Level 6.</p> <p>Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.</p>					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the role of administrative processes in organisational activities	1.1 Analyse the role of administrative processes in supporting administrative activities within organisations
	<i>IC Role of administrative processes in structuring and maintaining organisational activities; relationship between administrative functions and organisational procedures; contribution of administrative processes to the organisation and coordination of activities; impact of fragmented or ineffective processes on administrative activities; variation in administrative process requirements across different organisational contexts.</i>
	1.2 Evaluate the role of standardisation and procedural control within administrative processes
	<i>IC Use of procedures, workflows and documented practices to support consistency and reliability; role of standardisation in maintaining continuity of administrative activities; influence of procedural guidance and communication practices on adherence to processes; challenges associated with balancing standardisation and workflow flexibility; limitations of procedural control within different organisational contexts; application of continuous improvement approaches including Lean Management, Kaizen and Total Quality Management (TQM) to support consistency, workflow efficiency and reliability within administrative processes.</i>
	1.3 Assess the influence of organisational structure and culture on administrative processes
<i>IC Influence of organisational structure on process design and implementation; role of organisational working practices and expectations in influencing adherence to administrative procedures; impact of formal and informal practices on process effectiveness; challenges associated with maintaining consistency across different organisational contexts; implications of structural and cultural factors for reliability and continuity of administrative activities.</i>	
2. Understand approaches to	2.1 Analyse approaches used to design administrative processes

<p>administrative process design and implementation</p>	<p><i>IC Process mapping and workflow planning; identification of process stages and responsibilities; use of process improvement methodologies including Business Process Reengineering (BPR), Lean process mapping and the Plan-Do-Check-Act (PDCA) cycle; relationship between administrative requirements and process structure; role of standard operating procedures and documented process requirements; strengths and limitations of different approaches to process design.</i></p>
	<p>2.2 Evaluate factors influencing the implementation of administrative processes</p>
	<p><i>IC Organisational requirements and workflow constraints; communication and administrative support during implementation; availability of resources and procedural guidance; role of training, guidance and procedural documentation; challenges associated with implementing new or revised administrative processes.</i></p>
	<p>2.3 Assess methods used to monitor process performance and procedural effectiveness</p>
	<p><i>IC Use of monitoring and review activities to assess process effectiveness; identification of delays, inconsistencies and procedural issues; use of feedback and administrative records to support review activities; strengths and limitations of different review methods; relationship between monitoring activities and continuous process improvement; use of administrative performance indicators, workflow measures and continuous improvement methodologies such as PDCA, Lean and Six Sigma to support monitoring and review activities.</i></p>
<p>3. Be able to evaluate approaches to improving administrative processes</p>	<p>3.1 Analyse how inefficiencies in administrative processes are identified and prioritised</p>
	<p><i>IC Identification of inefficiencies through observation, feedback and administrative records; recognition of delays, duplication and inconsistencies within workflows; prioritisation of improvement activities based on impact and feasibility; influence of organisational requirements on improvement priorities; risks associated with inaccurate identification of process issues.</i></p>
	<p>3.2 Evaluate approaches used to improve administrative processes in different organisational contexts</p>
	<p><i>IC Workflow redesign, procedural standardisation and revision of administrative responsibilities and workflows; use of digital workflow</i></p>

	<p><i>systems, automation tools, workflow revisions and procedural updates to support improvements; comparison of alternative approaches and justification of selected improvements; application of continuous improvement and quality management approaches including Lean, Kaizen and Six Sigma within administrative process improvement activities; strengths and limitations of improvement approaches across different organisational contexts; importance of review and adaptation following implementation.</i></p>
	<p>3.3 Assess the influence of organisational practices, behaviours and oversight on sustaining effective administrative processes</p>
	<p><i>IC Role of organisational practices in supporting long-term adherence to revised administrative processes; influence of communication practices, guidance and oversight on adherence to procedures; impact of behaviours and working practices on sustaining improvements; challenges associated with embedding revised administrative processes; relationship between administrative capability, procedural support arrangements and the sustainability of administrative processes.</i></p>

4.2 Mandatory Unit 2: Information Governance and Administrative Systems

Mandatory Unit		GLH	Credits	Level	Unit Reference
2	Information Governance and Administrative Systems	120	24	6	L/652/1757
<p>This unit explores how organisational information and records are organised, controlled and maintained within administrative contexts.</p> <p>Learners will examine how information is generated, recorded, stored, accessed and protected, and how administrative systems support accuracy, traceability and record integrity within organisational activities.</p> <p>The unit focuses on information governance practices, including the secure handling, storage, retrieval and monitoring of organisational information and administrative records.</p> <p>Learners will also evaluate factors that influence the effectiveness of administrative systems and information management practices, including organisational procedures, legal requirements, information accessibility and risks associated with inaccurate or poorly controlled information.</p> <p>This unit supports the development of analytical and evaluative skills relevant to administrative systems, information governance and organisational record management within business and administration contexts.</p>					
<p>Assessment Instructions and Guidance</p> <p>Assessment for this unit may include analytical assignments, case study analysis, professional discussions or structured evaluative reports.</p> <p>Evidence may draw on real organisational contexts, realistic simulated scenarios or administrative case studies relevant to information governance and administrative systems.</p> <p>Learners may evaluate information governance practices, review administrative systems, assess information-related risks or propose approaches to maintaining effective information governance within organisational contexts.</p> <p>Assessment must demonstrate analysis, evaluation and judgement appropriate to Level 6.</p> <p>Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.</p>					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand principles and requirements of information governance within administrative contexts	1.1 Analyse principles of information governance within administrative activities
	<i>IC Principles of accuracy, accountability, confidentiality and traceability within administrative information handling; relationship between information governance and administrative activities; importance of reliable and appropriately controlled information; principles associated with data protection, information security and records management within organisational activities; implications of ineffective information governance within organisational contexts; variation in governance requirements across different administrative environments.</i>
	1.2 Evaluate the purpose of legal and organisational requirements within information governance practices
	<i>IC Purpose of legal, regulatory and organisational requirements in supporting accountability, traceability and record integrity; legal requirements relating to information governance including the UK General Data Protection Regulation (UK GDPR), Data Protection Act 2018, and, where applicable, the Freedom of Information Act 2000; organisational responsibilities relating to secure information handling, retention, disposal and governance activities; role of compliance in maintaining secure and reliable administrative practices; consequences of non-compliance for organisational activities and record management; influence of organisational policies and procedures on governance practices.</i>
	1.3 Assess operational practices used to maintain secure and accurate organisational information
	<i>IC Practices used to support secure information storage, access, handling and retrieval; use of classification procedures, access controls and secure handling practices; application of information security measures aligned to organisational policies and recognised standards such as ISO/IEC 27001; importance of incident reporting and escalation procedures relating to information breaches or security concerns; maintaining accuracy, confidentiality and integrity of organisational information; balancing accessibility with information security requirements; operational challenges associated with</i>

	<i>maintaining secure information practices across administrative contexts.</i>
2. Understand administrative systems and record management practices	2.1 Analyse systems and methods used to manage organisational information and records
	<i>IC Information storage and retrieval systems; digital, physical and hybrid record management methods; centralised and decentralised information management structures; records lifecycle management approaches; categorisation, indexing and version control approaches; relationship between administrative requirements and system structure; role of documented information management procedures; strengths and limitations of different systems and record management methods.</i>
	2.2 Assess factors affecting the accessibility and reliability of administrative systems
	<i>IC Accessibility and usability of administrative systems; influence of organisational requirements and operational constraints on system effectiveness; availability of technological and administrative support; role of guidance, training and system documentation in supporting reliable use of systems; challenges associated with maintaining accessibility and consistency within changing organisational environments.</i>
	2.3 Evaluate the suitability of administrative systems and record management approaches within different organisational contexts
	<i>IC Suitability of digital, physical and hybrid record management systems within different organisational environments; selection of record management approaches based on organisational requirements; strengths and limitations of centralised and decentralised information systems; influence of organisational size, structure and operational activities on system suitability; challenges associated with adapting administrative systems and record management approaches to changing organisational needs.</i>
3. Be able to evaluate oversight and assurance activities within information governance practices	3.1 Analyse risks associated with information management and administrative systems
	<i>IC Risks associated with inaccurate, incomplete or unauthorised handling of organisational information; risks relating to information accessibility, storage and retrieval; organisational consequences of information loss, duplication or security breaches; influence of</i>

	<p><i>administrative practices on information-related risks; challenges associated with identifying and managing information governance risks within different organisational contexts.</i></p>
	<p>3.2 Evaluate operational assurance measures used to maintain information security and integrity</p>
	<p><i>IC Use of audit trails, verification procedures and review activities to assess information security and governance practices; role of administrative controls in verifying information accuracy and reliability; use of monitoring, backup, audit and recovery activities to support assurance processes; role of information security controls, access management and system monitoring within governance assurance activities; strengths and limitations of different assurance measures; challenges associated with balancing information control requirements and operational accessibility.</i></p>
	<p>3.3 Assess the role of audit and oversight activities in supporting effective information governance</p>
	<p><i>IC Role of audit and oversight activities in reviewing information governance practices and administrative systems; use of audit findings to identify inconsistencies, weaknesses and compliance issues; contribution of oversight activities to accountability, traceability and record integrity; challenges associated with maintaining effective oversight of information governance activities; relationship between audit processes and ongoing compliance with organisational and legal requirements.</i></p>

4.3 Mandatory Unit 3: Administrative Coordination Across Organisational Contexts

Mandatory Unit		GLH	Credits	Level	Unit Reference
3	Administrative Coordination Across Organisational Contexts	120	24	6	M/652/1758
<p>This unit explores how administrative coordination activities support the continuity, responsiveness and effective functioning of administrative services, workflow activities and business support arrangements across a range of working environments.</p> <p>Learners will examine how administrative coordination supports administrative activities and workflow arrangements, the use of administrative resources, communication across organisational functions and the management of interdependent activities within organisational contexts.</p> <p>The unit focuses on approaches used to coordinate administrative activities, respond to workflow disruption, maintain continuity of administrative services and adapt administrative coordination arrangements across different organisational environments, including remote and hybrid working contexts.</p> <p>Learners will also evaluate how organisational structures, workflow pressures, communication practices and contextual factors influence the effectiveness of administrative coordination activities and administrative support arrangements.</p> <p>This unit supports the development of analytical and evaluative skills relevant to administrative coordination, workflow continuity, continuity management and the adaptation of administrative support arrangements within business and organisational environments.</p>					
<p>Assessment Instructions and Guidance</p> <p>Assessment for this unit may include analytical assignments, case study analysis, professional discussions or structured evaluative reports.</p> <p>Evidence may draw on real organisational contexts, realistic simulated scenarios or administrative case studies relevant to administrative coordination and workflow continuity activities.</p> <p>Learners may evaluate administrative coordination arrangements, analyse continuity challenges or propose adaptations to administrative support activities within organisational contexts.</p> <p>Assessment must demonstrate analysis, evaluation and judgement appropriate to Level 6.</p>					

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

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand approaches used to coordinate administrative activities and workflow arrangements within organisational contexts	1.1 Analyse the role of administrative coordination in supporting organisational workflow continuity and administrative services
	<i>IC Role of administrative coordination in supporting workflow continuity and organisational effectiveness; relationship between coordination activities and day-to-day organisational activities; contribution of administrative coordination to scheduling activities, administrative resource allocation, administrative responsiveness and workflow continuity; impact of ineffective coordination on organisational activities and workflow continuity; variation in coordination requirements across different organisational contexts.</i>
	1.2 Evaluate approaches used to coordinate administrative activities across organisational functions
	1.2 Evaluate approaches used to coordinate administrative activities across organisational functions <i>IC Coordination of activities across departments, administrative functions and interdependent organisational activities; organisation of schedules, meetings, workflow priorities and resource availability; influence of reporting arrangements, communication channels and workflow dependencies on coordination activities; strengths and limitations of different coordination approaches; challenges associated with coordinating activities across complex organisational environments.</i>
	1.3 Assess the influence of organisational structures and contextual factors on administrative coordination
<i>IC Influence of organisational structures, organisational expectations, workflow coordination requirements, administrative support arrangements and working practices on coordination activities; impact of organisational size, geographical distribution and organisational complexity on coordination requirements; influence of regional and cultural factors on communication and administrative coordination activities; application of systems thinking approaches and contingency theory to administrative coordination within</i>	

	<i>differing organisational environments; implications of contextual factors for coordination effectiveness and administrative responsiveness.</i>
2. Understand approaches used to maintain workflow continuity and continuity of administrative services within administrative contexts	2.1 Evaluate approaches used to maintain workflow continuity and administrative resilience within organisational activities
	<i>IC Approaches used to maintain workflow continuity and continuity of administrative services during routine and changing organisational conditions; use of contingency arrangements, workload prioritisation and workflow monitoring to maintain continuity during workflow pressures, service interruptions and administrative disruptions; approaches used to minimise delays and interruptions to organisational activities; strengths and limitations of different continuity approaches; relationship between administrative continuity, resilience arrangements and organisational responsiveness.</i>
	2.2 Analyse factors that influence continuity within administrative activities
	<i>IC Workflow pressures and organisational demands affecting continuity; impact of workflow disruptions, workload fluctuations and resource constraints on continuity activities; influence of communication practices and workflow dependencies on continuity outcomes; risks associated with delays, scheduling conflicts and ineffective prioritisation; challenges associated with maintaining continuity across geographically dispersed administrative activities and support functions.</i>
	2.3 Assess approaches used to respond to workflow disruption within administrative activities
	<i>IC Use of contingency arrangements, escalation procedures, prioritisation processes and continuity procedures to support administrative resilience; identification and management of administrative vulnerabilities and workflow disruptions; role of administrative responsiveness in supporting continuity during changing organisational demands and workflow pressures; strengths and limitations of resilience approaches within organisational contexts; importance of review and adaptation in maintaining effective continuity arrangements.</i>
3. Be able to evaluate approaches used to adapt administrative	3.1 Analyse challenges associated with adapting administrative coordination activities within changing organisational environments

<p>coordination arrangements across organisational environments</p>	<p><i>IC Challenges associated with adapting coordination activities across different organisational environments and working arrangements; impact of remote and hybrid working arrangements on communication, scheduling and workflow coordination; influence of organisational change, organisational complexity and digital working practices on coordination activities; risks associated with ineffective adaptation of coordination arrangements; challenges associated with maintaining consistency across diverse organisational environments.</i></p>
	<p>3.2 Compare approaches used to adapt administrative coordination arrangements across organisational contexts</p>
	<p><i>IC Adaptation of coordination practices, communication arrangements and administrative workflows in response to changing organisational and workflow requirements; use of digital workflow systems, scheduling platforms and communication technologies to support coordination across organisational environments; comparison of alternative approaches used to adapt coordination activities within differing organisational contexts; strengths and limitations of different adaptation approaches; importance of reviewing and adjusting coordination arrangements in response to organisational change and evolving administrative requirements.</i></p>
	<p>3.3 Assess the influence of organisational practices and working behaviours on sustaining effective coordination activities</p>
	<p><i>IC Influence of organisational practices, working arrangements and administrative behaviours on the effectiveness of coordination activities; role of communication practices and organisational expectations relating to coordination activities in sustaining adapted coordination arrangements; impact of organisational culture on responsiveness, consistency and administrative coordination effectiveness; challenges associated with embedding revised coordination practices within organisational environments; relationship between administrative support capability and the long-term effectiveness of administrative coordination activities.</i></p>

4.4 Mandatory Unit 4: Professional Communication and Administrative Practice

Mandatory Unit		GLH	Credits	Level	Unit Reference
4	Professional Communication and Administrative Practice	120	24	6	R/652/1759
<p>This unit explores the role of professional communication within administrative practice and organisational activities.</p> <p>Learners will examine how communication practices support administrative effectiveness, professional conduct and the coordination of activities across organisational functions and working environments.</p> <p>The unit focuses on communication systems, documentation practices and approaches used to maintain accurate, consistent and professional communication within administrative contexts.</p> <p>Learners will also evaluate factors that influence communication effectiveness, including communication barriers, diverse working environments, professional relationships and organisational expectations relating to administrative conduct and communication standards.</p> <p>This unit supports the development of analytical and evaluative skills relevant to professional communication, documentation practices and administrative interaction within business and organisational contexts.</p>					
<p>Assessment Instructions and Guidance</p> <p>Assessment for this unit may include analytical assignments, case study analysis, professional discussions or structured evaluative reports.</p> <p>Evidence may draw on real organisational contexts, realistic simulated scenarios or administrative case studies relevant to professional communication and administrative practice.</p> <p>Learners may evaluate communication practices, review documentation approaches or propose improvements to communication activities within organisational contexts.</p> <p>Assessment must demonstrate analysis, evaluation and judgement appropriate to Level 6.</p> <p>Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.</p>					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand communication practices within administrative contexts	1.1 Analyse the role of administrative communication practices in supporting organisational activities
	<i>IC Role of communication in supporting administrative effectiveness and organisational activities; relationship between communication practices and workflow continuity; contribution of professional communication to coordination, consistency and operational efficiency; influence of communication flow, feedback mechanisms and communication barriers on organisational effectiveness; impact of ineffective communication on administrative activities and professional relationships; variation in communication requirements across different organisational contexts.</i>
	1.2 Examine communication methods and systems used within administrative practice
	<i>IC Use of verbal, written and digital communication methods within administrative activities; communication systems used to support organisational activities and administrative coordination; influence of communication channels on information sharing and workflow continuity; strengths and limitations of different communication methods and systems; application of communication theories and models, including the Shannon and Weaver model and transactional communication models, to analyse communication effectiveness and barriers within organisational activities; suitability of communication approaches within different administrative contexts.</i>
	1.3 Assess the influence of organisational and professional expectations on communication practices
	<i>IC Influence of organisational standards and professional expectations on communication activities; role of administrative conduct in supporting professional communication practices; impact of formal and informal communication expectations on administrative interactions; challenges associated with maintaining professionalism across different communication contexts; implications of organisational culture and working practices for communication effectiveness.</i>

2. Understand documentation and communication standards within administrative practice	2.1 Review approaches used to produce and manage administrative documentation
	<i>IC Approaches used to produce, maintain and organise administrative documentation; relationship between documentation practices and organisational requirements; use of standardised formats, templates and communication records; role of documentation in supporting continuity, traceability and professional communication; strengths and limitations of different documentation approaches.</i>
	2.2 Evaluate factors affecting the accuracy, consistency and reliability of communication within organisational activities
	<i>IC Organisational requirements and operational factors affecting communication accuracy; influence of communication systems, documentation standards and procedural guidance on consistency; availability of technological and administrative support; role of proofreading, verification and record maintenance in supporting accurate communication; importance of accessibility, clarity and inclusive communication practices across differing organisational environments; influence of interpretation, information distortion and inconsistencies in communication processes on communication accuracy.</i>
	2.3 Evaluate methods used to maintain communication standards within administrative contexts
	<i>IC Use of communication procedures, documentation standards and review activities to maintain communication quality; identification of communication inconsistencies, documentation errors and information gaps; use of feedback, administrative records and communication monitoring activities to support standards; strengths and limitations of different approaches used to maintain communication standards; relationship between communication standards and administrative effectiveness.</i>
3. Be able to evaluate communication practices across diverse organisational contexts	3.1 Analyse barriers affecting communication within organisational activities
	<i>IC Barriers relating to communication systems, working practices and organisational structures; impact of remote and hybrid working arrangements, digital communication overload and fragmented communication channels on communication activities; challenges associated with cross-functional communication and information</i>

	<p><i>sharing; influence of cultural, regional and contextual factors on communication practices; challenges associated with differing communication norms, expectations and interpretations across organisational environments; risks associated with ineffective communication within administrative activities.</i></p>
	<p>3.2 Compare approaches used to support effective communication across different organisational contexts</p>
	<p><i>3.2 Compare approaches used to support effective communication across different organisational contexts</i> <i>IC Adaptation of communication practices to support operational requirements and diverse working environments; use of digital communication systems and administrative technologies to support communication activities; comparison of alternative approaches used to support professional communication across organisational contexts; strengths and limitations of different communication approaches; importance of reviewing and adapting communication practices in response to organisational change.</i></p>
	<p>3.3 Assess the influence of professional relationships and collaborative working practices on communication activities within organisational contexts</p>
	<p><i>IC Role of professional relationships and collaborative working practices in supporting communication across organisational activities; influence of interpersonal interactions, communication expectations and organisational behaviours on communication outcomes; impact of trust, responsiveness and professional conduct on communication reliability and coordination activities; challenges associated with maintaining effective communication across diverse organisational environments; relationship between collaborative working practices and communication effectiveness.</i></p>

4.5 Mandatory Unit 5: Research Methods for Administrative Practice

Mandatory Unit		GLH	Credits	Level	Unit Reference
5	Research Methods for Administrative Practice	120	24	6	A/652/1760
<p>In this unit, learners will examine research methods and their application within administrative contexts.</p> <p>Learners will explore research approaches, data collection methods and ethical considerations, and consider how research can be used to investigate administrative activities, systems and processes.</p> <p>The unit develops the ability to plan, justify and carry out research approaches suitable for investigating administrative systems, processes or operational support issues within organisational contexts.</p> <p>Learners will apply research methods to an administrative research project and develop structured, evidence-based findings and recommendations relevant to administrative practice.</p> <p>This unit prepares learners for further academic study and supports the development of analytical, investigative and research skills relevant to business and administration contexts.</p>					
<p>Assessment Instructions and Guidance</p>					
<p>Assessment for this unit must include the completion of an administrative research project which includes:</p> <ul style="list-style-type: none"> • a clearly defined research question • a structured research proposal • consideration of relevant literature and sources • justification of research methods and design • collection and analysis of appropriate information or data • presentation of findings, conclusions and recommendations relevant to administrative practice. <p>The research project may be based on a real organisational context, a realistic simulated scenario or secondary research sources relevant to administrative practice.</p>					

Evidence may draw on academic literature, organisational documentation, published research, secondary datasets, case studies or realistic administrative scenarios.

Assessment must demonstrate analysis, evaluation, methodological justification and academic judgement appropriate to Level 6.

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

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the role of research in administrative contexts	1.1 Analyse the purpose of research in supporting administrative activities and organisational processes
	<i>IC Research as a source of information for administrative review and process improvement; relationship between research, organisational procedures and administrative practices; use of research to support consistency, efficiency and informed administrative responses; limitations of research in organisational contexts; role of research in supporting administrative effectiveness.</i>
	1.2 Evaluate different types of research used in administrative contexts
	<i>IC Exploratory, descriptive and applied research; qualitative, quantitative and mixed-methods approaches; research paradigms including positivist, interpretivist and pragmatic approaches; research used to investigate systems, procedures and organisational activities; strengths and limitations of different research types; suitability of research approaches in different administrative contexts.</i>
	1.3 Assess the limitations and challenges associated with the use of research in administrative research projects
	<i>IC Reliability and validity of research findings; limitations of organisational data; bias and interpretation; challenges in accessing information; ethical and practical constraints; informed consent, confidentiality and ethical handling of organisational information; balancing evidence from multiple sources; risks associated with inaccurate or incomplete information.</i>
2. Understand research approaches and design	2.1 Evaluate research approaches relevant to administrative research projects

	<p><i>IC Deductive and inductive approaches; relationship between research paradigms, methodology and method selection; qualitative, quantitative and mixed-methods research; use of case studies, surveys and document-based research; relationship between research aims and methodological choice; strengths and limitations of different approaches.</i></p>
	<p>2.2 Analyse factors influencing the design of administrative research projects</p>
	<p><i>IC Defining research aims and objectives; scope and feasibility of research activities; access to information and organisational constraints; timescales and resource considerations; ethical and legal requirements; organisational permissions, confidentiality requirements and data protection considerations within research activities; alignment between research questions, methods and expected outcomes.</i></p>
	<p>2.3 Assess strengths and limitations associated with different research designs</p>
	<p><i>IC Validity, reliability and credibility; bias and researcher influence; practical limitations of research designs; ethical considerations; suitability of designs for administrative research projects; risks associated with poorly designed research activities.</i></p>
<p>3. Be able to evaluate data sources, collection methods and analytical approaches</p>	<p>3.1 Evaluate data sources used in administrative research projects</p>
	<p><i>IC Primary and secondary data sources; organisational records and documentation; published datasets and reports; strengths and limitations of different data sources; relevance, reliability, credibility and accessibility of information; ethical and legal considerations in data use.</i></p>
	<p>3.2 Analyse qualitative and quantitative data collection methods used in administrative contexts</p>
	<p><i>IC Interviews, questionnaires and observations; document and record analysis; sampling considerations; strengths and limitations of different collection methods; suitability of methods for different administrative research projects; maintaining consistency and accuracy in data collection.</i></p>
	<p>3.3 Evaluate methods used to analyse and interpret research findings</p>

	<i>IC Thematic analysis; use of tables, charts and summary data; identifying operational patterns, procedural trends and administrative issues; interpretation of qualitative and quantitative findings; limitations of analytical methods; presenting findings clearly and accurately; ensuring transparency and consistency in analysis.</i>
4. Be able to design and justify a research proposal within an administrative context	4.1 Formulate a clear and achievable research question relevant to administrative practice
	<i>IC Identification of administrative issues and areas for research; defining the focus and scope of research questions; relationship between research questions and administrative context; feasibility and relevance of proposed research activities; ethical and practical considerations.</i>
	4.2 Develop a structured research proposal aligned to research aims and methods
	<i>IC Research aims and objectives; selection and justification of research methods; proposed data sources and analysis approaches; planning and timescales; ethical and organisational considerations; structure and presentation of research proposals; use of recognised academic conventions and referencing approaches within research documentation.</i>
	4.3 Justify methodological and ethical decisions within a research proposal
	<i>IC Justification of chosen methods and research design; consideration of alternative approaches; ethical handling, storage and protection of organisational information and digital data; limitations and risks associated with research activities; maintaining reliability, validity and transparency within administrative research; consideration of ethical approval requirements and researcher responsibilities within organisational research contexts.</i>
5. Be able to complete an administrative research project	5.1 Conduct research activities in accordance with an approved research proposal
	<i>IC Application of research methods in line with approved aims and objectives; collection and organisation of relevant information and data; maintaining ethical and organisational requirements throughout research activities; adapting research activities where necessary within agreed parameters; maintaining accuracy and consistency in research practice.</i>

	<p>5.2 Analyse and interpret findings from an administrative research project</p>
	<p><i>IC Organisation and interpretation of research findings; identification of patterns, trends and relationships within data; application of analytical approaches appropriate to the research design; comparison of findings against research aims and objectives; limitations of findings and analysis.</i></p>
	<p>5.3 Present conclusions and recommendations arising from an administrative research project</p>
	<p><i>IC Drawing conclusions from research findings; development of evidence-based recommendations relevant to administrative practice; relationship between findings, conclusions and recommendations; acknowledgement of limitations within the research project; presentation of findings using appropriate academic and administrative conventions.</i></p>

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