



Qualification Specification: Level 3 International Foundation Diploma Suite

GA Level 3 International Foundation Diploma in Business and Management	610/2245/7
GA Level 3 International Foundation Diploma in Business and Technology	610/2246/9
GA Level 3 International Foundation Diploma in Business and Finance	610/2247/0
GA Level 3 International Foundation Diploma in Business and Fashion	610/2248/2

These qualifications are subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

Section 1: Qualifications Overview

1.1 Introduction: About these Qualifications

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

This specification covers the range of International Foundation in Business diploma-sized qualifications at Level 3.

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

These qualifications are 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>.

These qualifications are not designed to replace existing qualifications.

1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 3 International Foundation Diploma in Business and Management	610/2245/7	27-02-2023	Feb 2028
GA Level 3 International Foundation Diploma in Business and Technology	610/2246/9	27-02-2023	Feb 2028
GA Level 3 International Foundation Diploma in Business and Finance	610/2247/0	27-02-2023	Feb 2028
GA Level 3 International Foundation Diploma in Business and Fashion	610/2248/2	27-02-2023	Feb 2028

1.3 Qualification Aims and Objectives

The aim of each of the GA Level 3 International Foundation Diplomas is to provide learners with a foundation to provide an entry route to UK and international university courses. They are designed to ensure that each learner is equipped with knowledge of study and research skills, business communication, essential mathematics, and an awareness of the business environment. Learners can specialise their knowledge with particular units depending on

which diploma within the pathway they decide upon. These include people management and the principles of marketing, the role of information technology and social media within business, finance in business and accounting and economics principles, or fashion and textiles techniques and fashion design and innovation.

Successful completion of the Level 3 Foundation Diploma provides learners with the opportunity to progress to further study or employment.

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

The structure of these qualifications is as follows:

GA Level 3 International Foundation Diploma in Business and Management (610/2245/7)				
Mandatory Units	Unit Reference	Credits	GLH*	Study Time**
1. Academic and Research Skills	A/650/6109	20	100	100
2. Business Communication	H/650/6110	20	100	100
3. Mathematics and Statistics Skills	J/650/6111	20	100	100
4. The Business Environment	K/650/6112	20	100	100
Additional Mandatory Units				
5. People Management	L/650/6113	20	100	100
6. Principles of Marketing	M/650/6114	20	100	100
		Total Credits 120	Total GLH* 600	TQT** 1200

GA Level 3 International Foundation Diploma in Business and Technology (610/2246/9)				
Mandatory Units	Unit Reference	Credits	GLH*	Study Time**
1. Academic and Research Skills	A/650/6109	20	100	100
2. Business Communication	H/650/6110	20	100	100
3. Mathematics and Statistics Skills	J/650/6111	20	100	100

4. The Business Environment	K/650/6112	20	100	100
Additional Mandatory Units				
7. Information Technology in Business	R/650/6115	20	100	100
8. Social Media in Business	T/650/6116	20	100	100
		Total Credits 120	Total GLH* 600	TQT** 1200

GA Level 3 International Foundation Diploma in Business and Finance (610/2247/0)				
Mandatory Units	Unit Reference	Credits	GLH*	Study Time**
1. Academic and Research Skills	A/650/6109	20	100	100
2. Business Communication	H/650/6110	20	100	100
3. Mathematics and Statistics Skills	J/650/6111	20	100	100
4. The Business Environment	K/650/6112	20	100	100
Additional Mandatory Units				
9. Finance in Business	Y/650/6117	20	100	100
10. Principles of Accounting and Economics	A/650/6118	20	100	100
		Total Credits 120	Total GLH* 600	TQT** 1200

GA Level 3 International Foundation Diploma in Business and Fashion (610/2248/2)				
Mandatory Units	Unit Reference	Credits	GLH*	Study Time**
1. Academic and Research Skills	A/650/6109	20	100	100
2. Business Communication	H/650/6110	20	100	100
3. Mathematics and Statistics Skills	J/650/6111	20	100	100

4. The Business Environment	K/650/6112	20	100	100
Additional Mandatory Units				
11. Fashion and Textile Techniques	D/650/6119	20	100	100
12. Fashion Design and Innovation	J/650/6120	20	100	100
		Total Credits 120	Total GLH* 600	TQT** 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.

**Study Time and 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 these qualifications.

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

Level

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

Achievement at Level 3 reflects the ability to identify and use factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and

address problems that while well-defined, may be complex and non-routine, interpret and evaluate relevant information and ideas, and reflects an awareness of the nature of the area of study or work and different perspectives or approaches within the area of study or work.

1.5 Rules of Combination

The Level 3 International Foundation Diploma Pathway qualifications consists of 6 mandatory units per qualification.

These consist of four shared units, with an additional two mandatory units relating to the specific qualification.

Each has a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 600 Guided Learning Hours (GLH).

1.6 Intended Audience, Age and Entry Requirements

These qualifications are intended for learners aged 16 and above and are ideal for learners who require an entry route to further and/or higher education in the UK or internationally.

There are other no formal entry requirements for these qualifications; however, due to the nature of the qualification content, those undertaking the qualification must have a proficient level of spoken and written English and, if English is not the candidate's first language, they must hold a formal English language qualification of at least Level 1, e.g., ESOL International (CEFR: B2 or above) or equivalent.

Where learners intend to enter further or higher education, they must be made aware that institutions have their own entry requirements specific to the programme. Prior to commencing a programme of study leading to any of these qualifications, candidates must receive detailed advice and guidance from the training provider in order to ensure the programme and qualification will meet their needs.

1.7 Recognition of Prior Learning and Transfer of Credits

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

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

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

include a consideration of the currency of the knowledge gained by the candidate at the time they undertook the prior learning. RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

No transfer of credits is permitted.

1.8 Relationship to Other Qualifications & Progression Opportunities

Successful completion of GA Level 3 Foundation Diploma pathway qualifications provides learners the opportunity for academic progressions to a wide range of undergraduate programmes, further education programmes or employment.

1.9 Language of Assessment

These qualifications are offered in English.

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

1.10 Grading

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

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

1.11 Qualification Availability

These qualifications are available via GA Approved Centres in the UK and internationally. If you would like further information on offering these qualifications, please contact us.

Our contact details appear on our website, www.gatehouseawards.org

Section 2 – Qualification Delivery, Assessment Model and Certification

2.1 Teaching and Learning Requirements

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

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

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

Further details and guidance on the content of teaching and learning for each unit can be found in the Unit Specifications in Section 4 below.

2.2 Assessment and Quality Assurance Model

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

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA. Centres operating this model are subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

2.3 Registering Candidates & Unique Learner Numbers

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

Owing to the Total Qualification Time of these qualifications, the validity period of registrations made will be 104 weeks. Should a candidate not have achieved in the timescale, a new registration is required.

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

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

2.4 ID Requirements

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

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

2.5 Record Keeping

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

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

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

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

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

Section 3 – Centre Requirements: Assessment & Quality Assurance

Course providers offering these GA qualifications must ensure that they have the following resources in place.

3.1 Staff

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

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

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

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

Requirements for Teachers and Assessors

Those delivering and assessing these qualifications must hold relevant qualifications.

Teachers and Assessors must hold relevant qualifications and have relevant expertise and experience.

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

Suitable teaching and assessing qualifications may include:

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

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

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

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

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

Assessors may have one or several appointed Internal Moderators.

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

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

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

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

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

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

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

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

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

3.2 Assessment of Candidates

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

Candidates are assessed on the evidence contained within their portfolio.

3.3 Portfolio Requirements

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

Various types of evidence may be used, for example:

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

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

All evidence must meet CRAVES requirements.

3.4 CRAVES Requirements

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

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

3.5 Internal Moderation and Quality Assurance Arrangements

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

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

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

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

3.6 External Moderation, Verification and Quality Assurance Arrangements

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

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

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

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

3.7 Venue Requirements

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

3.8 Equipment

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

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

3.9 Teaching and Learning Resources

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

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

Please note, any references to books, journals, websites or other third-party materials and publications made by GA does not infer that GA's accepts responsibility for the content of such materials or any opinions expressed within them.

3.11 Results

Centres may make claims for certification via the Ark when learners complete and the Assessor and Internal Moderator have confirmed achievement. Such claims for certification are subject to successful external moderation (EQA). Following the External Moderator's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

3.12 Certificates

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

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

Replacement certificates are available upon request.

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

3.13 Direct Claims Status (DCS)

Direct Claims Status is not available for these qualifications.

3.14 Appeals and Enquiries

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

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

3.11 Ongoing Support

There are a number of documents on the GA website that centres and candidates may find useful: www.gatehouseawards.org

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

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

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

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

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

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

Section 4: Unit Specifications

4.1 Mandatory Units 1-4 in all Level 3 International Foundation Diploma in Business qualifications:

- GA Level 3 International Foundation Diploma in Business and Management (610/2245/7)
- GA Level 3 International Foundation Diploma in Business and Technology (610/2246/9)
- GA Level 3 International Foundation Diploma in Business and Finance (610/2247/0)
- GA Level 3 International Foundation Diploma in Business and Fashion (610/2248/2)

	Mandatory Unit	GLH	Credits	Unit Reference
1	Academic and Research Skills	100	20	A/650/6109
The aim of this unit is to provide learners with a grounding in the key research and academic skills required for successful study at this level and subsequent employment and/or further study.				
Assessment Guidance To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Throughout this unit, the centre should focus teaching and learning on the development of research and academic skills, including the underpinning skills relating to planning and writing, time management, use of reading strategies, critical thinking, use of ICT for research and producing work, and the development of interactive skills, inclusive of speaking and listening skills. LO 1: the research topic must be pre-approved by the Assessor. The centre may provide the topic or the learner may select their own topic. AC 1.1: a range of sources may include academic texts, other forms of texts, graphs, charts and other forms of data, and lectures, discussions or talks. LO 2 and LO 3: AC 2.1 and 3.2 refers to genre, use of language, presentation, structure and register, referencing and appropriate summarising and citation protocols, and avoiding plagiarism. LO 3: the piece of academic work is expected to be in the range of 2500-3500 words.				

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Be able to research information from a variety of sources.	1.1 Identify useful information from a range of different sources for a given research topic.
	1.2 Collate relevant information using a range of reliable sources.
	1.3 Produce notes to accurately summarise information.
	1.4 Produce notes to evaluate data and text
2. Understand the protocols to follow when producing academic work.	2.1 Describe the protocols in producing academic work
	2.2 Explain what constitutes plagiarism and other forms of academic misconduct.
3. Be able to produce a piece of academic work according to conventions.	3.1 Produce a completed piece of academic work suitable for the intended audience.
	3.2 Apply academic protocols throughout the work.
	3.3 Organise and present work logically and clearly.
	3.4 Use academic referencing.
	3.3 Evaluate own work against criteria given.
4. Understand different learning styles.	4.1 Explain the idea of multiple intelligences.
	4.2 Describe a range of learning styles.

	4.3 Identify own strengths and weaknesses relating to academic and research skills.
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Mandatory Unit		GLH	Credits	Unit Reference
2	Business Communication	100	20	H/650/6110
The aim of this unit is to provide learners with the fundamental knowledge and skills to engage in meaningful and appropriate communication in a business context.				
Assessment Guidance To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Throughout this unit, the centre should focus teaching and learning on the development of communication skills and the traits that will help learners convey information in a business environment. These skills encompass active listening, and communication techniques for building professional relationships, such as negotiation and networking skills. LO2: AC 2.2 and 2.3 may be assessed via simulated activities.				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand the concept and purpose of communication in a business context.	1.1 Explain what is meant by the term 'business communication.'
	1.2 Compare different stages of a communication model.
	1.3 Discuss why effective communication is important to a business.
2. Effectively communicate in a business context.	2.1 Explain different elements of communication.
	2.2 Demonstrate effective verbal and non-verbal communication.
	2.3 Demonstrate effective written communication.

3. Understand how a business communicates internally.	3.1 Explain what is meant by the term 'internal communication.'
	3.2 Compare ways in which a business communicates internally.
	3.3 Discuss internal barriers to effective communication in a business.
4. Understand how a business communicates externally.	4.1 Explain what is meant by the term 'external communication.'
	4.2 Compare ways in which a business communicates externally.
	4.3 Discuss external barriers to effective communication in a business.

Mandatory Unit		GLH	Credits	Unit Reference
3	Mathematics and Statistics Skills	100	20	J/650/6111
The aim of this module is to develop learners' knowledge of specific mathematics and statistics and how mathematics and statistics are used in business environments, including the use of data.				
Assessment Guidance To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Throughout this unit, the centre should focus teaching and learning on the development of mathematics and statistics techniques and the application of this knowledge and skills in a business environment. LO 2: application must be in the context of business, i.e. assessment activities may make use of currency conversion, appreciation and depreciation, interest rates and other financial scenarios within a business context. LO 3: the learner must choose an appropriate format i.e. bar and pie charts, scatter diagrams etc for different types of presentation. LO 3 AC 3.3: the learner must be able to identify patterns and trends from data as well as recognise simple correlation. LO 4 AC 4.1 should include qualitative and quantitative data, continuous and discrete data, averages for different types of data; AC 4.3: should refer to frequency and variances.				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand and apply numbers and the number system.	1.1 Add, subtract, multiply and divide whole numbers, fractions and decimals.
	1.2 Apply the MDAS Rule.
	1.3 Multiply, divide, add and subtract integers.
2 Understand and apply algebra and algebraic equations.	2.1 Determine the equation of line using the Point slope form, slope intercept form and two-point form.

	2.2 Solve mathematical problems involving quadratic equations.
	2.3 Carry out algebraic manipulation.
3 Understand, construct and use data in tables, graphs and charts.	3.1 Use tabular data to produce charts, graphs and diagrams.
	3.2 Use the principles of graph construction to produce graphs.
	3.3 Interpret data in graphs, charts and tables.
4 Understand and apply statistics to provide business information.	4.1 Distinguish between different types of data.
	4.2 Outline skewed data and the impact it might have when providing business information.
	4.3 Calculate statistics from data.
	4.4 Interpret statistics for a given business purpose.

Mandatory Unit		GLH	Credits	Unit Reference
4	The Business Environment	100	20	K/650/6112
The aim of this unit is to provide learners with an understanding of the concept of a business environment. Learners will develop an awareness of different types of business sectors and forms as well as different business functions and the factors which impact a business and its operations.				
Assessment Guidance To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. LO 1: Sole trader, partnership, public limited companies (plc), private limited companies (ltd) and the characteristics of each form of business ownership and why a business will choose one form of business ownership/want to change to another. LO 2: learners should consider the relationship between the organisation's structure, the objectives of the business and how the business areas (including its strategy, marketing, finance, human resources, technology and equipment, and operations) contribute to the business' objectives (objectives might include social benefit, market share, public service, profit etc). LO 3: the way a business determines the assignment and coordination of roles, power and responsibilities within it and how information flows within the business. AC 3.3: SWOT: strengths, weaknesses, opportunities and threats to business. LO 4: external factors must include a range i.e. technologies, environmental practices, political and economic landscape, legal and regulatory factors, ethical considerations etc, and the impact of these on business stability, growth, market share, sales and profit. AC 4.3: PESTLE: political, economic, sociological, technological, legal and environmental factors.				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand different types of business and business sectors.	1.1 Compare the different types of business structure and the advantages and disadvantages of each.
	1.2 Explain what is meant by public, private and voluntary sector businesses.
	1.3 Explain the different industry sectors businesses may operate in.

	1.4 Compare the suitability of different types of business for trading locally, nationally, and internationally.
2 Understand the functional areas of business management.	2.1 State the functional areas of a business.
	2.2 Describe the activities of a business' functional areas.
	2.3 Explain how different functional areas support the objectives of the business.
3 Understand the internal environment of a business.	3.1 Explain different organisational structures within businesses.
	3.2 Compare the advantages and disadvantages of different organisational structures.
	3.3 Conduct a SWOT analysis on a business.
4 Understand the external environment of a business.	4.1 State the factors which shape the external environment of a business.
	4.2 Explain how these factors impact a business.
	4.3 Conduct a PESTLE analysis on a business.

4.2 GA Level 3 International Foundation Diploma in Business and Management (610/2245/7): Additional Mandatory Units 5 & 6

Mandatory Unit		GLH	Credits	Unit Reference
5	People Management	100	20	L/650/6113
The aim of this unit is to develop learners' understanding of the principles that apply to the management of people in a range of business sectors. It also introduces concepts such as reward, motivation and leadership.				
Assessment Guidance To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. LO 1: learners should refer to the connections between people management and operational structure, business objectives and business operations. AC 1.2 must relate to HR functions inclusive of culture and behaviour as well as change management. LO 2: learners should refer to learning and development in the context of performance improvement, capability and misconduct, causes of grievances, procedures for dismissal and the skills required for handling grievance and discipline issues. LO 3: learners should reference the concept of better working lives (e.g. job quality, wellbeing, flexible working, metrics used to measure performance etc.)				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the principles of people management.	1.1 Explain the role of people management in an organisation.
	1.2 Describe the core human resource functions.
	1.3 Describe the legislation that affects people management in a business, including the importance of diversity.
2 Understand the principles of	2.1 Describe the characteristics of an effective performance management system.

performance management.	2.2 Describe best practice in conducting staff appraisals.
	2.3 Explain the principles of disciplinary and grievance policies.
3 Understand the role of reward and recognition of people in a business.	3.1 Describe the relationship between motivation and reward.
	3.2 Explain different types of pay schemes.
	3.3 List the ways in which businesses can recognise excellent performance.
4 Understand the principles of leadership in business management.	4.1 Explain the role of leadership in a business
	4.2 Describe different leadership styles
	4.3 Describe the personal characteristics of leaders

Mandatory Unit		GLH	Credits	Unit Reference
6	Principles of Marketing	100	20	M/650/6114
The aim of this unit is to develop the learners' understanding of the principles that apply to marketing in a business environment, including marketing models, sales principles, and marketing planning.				
Assessment Guidance and Indicative Content				
To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.				
Throughout this unit, the centre should focus teaching and learning on the development of Marketing functions for sales and promotion and the application of this knowledge and skills in a business environment.				
LO 1: Learners should consider how a business anticipates, identifies and satisfies its customers' needs and expectations, and how marketing contributes towards retaining or acquiring new customers. Customers should include both B2C and B2B. Marketing environment must refer to both the macro- and micro-environment and how these inform marketing decision-making.				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the role and functions of marketing in the business environment.	1.1 Describe the role of marketing in a business.
	1.2 Explain the key functions of a marketing department.
	1.3 Describe different types of customers and the factors which influence customer decision-making.
	1.4 Explain the components of the marketing environment.
2 Understand the principles of marketing planning.	4.1 Explain the importance of marketing planning

	4.2 List the key components of a marketing plan
	4.3 Explain the role of market research in marketing planning.
3 Understand and apply the core components of the marketing mix.	3.1 Describe the concept of the marketing mix.
	3.2 Explain the core elements of the marketing mix and the benefits of coordinating these elements.
	3.3 Develop a coherent marketing mix for a business, product or service.
4 Understand the principles of sales in a business.	4.1 List the different approaches to business sales.
	4.2 Explain the importance of sales targets in a business.
	4.3 List the key elements of a sales plan.

4.3 GA Level 3 International Foundation Diploma in Business and Technology (610/2246/9): Additional Mandatory Units 7 & 8

Mandatory Unit		GLH	Credits	Unit Reference
7	Information Technology in Business	100	20	R/650/6115
The aim of this unit is to familiarise learners with the use, application and development of core IT skills, including the preparation of word processed documents, spreadsheets and presentations. The unit will also introduce learners to the accepted conventions and formats within business use.				
Assessment Guidance To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Throughout this unit, the centre should focus teaching and learning on the development of ICT skills the application of ICT knowledge and skills in a business environment. LO 1: The learner must include storage and retrieval of files and folders, safety and security features, system settings, the risk of viruses, how to minimise risk and rectify problems. LO 2, 3 and 4: Suitable use will include accepted layouts and use of conventions, as appropriate to the software, task type and information (text, data, other forms of information). Information examples include text, tables, graphics, records, numerical data, charts, graphs or other digital content. LO 4: Must include the use of animation within a presentation. LO 5: Collaborative tools may include the use of email.				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand how to interact with information technology safely and securely	1.1 Manage information storage safely and securely.
	1.2 Explain how to minimise risk when working with information technology.
	1.3 Explain the importance of staying safe and respecting others when using information technology.

	1.4 Explain how to respond to information technology problems safely and securely.
2 Understand and use word processing software in a business environment.	2.1 Describe the main functions within word processing software.
	2.2 Organise information of different types relevant to a business using word processing software.
	2.3 Apply a range of techniques to produce a business document using word processing software.
	2.4 Develop and refine the business document using word processing software to meet the specific needs of users.
3 Understand and use spreadsheet software in a business environment.	3.1 Describe the main functions within spreadsheet software.
	3.2 Organise information of different types relevant to a business using spreadsheet software.
	3.3 Apply a range of techniques to produce a business document using spreadsheet software.
	3.4 Develop and refine the business document using spreadsheet software to meet the specific needs of users.
4 Understand and use presentation software in a business environment.	4.1 Describe the main functions within presentation software.
	4.2 Organise information of different types relevant to a business using presentation software.
	4.3 Apply a range of techniques to produce a business presentation using spreadsheet software.
	4.4 Develop and refine the business document using presentation software to meet the specific needs of users.
5 Understand and use the Internet and	5.1 Use search techniques to locate and select specific information.

collaborative tools in a business environment.	5.2 Extract relevant information from web sources.
	5.3 Describe how copyright and other constraints should be recognised and managed when accessing information on the Internet.
	5.4 organise messages, contacts and documents using collaborative tools.

Mandatory Unit		GLH	Credits	Unit Reference
8	Social Media in Business	100	20	T/650/6116
The aim of this unit is to enable learners to explore how businesses use social media to promote their brand, products and services. Learners will create a social media policy and plan to meet business requirements.				
Assessment Guidance To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Throughout this unit, the centre should focus teaching and learning on the development of knowledge and skills in using social media in a business environment. LO 1 AC 1.4: Must refer to the business' adherence to its own social media and marketing policies and guidelines, inclusive of reputational management policies and how businesses must manage perception of their business in social media, alongside the risks relating to finance and budgets, AC 1.2: Must include main features and audiences of the social media channels. AC 1.3: Must reference the values and objectives of the business. LO 2 AC 2.3: Must reference competitor behaviours and usage of social media, inclusive of audience engagement.				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the use of social media in a business environment.	1.1 Analyse recent developments in social media that have changed the way businesses promote their products and services
	1.2 Evaluate a range of social media channels and the potential benefits and drawbacks of each.
	1.3 Explain how social media marketing can fit into a business' overall marketing plans.
	1.4 Explain the importance of publishing social media content which promote the business' values and objectives

	1.5 Explain the potential benefits and drawbacks of engaging with customers through social media.
2 Understand the need for social media content planning and publishing in a business environment.	2.1 Analyse the considerations a business should make when selecting a channel to use, planning content and publishing on social media.
	2.2 Explain the relationship between social media and a business website.
	2.3 Explain how research can be used to support a business' decisions to use social media
3 Develop a policy and a plan to use social media in a business environment	3.1 Analyse the purposes of a business having a social media policy in place.
	3.2 Develop a suitable social media policy for a business.
	3.3 Produce an appropriate social media plan to use social media in a business.
	3.4 Suggest how a business can monitor and measure the success of its social media activities.
	3.5 Produce a reflective account of the plan, making suggestions for how the plan could be improved.

4.4 GA Level 3 International Foundation Diploma in Business and Finance (610/2247/0): Additional Mandatory Units 9 & 10

Mandatory Unit		GLH	Credits	Unit Reference
9	Finance in Business	100	20	Y/650/6117
The aim of this unit is to provide learners with the knowledge of financial record keeping and the production of financial statements, including end of year accounts.				
Assessment Guidance To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Throughout this unit, the centre should focus teaching and learning on the development of knowledge and skills relating to financial record-keeping and financial statements for business. LO 1: Must include legal requirements, business planning; applications for credit, allocating budgets. AC 1.2: Purposes must include financial performance monitoring and decision making; must refer to internal and external purposes. AC 1.4: Records and statements must include balance sheet, cash flow, profit and loss accounts. LO 2: Features of the double entry bookkeeping system must include as a minimum: purchases, sales, cash position, utilising debits and credits. LO 3: Must include appraisal methods inclusive of considerations of cashflow, payback period, break-even point, net value and return on investment. LO 4: Source data must be pre-approved by the Assessor.				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know about financial record keeping within a business.	1.1 Explain why a business keeps financial records.
	1.2 Explain the purposes of business accounting.
	1.3 Explain the different types of financial records and statements and the primary uses of these for the business.

2 Be able to produce supporting financial records.	2.1 Demonstrate accurate use of a double entry bookkeeping system.
	2.2 Demonstrate accurate reconciliation of sales, purchases and the cashbook.
	2.4 Explain how to resolve errors and discrepancies in accounting records.
3 Know about cost and management accounting.	3.1 Explain how absorption and marginal costing can inform business decision-making.
	3.2 Explain how budgeting is used within a business.
	3.3 Explain how a business might undertake an investment appraisal exercise.
4 Produce an annual accounting statement.	4.1 Describe the components of end of year accounts.
	4.2 Prepare a statement of profit or loss.
	4.3 Prepare a statement of financial position.

Mandatory Unit		GLH	Credits	Unit Reference
10	Principles of Accounting and Economics	100	20	A/650/6118
The aim of this unit is to provide learners with an understanding of the basic principles of economics and accounting in a business environment. Learners will also develop an understanding of the content of basic financial statements and the principles of recording financial transactions.				
Assessment Guidance To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Throughout this unit, the centre should focus teaching and learning on the development of knowledge and skills relating to accounting and the principles of economics for business. There is no additional guidance for this unit.				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand accountancy principles as they apply to business.	1.1 Define the term 'accounting'.
	1.2 Explain a range of common accounting terms.
	1.3 Describe the different forms of business unit.
	1.4 Explain the differences between fixed costs and variable costs.
2 Understand economic principles as they apply to business.	2.1 Describe the different measures of money.
	2.2 Explain the different forms of direct and indirect taxes a business must account for.

	2.3 Describe how changes in employment levels can potentially affect business.
	2.4 Describe the effects of inflation on a business.
	2.5 Explain how exchange rates can potentially affect business.
	2.6 Explain how changes in interest rates can potentially affect business.
	2.7 Explain how changing levels of consumer income can potentially affect business.
3 Apply key concepts in business accounting.	3.1 Explain the role of technology and ICT for business financial purposes.
	3.2 Process simple accounting statements using double entry bookkeeping.
	3.3 Interpret a financial statement from a business.

4.5 GA Level 3 International Foundation Diploma in Business and Fashion (610/2248/2): Additional Mandatory Units 11 & 12

Mandatory Unit		GLH	Credits	Unit Reference
11	Fashion and Textile Techniques	100	20	D/650/6119
The aim of the unit is to introduce learners to the fundamental skills and techniques that fashion and textiles designers utilise to research, generate, and visually communicate their ideas in a way that informs their design process.				
Assessment Guidance To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Throughout this unit, the centre should focus teaching and learning on the development of knowledge and skills that will help learners prepare for higher level study in fashion and textiles, specifically in preparing and responding to a design brief for a set purpose. This unit may be assessed holistically alongside Unit 12: Fashion Design and Innovation. In this unit, Learners should refer to a range of materials and applications, and their classifications, using appropriate methods for investigating and researching materials for different performance purposes. Learner should refer to technical textiles and be familiar with the commercial names of different products, methods of joining and using components (e.g. seams and fastenings), the use of enhancements and finishes, and the appropriateness of materials and designs for a range of uses. Learners should be familiar with industrial and commercial practices in design including digital design, virtual modelling, design theory and processes, and the standards expected. The design briefs must contain details of a client or business, refer to a specified audience or market, refer to a vocational context or scenario, e.g. a campaign or event, and have a clear purpose to be addressed.				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the principles of fashion	1.1 Use appropriate methods to research technical principles of fashion and textiles.

and textiles to develop a design brief.	1.2 Explain fashion cycles and how contemporary and historical ideas influence new ideas.
	1.3 Plan and develop a design brief.
2 Produce a design proposal in response to a design brief.	2.1 Experiment with materials, techniques and processes used in fashion and textiles design for given applications.
	2.2 Use design theory to select appropriate materials, techniques, and processes, justifying selections and how they meet the design brief.
3 Communicate and evaluate a design proposal in response to a design brief.	3.1 Present final work in an appropriate format.
	3.2 Evaluate the design proposal and identify areas for further development.
	3.3 Reflect and evaluate creative intentions

Mandatory Unit		GLH	Credits	Unit Reference
12	Fashion Design and Innovation	100	20	J/650/6120
The aim of this unit is to introduce learners to the importance of fashion and textile portfolios and teach them how to produce a portfolio and develop an awareness of their creative field.				
Assessment Guidance To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Throughout this unit, the centre should focus teaching and learning on the development of knowledge and skills that will help learners prepare for higher level study in fashion and textiles, specifically in preparing a portfolio and supporting resources with which they can further their study of fashion design and identify suitable aspirational career options. This unit may be assessed holistically alongside Unit 11: Fashion and Textile Techniques. In this unit, Learners should refer to a range of portfolio types relevant to innovative fashion design including the content of portfolios showing design process, product and showcasing. This also includes the use of digital portfolio tools and techniques. Learners should produce a substantial portfolio which showcases their skills and knowledge and prepares them for progression as the outcome of a project. A portfolio may be a physical or digital/online portfolio.				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand opportunities in fashion design and related industries.	1.1 Research employment opportunities in your chosen specialist area.
	1.2 Research educational opportunities in your chosen specialist area
2 Understand the importance of portfolio development.	2.1 Explore the structure, features and benefits of traditional portfolio types.
	2.2 Explore the structure, features and benefits of contemporary portfolio types.

	2.3 Explain the common components of all types of portfolios.
3 Plan and present portfolio content and promote own work in a professional context.	3.1 Experiment with different layouts and formats for own portfolio.
	3.2 Present work and professional profile using relevant formats.
	4.1 Produce material for personal promotion.
	4.2 Draft a professional development plan for own progression.

Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

3.1 Introduction to Internal Moderation

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

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

3.2 Internal Moderation Processes

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

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

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

3.3. Co-ordination of the Assessment Process

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

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

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

3.4 Standardisation of Assessment

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

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

3.5. Sampling Process

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

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

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

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

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

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

3.6 Establishing a Sampling Strategy

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

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

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

3.7 Planning Sampling Activities

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

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

3.8 Producing a Sampling Plan

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

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

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

3.9 Completing a Sample Record

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

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

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

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

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