



Qualification Specification

GA Level 2 Diploma in Skills for Business

610/5236/X

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

This qualification is delivered exclusively by Global Silver Light Ltd.

Section 1 - Qualification Overview

1.1 Introduction: About the GA Level 2 Diploma in Skills for Business Qualification.

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

This specification covers the GA Level 2 Diploma in Skills for Business (610/5236/X) qualification.

This qualification is aimed at meeting the needs of candidates, employers and institutes of Further and Higher Education by providing a high-quality qualification which develops the candidate's academic and professional development in the context of skills for business.

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

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

This qualification is delivered exclusively by Global Silver Light Ltd.

This qualification is not designed to replace any existing qualifications.

1.2 Qualification Title, Qualification Number and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 2 Diploma in Skills for Business	610/5236/X	20/01/2025	Jan 2030

1.3 Qualification Aims and Objectives

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

This qualification will provide candidates with knowledge and understanding of a wide range of skills useful in business. Learners will develop their understanding of business responsibilities and structures, while exploring business operations, goals and activities. They will gain knowledge of business finance, including income, expenses and profit, and discover various career paths and roles available in business.

Through studying marketing, advertising, and the use of business support and office equipment, learners will build practical workplace skills. They will learn about business communication and documents, employee rights and responsibilities, and what motivates people at work. The qualification also covers sales and marketing techniques, and how to work effectively as part of a team.

Learners will also gain valuable life skills through developing their knowledge and skills relating to personal finance, including handling income and budgeting, and they will explore the specific skills needed when working in contact centres.

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

This qualification also encourages learners' personal development, growth and engagement in learning.

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

The GA Level 2 Diploma in Skills for Business qualification is listed on the Ofqual Register of Regulated Qualifications as part of the Regulated Qualifications Framework (RQF). The structure of this qualification is as follows:

GA Level 2 Diploma in Skills for Business (610/5236/X)				
Mandatory Units	Unit Reference	Credits	GLH*	GLH + Study Time**
1. Business Responsibilities and Structures	A/651/4515	4	30	40
2. Business Operations, Goals, and Activities	D/651/4516	4	30	40
3. Business Finance: Income, Expenses and Profit	F/651/4517	4	30	40
4. Career Paths and Roles in Business	H/651/4518	4	30	40
5. Introduction to Marketing and Advertising	J/651/4519	4	30	40
6. Business Support and Office Equipment	M/651/4520	4	30	40
7. Business Communication and Documents	R/651/4521	4	30	40
8. Employee Rights, Responsibilities, and Motivation	T/651/4522	4	30	40
9. Sales and Marketing	Y/651/4523	4	30	40

10. Working as Part of a Team	A/651/4524	4	30	40
11. Personal Finance: Handling Income and Budgeting	D/651/4525	4	30	40
12. Working in Contact Centres	F/651/4526	4	30	40
		Total Credits 48	Total GLH* 360	GLH + Study Time = TQT** 480

*Guided Learning Hours (GLH): Definition

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

**Total Qualification Time (TQT): Definition

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

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

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

Level

The qualifications within this specification are designated at Level 2 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that this qualification is considered by GA to lead to the outcome as follows:

Achievement at Level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It

includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.

1.5 Intended Audience, Age and Entry Requirements

The GA Level 2 Diploma in Skills for Business qualification is intended for candidates wishing to start their own business, gain employment in a business or progress to further education and training programmes in a related area, who wish to acquire a formal qualification.

The qualification is available to candidates aged 16 and over.

The entry requirements for this qualification are:

Applicants must have appropriate language, literacy and numeracy skills at Level 1 or higher. It may be appropriate for learners to be working towards maths and English at Level 2 alongside working towards this qualification.

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

There are no further entry requirements.

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

1.6 Rules of Combination

The rules of combination for this qualification are:

- in order to achieve the GA Level 2 Diploma in Skills for Business qualification, candidates must complete all twelve mandatory units and achieve a total of 48 credits.

1.7 Recognition of Prior Learning and Transfer of Credits

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

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

Where there is evidence that the candidate's knowledge and skills are current, valid and sufficient the use of RPL may be acceptable for recognising achievement of a unit, units or whole qualification. The requirement for RPL in such instances will include a consideration of

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

No transfer of credits is permitted.

1.8 Relationship to Other Qualifications & Progression Opportunities

The GA Level 2 Diploma in Skills for Business qualification is an ideal qualification for candidates who wish to progress onto further qualifications at a higher level, for example qualifications at Level 3 or above in business administration, business enterprise, leadership and management studies, human resources, business finance or in business continuity management.

1.9 Language of Assessment

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

1.10 Grading

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

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

1.11 Qualification Availability

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

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

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

Section 2: Qualification Delivery, Assessment & Quality Assurance Model

2.1 Teaching and Learning Requirements

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

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

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

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

2.2 Assessment and Quality Assurance Model

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

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

2.3 Registering Candidates & Unique Learner Numbers

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

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

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

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

2.4 ID Requirements

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

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

2.5 Record Keeping

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

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

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

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

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

Section 3 – Centre Requirements: Assessment & Quality Assurance

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

3.1 Staff

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

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

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

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

Requirements for Teachers and Assessors

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

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

Suitable teaching and assessing qualifications may include:

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

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

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

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

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

Assessors may have one or several appointed Internal Moderators.

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

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

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

- have up-to-date working knowledge and experience of the specific occupational field
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following Assessor qualifications or their recognised equivalent:
 - Level 3 Award in Assessing Competence in the Work Environment
 - Level 3 Certificate in Assessing Vocational Achievement
 - A1 Assess candidate performance using a range of methods
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
 - V1 Conduct internal quality assurance of the assessment process
 - D34 Internally verify the assessment process

- show current evidence of continuing professional development in assessment and quality assurance.
- In addition, Internal Moderators must be familiar with GA's qualification requirements.

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

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

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

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

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

3.2 Designating Assessment Tasks for Use

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

Candidates are assessed on the evidence contained within their portfolio.

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

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

Exemplar materials are available upon request.

3.3 Portfolio Requirements

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

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks

- professional discussions
- observations of performance in the workplace
- product evidence
- reflective accounts
- witness testimony
- records of questioning

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

All evidence must meet CRAVES requirements.

3.4 CRAVES Requirements

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

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

3.5 Resubmissions

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

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

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

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

- Additional support – consider whether the candidate could benefit from additional support, remedial guidance, or additional resources to help them understand the

material better. This could involve providing extra teaching sessions, study materials, or one-on-one tutoring to address specific areas of difficulty. Sometimes, extending deadlines or providing additional time can alleviate pressure and allow for better comprehension and performance.

- Review and feedback - consider whether sufficient detailed feedback, which highlights areas that need improvement and provides specific guidance on how the candidate can enhance their work, has been provided after each attempt.
- Alternative assessment methods - consider whether an alternative assessment method, such as the use of professional discussion, may provide opportunities for the candidate to demonstrate their understanding. The centre should refer to the GA Candidate Access Policy for further information.
- Reconsideration of participation - assess whether the candidate might need to take a break from the programme or whether, despite supportive measures and multiple attempts, the candidate's progress is not indicative that they will meet the qualification requirements. They may be issued with a final 'Fail' grade or withdraw from the programme.

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

3.6 Unit and Portfolio Sign Off

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

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

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

3.7 Internal Moderation and Quality Assurance Arrangements

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

- ensuring Assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions

- providing Assessors with clear and constructive feedback
- supporting Assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

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

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

3.8 External Moderation and Quality Assurance Arrangements

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

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

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

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

3.9 Venue Requirements

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

3.10 Equipment

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

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

Equipment which centres may require in order to deliver this qualification includes:

Technology and Hardware:

- Computers or laptops with basic business software (Microsoft Office or equivalent)
- Printer/scanner/photocopier for document handling
- Filing cabinets or storage systems for teaching document organisation
- Basic office phones for practicing telephone etiquette
- Calculators for finance units

Software and Digital Tools:

- Word processing software for business documents
- Spreadsheet software for financial calculations and budgeting
- Email software to practice business communication
- Presentation software for marketing units
- Basic accounting software to understand finance concepts

Physical Resources:

- Business document templates (invoices, purchase orders, memos)
- Sample office stationery and supplies
- Filing systems and folders
- Example marketing materials (brochures, flyers, posters)
- Business forms and paperwork examples

3.11 Teaching and Learning Resources

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

Examples of teaching and learning materials suitable for the delivery of this qualification include:

- Case study materials of real businesses
- Sample business plans and financial statements
- Marketing campaign examples
- Employee handbook examples
- Sample CVs and job descriptions
- Role-play scenarios for customer service practice
- Team activity materials for group work exercises

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

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

- ensure materials directly address the learning outcomes and sufficiently prepare candidates for assessment.
- structure materials to be accessible and engaging.
- use clear, unambiguous language appropriate for the level.
- align materials to the specific topics and content.
- pitch the level and depth of materials accurately based on the content to be delivered.
- ensure materials can be clearly attributed back to the centre.
- offer opportunities and resources for additional research and study, where appropriate.
- offer opportunity for candidates to relate teaching and learning content to their own experience and, where applicable, their own clinical practice.
- ensure materials provide any relevant guidance to staff on consistent delivery.

GA provides additional resources for this qualification on the relevant qualification page of the website: www.gatehouseawards.org

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

3.12 Results

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

3.13 Certificates

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

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

Replacement certificates are available upon request.

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

3.14 Direct Claims Status (DCS)

Direct Claims Status is not available for this qualification.

3.15 Appeals and Enquiries

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

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

3.16 Ongoing Support

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

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

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

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

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

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

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

Section 4: Unit Specifications

4.1 GA Level 2 Diploma in Skills for Business (610/5236/X)

Mandatory Unit		GLH	Credits	Unit Reference
1	Business Responsibilities and Structures	30	4	A/651/4515
Unit Overview				
In this unit, learners will explore the fundamental responsibilities businesses have in society and the various structures that underpin their operations. This unit introduces learners to the role of businesses in contributing to the economy, supporting communities, and adhering to legal and ethical standards. Learners will examine the responsibilities businesses hold, including compliance with legal requirements, environmental considerations, and ethical practices. They will learn about the impact of businesses on local communities, employees, and consumers, as well as the importance of sustainability and corporate social responsibility (CSR) in modern business operations. The unit also introduces learners to different types of business structures, such as sole traders, partnerships, and limited companies. Learners will develop an understanding of how these structures influence decision-making, accountability, and the allocation of resources. The advantages and disadvantages of various business models will be discussed, enabling learners to evaluate the suitability of different structures for specific business needs. By the end of this unit, learners will have a foundational understanding of the roles and responsibilities of businesses and how different organisational structures function. This knowledge will prepare them to engage with businesses effectively and understand their place within society.				
Learning Outcomes				
In this unit, the learner will:				
LO1: Understand the key responsibilities of businesses in society.				
LO2: Understand different types of business structures.				

Indicative Content

The Purpose of Businesses; Key Responsibilities of Businesses; Legal and Ethical Responsibilities; Economic and Social Contributions of Businesses; Corporate Social Responsibility (CSR); Business Structures; Sole Traders; Partnerships; Limited Companies; Public Limited Companies; For-Profit, Not-for-Profit, and Public Sector Organisations; Roles and Accountability in Businesses; Organisational Charts; Stakeholder Accountability; Foundations for Business Success.

Definition and purpose of businesses in local and global contexts; Legal responsibilities, including taxation, employment law, and health and safety compliance; Ethical considerations such as fair trade and responsible sourcing; Contributions to society through job creation, economic growth, and community support; Principles and examples of Corporate Social Responsibility (CSR), including sustainability practices; Overview of business structures, including sole traders, partnerships, and limited companies; Features and characteristics of business structures: ownership, liability, and decision-making processes; Advantages and disadvantages of different business models; Differences between for-profit, not-for-profit, and public sector organisations; Key factors influencing the choice of business structure, such as business size and industry type; Roles within businesses, including owners, managers, and employees; Importance of accountability to stakeholders such as customers, employees, and governments; Use of organisational charts to demonstrate roles and reporting relationships; Examples of successful businesses and how structures contribute to their success; Introduction to scalability and adapting structures as businesses grow.

Assessment Guidance

Assessment of this unit consists of centre-devised coursework.

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

Instructions to the Centre

When devising assessment materials for this unit:

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

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

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

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

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

Mandatory Unit		GLH	Credits	Unit Reference
2	Business Operations, Goals, and Activities	30	4	D/651/4516
Unit Overview				
In this unit, learners will explore the goals and objectives that businesses strive to achieve and the operational activities that support these aims. This unit introduces learners to the importance of setting clear goals and how these guide the strategic and day-to-day activities of a business. Learners will examine the difference between business aims and objectives, understanding how these are used to measure success in areas such as profitability, growth, and customer satisfaction. They will learn how businesses balance short-term and long-term goals to remain competitive and sustainable. The unit also introduces key operational activities that contribute to achieving business objectives, including production processes, logistics, customer service, and quality assurance. Learners will develop an understanding of how these activities work together to ensure operational efficiency, which is critical to meeting business goals effectively and efficiently. By the end of this unit, learners will have a foundational understanding of how businesses set and achieve their goals and the operational activities that drive success. This knowledge will prepare them to engage with business operations effectively and understand their contribution to achieving organisational objectives.				
Learning Outcomes				
In this unit, the learner will:				
LO 1: Understand the goals and objectives of businesses.				
LO 2: Understand key activities involved in business operations.				

Indicative Content

Business Goals and Objectives; Short-Term and Long-Term Goals; Core Business Activities; Production Processes; Logistics and Supply Chain; Customer Service; Quality Assurance; Operational Efficiency and Business Success.

Definition and difference between business aims and objectives; Examples of common business goals: profitability, growth, customer satisfaction; Importance of setting measurable and achievable objectives; Short-term goals: examples such as increasing monthly sales or reducing immediate costs; Long-term goals: examples such as expanding to new markets or achieving sustainability targets; Core activities within businesses: production processes and their role in delivering goods or services; Logistics and supply chain management: ensuring timely delivery and cost efficiency; Importance of customer service in maintaining satisfaction and loyalty; Role of quality assurance in maintaining product and service standards; The importance of operational efficiency in achieving business goals: minimising waste, maximising resources, and improving workflow; How operational activities align with strategic goals; Examples of businesses successfully achieving goals through efficient operations.

Assessment Guidance

Assessment of this unit consists of centre-devised coursework.

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

Instructions to the Centre

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Mandatory Unit		GLH	Credits	Unit Reference
3	Business Finance: Income, Expenses and Profit	30	4	F/651/4517
Unit Overview				
In this unit, learners will explore the principles of business finances and develop an understanding of how businesses manage income, expenses, and profit. This unit introduces learners to essential financial terminology and concepts that are critical for making informed decisions in a business environment. Learners will examine the key components of business finances, including income streams, operational expenses, and profit margins. They will learn how to calculate basic profit and loss and understand the significance of financial management in maintaining a healthy and sustainable business. The unit also emphasises the importance of budgeting as a tool for financial planning and control. Learners will explore how businesses use budgets to allocate resources, monitor performance, and achieve financial goals. By understanding these foundational financial practices, learners will gain insights into how effective financial management contributes to overall business success. By the end of this unit, learners will have a solid understanding of business finances and the ability to apply basic financial concepts to real-world business scenarios. This knowledge will equip them to engage effectively with financial processes in a professional setting.				
Learning Outcomes				
In this unit, the learner will:				
LO 1: Understand the principles of business finances.				
LO 2: Understand how businesses manage income, expenses, and profit.				

Indicative Content

Introduction to Financial Terminology; Income Streams; Business Expenses; Profit and Loss; Calculating Profit and Loss; Budgets; Financial Management; Importance of Financial Planning in Business Success.

Definition and explanation of financial terms: income, expenses, profit, and loss; Examples of business income streams: sales revenue, rental income, investments, grants; Common business expenses: rent, wages, utilities, raw materials, marketing costs; Calculation of basic profit and loss: identifying income, deducting expenses, and understanding results; Role of budgets in financial planning and resource allocation; Steps to create a basic business budget: estimating income, listing expenses, setting limits; Monitoring and managing financial performance using budgets; Importance of financial management in achieving business goals: ensuring cash flow, minimising waste, and avoiding overspending; Impact of poor financial management on business performance; Examples of businesses using effective financial planning to drive success.

Assessment Guidance

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Instructions to the Centre

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Mandatory Unit		GLH	Credits	Unit Reference
4	Career Paths and Roles in Business	30	4	H/651/4518
Unit Overview				
In this unit, learners will explore the diverse career opportunities available within the business sector and gain an understanding of the roles and responsibilities within various business structures. This unit provides an introduction to how businesses are organised and the progression routes available to individuals within these organisations. Learners will examine the different levels of roles in businesses, from entry-level positions to middle management and senior leadership. They will learn about the skills, qualifications, and experience required for career progression and how to identify opportunities for personal and professional growth. The unit also focuses on the roles and responsibilities of key business departments, such as human resources, marketing, finance, sales, and operations. Learners will develop an understanding of how organisational charts represent the structure of a business and the relationships between departments and roles. By the end of this unit, learners will have a clear understanding of the career paths available in the business sector, the skills needed for progression, and how different roles contribute to the success of a business. This knowledge will prepare them to navigate business environments and plan their own career development effectively.				
Learning Outcomes				
In this unit, the learner will:				
LO 1: Understand the different career paths available in business.				
LO 2: Understand the roles and responsibilities within a business structure.				

Indicative Content

Career Paths in Business; Entry-Level, Middle-Management, and Senior Roles; Skills and Qualifications for Career Progression; Key Business Departments; Organisational Charts and Business Structures.

Definition and examples of career paths in business: administration, sales, finance, HR, marketing, operations, and leadership; Description of entry-level roles: customer service representatives, administrative assistants, junior analysts; Middle-management roles: team leaders, department managers, project managers; Senior roles: directors, CEOs, business owners; Skills required for progression: communication, leadership, problem-solving, technical expertise; Importance of qualifications and certifications for career growth: apprenticeships, diplomas, degrees; Overview of departmental roles: HR (recruitment, employee relations), marketing (branding, campaigns), finance (budgeting, reporting), sales (customer acquisition, retention), operations (process improvement, supply chain); Explanation of how organisational charts depict business structures and hierarchies; Understanding reporting lines, accountability, and collaboration between departments; Examples of progression routes within specific departments; Importance of continuous professional development (CPD) in advancing careers.

Assessment Guidance

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Instructions to the Centre

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Mandatory Unit		GLH	Credits	Unit Reference
5	Introduction to Marketing and Advertising	30	4	J/651/4519
Unit Overview				
In this unit, learners will explore the principles of marketing and the critical role advertising plays in achieving business success. This unit introduces learners to the concepts and strategies businesses use to attract, engage, and retain customers in competitive markets. Learners will gain an understanding of the definitions of marketing and advertising, along with an introduction to the 4 Ps of marketing: Product, Price, Place, and Promotion. They will examine how these elements work together to create effective marketing strategies that align with business goals. The unit also focuses on different advertising methods, from traditional media such as print and television to modern approaches like digital platforms and social media. Learners will explore the advantages and disadvantages of these methods and how businesses choose the right mix for their target audience. Additionally, learners will learn about measuring the effectiveness of marketing campaigns and the importance of analysing results to improve future strategies. By the end of this unit, learners will have a foundational understanding of marketing and advertising, enabling them to appreciate their significance in driving business growth and success. This knowledge will equip learners to contribute to marketing and advertising efforts in a professional environment.				
Learning Outcomes				
In this unit, the learner will:				
LO 1: Understand the principles of marketing.				
LO 2: Understand the role of advertising in business success.				

Indicative Content

Definitions of Marketing and Advertising; The 4 Ps of Marketing; Advertising Methods; Traditional Media; Digital Platforms; Social Media; Measuring the Effectiveness of Marketing Campaigns.

Definition of marketing: identifying, anticipating, and satisfying customer needs; Definition of advertising: promoting products or services to a target audience; Introduction to the 4 Ps of marketing: Product (features, benefits, uniqueness), Price (strategies, discounts, perceived value), Place (distribution channels, accessibility), Promotion (advertising, sales promotions, public relations); Overview of advertising methods: traditional media (print, television, radio, billboards); Digital platforms: search engine ads, email campaigns, online video advertising; Social media: Facebook, Instagram, TikTok, and LinkedIn ads; Advantages and disadvantages of each advertising method: cost, reach, audience engagement; Key metrics for measuring effectiveness: return on investment (ROI), conversion rates, customer engagement; Tools for analysing campaign success: surveys, web analytics, and social media insights; Examples of successful marketing and advertising campaigns; Importance of continuous improvement based on campaign performance.

Assessment Guidance

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Instructions to the Centre

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Mandatory Unit		GLH	Credits	Unit Reference
6	Business Support and Office Equipment	30	4	M/651/4520
Unit Overview				
In this unit, learners will explore the purpose and importance of business support functions and develop an understanding of the use and maintenance of common office equipment. This unit introduces learners to the roles and responsibilities that support the smooth running of a business and the tools required to carry out essential tasks efficiently. Learners will examine the key functions of business support, including IT, administration, and facilities management, and their contribution to maintaining effective office operations. The importance of these roles in ensuring a productive and well-organised workplace will also be explored. The unit provides an introduction to common office equipment, such as computers, printers, and telecommunication devices. Learners will develop basic skills in using, maintaining, and troubleshooting office equipment, enabling them to resolve minor technical issues and reduce disruptions in the workplace. By the end of this unit, learners will understand the critical role of business support in organisational success and gain practical knowledge in the effective use and maintenance of office equipment. This knowledge will prepare them to contribute to a professional office environment.				
Learning Outcomes				
In this unit, the learner will:				
LO 1: Understand the purpose of business support functions.				
LO 2: Understand the use and maintenance of common office equipment.				

Indicative Content

Definition and Roles of Business Support; IT Support; Administration; Facilities Management; Importance of Smooth Operations in Office Environments; Common Office Equipment; Computers; Printers; Telecommunication Devices; Maintaining and Troubleshooting Basic Office Equipment Issues.

Definition of business support functions: IT, administration, and facilities management; Roles of IT support: managing software, hardware, and networks; Administration roles: scheduling, data entry, document management; Facilities management roles: ensuring safety, maintenance, and workplace efficiency; Importance of smooth operations: reducing downtime, improving productivity, and supporting staff; Overview of common office equipment: types, features, and uses of computers, printers, and telecommunication devices; Basic maintenance practices: updating software, replacing printer cartridges, checking network connections; Troubleshooting common office equipment issues: resolving paper jams, fixing connectivity problems, and diagnosing simple hardware malfunctions; Importance of preventative maintenance to avoid equipment breakdowns; Examples of how efficient business support and well-maintained equipment contribute to organisational success.

Assessment Guidance

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Instructions to the Centre

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Mandatory Unit		GLH	Credits	Unit Reference
7	Business Communication and Documents	30	4	R/651/4521
Unit Overview				
In this unit, learners will explore the principles of effective communication in business and gain an understanding of the purpose and structure of key business documents. This unit introduces learners to the essential communication skills and document management practices required in professional environments. Learners will examine the importance of verbal and written communication skills in conveying information clearly and professionally. The unit covers various forms of business communication, including emails, letters, and memos, and highlights the significance of tailoring tone and formatting to suit the intended audience and purpose. The unit also focuses on the purpose and structure of key business documents, such as invoices, reports, and contracts. Learners will gain an understanding of how these documents support business operations and decision-making, and they will learn about creating and formatting documents to meet professional standards. This unit will prepare learners to contribute to effective communication and documentation in the workplace.				
Learning Outcomes				
In this unit, the learner will:				
LO 1: Understand the principles of effective business communication.				
LO 2: Understand the purpose and structure of key business documents.				

Indicative Content

Verbal and Written Communication Skills; Professional Emails; Letters; Memos; Purpose of Business Documents; Invoices; Reports; Contracts; Basics of Formatting and Tone in Business Communication.

Definition and importance of verbal communication in business: active listening, clear articulation, and tone of voice; Definition and importance of written communication: clarity, conciseness, and accuracy; Key components of professional emails: subject lines, greetings, body, and closing; Structure and purpose of business letters: formal tone, addressing recipients correctly, and formatting; Use and structure of memos: concise internal communication for updates or instructions; Purpose and functions of business documents: invoices (billing and payment tracking), reports (sharing findings and analysis), contracts (defining terms and agreements); Basics of formatting: fonts, spacing, headings, and alignment for clarity and readability; Appropriate tone for different audiences: formal, semi-formal, and professional communication styles; Examples of how effective communication and accurate documents contribute to professional success; Common pitfalls in business communication and how to avoid them.

Assessment Guidance

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Mandatory Unit		GLH	Credits	Unit Reference
8	Employee Rights, Responsibilities, and Motivation	30	4	T/651/4522
Unit Overview				
In this unit, learners will explore the rights and responsibilities of employees in the workplace and examine the role of motivation in enhancing employee performance. This unit provides an introduction to the principles of workplace compliance, professional behaviour, and strategies for fostering a motivated workforce. Learners will gain an understanding of employment rights, including contracts, working hours, and health and safety regulations, as well as the responsibilities of employees to contribute positively to the workplace through punctuality, teamwork, and professional conduct. The unit highlights the importance of maintaining a balanced relationship between employee rights and responsibilities to create a harmonious working environment. The unit also introduces key theories of motivation, such as Maslow's hierarchy of needs and Herzberg's motivators, and explores how these theories can be applied to improve employee engagement and productivity. Learners will examine examples of workplace incentives and rewards, understanding how they contribute to a motivated and high-performing workforce. By the end of this unit, learners will have a foundational understanding of the legal, ethical, and behavioural expectations in the workplace, along with practical knowledge of how motivation influences employee performance and organisational success.				
Learning Outcomes				
In this unit, the learner will:				
LO 1: Understand employee rights and responsibilities in the workplace.				
LO 2: Understand the importance of motivation in employee performance.				

Indicative Content

Employment Rights; Contracts; Working Hours; Health and Safety; Employee Responsibilities; Punctuality; Teamwork; Professional Conduct; Theories of Motivation; Maslow's Hierarchy of Needs; Herzberg's Motivators; Workplace Incentives and Rewards.

Overview of employment rights: understanding employment contracts, terms and conditions; Legal requirements for working hours, including breaks, overtime, and holiday entitlements; Importance of health and safety regulations: employee responsibilities and employer obligations; Employee responsibilities: punctuality, meeting deadlines, and maintaining professional conduct; Role of teamwork in achieving organisational goals: collaboration, communication, and mutual respect; Introduction to motivation theories: Maslow's hierarchy of needs (physiological, safety, social, esteem, and self-actualisation); Herzberg's motivators and hygiene factors: recognition, responsibility, and working conditions; Practical applications of motivation theories in the workplace; Examples of workplace incentives: bonuses, employee recognition programs, training opportunities; Examples of workplace rewards: flexible working hours, career progression, team-building activities; Impact of a motivated workforce on employee performance, retention, and organisational success; Examples of businesses successfully applying motivation strategies.

Assessment Guidance

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Mandatory Unit		GLH	Credits	Unit Reference
9	Sales and Marketing	30	4	Y/651/4523
Unit Overview				
In this unit, learners will explore the critical role of sales in business and how it works in tandem with marketing to drive success. This unit introduces learners to the importance of sales in revenue generation and its contribution to achieving business goals. Learners will examine the fundamentals of sales, including techniques such as upselling, cross-selling, and building lasting customer relationships. The unit highlights the significance of understanding customer needs and delivering value to maintain trust and loyalty. The unit also focuses on the integration of sales and marketing efforts, demonstrating how these functions work together to strengthen branding and customer engagement. Learners will gain an understanding of key performance indicators (KPIs) used to measure the success of sales and marketing strategies and how businesses use this data to refine their approaches. By the end of this unit, learners will have a foundational understanding of sales processes and their interconnection with marketing, equipping them with practical knowledge to contribute to these functions in a business environment.				
Learning Outcomes				
In this unit, the learner will:				
LO 1: Understand the role of sales in a business.				
LO 2: Understand how sales and marketing work together.				

Indicative Content

Definition of Sales; Importance of Revenue Generation; Sales Techniques; Upselling; Cross-Selling; Building Customer Relationships; Integration of Sales and Marketing Efforts; Branding; Customer Engagement; Key Performance Indicators (KPIs) for Sales and Marketing Success.

Definition and role of sales in driving revenue and profitability; Importance of understanding customer needs and offering solutions; Sales techniques: upselling (encouraging customers to buy a higher-end product), cross-selling (suggesting complementary products), and personalised selling; Building customer relationships through trust, active listening, and effective communication; Integration of sales and marketing: aligning efforts to ensure consistent messaging and a seamless customer journey; Branding strategies: creating a strong and recognisable brand identity; Customer engagement methods: utilising social media, personalised outreach, and content marketing; Introduction to KPIs for sales and marketing: conversion rates, customer retention rates, and revenue growth; Importance of tracking KPIs to evaluate and improve performance; Examples of successful integration of sales and marketing strategies in businesses; Practical applications of sales techniques and marketing collaboration to enhance customer satisfaction and business growth.

Assessment Guidance

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Instructions to the Centre

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Mandatory Unit		GLH	Credits	Unit Reference
10	Working as Part of a Team	30	4	A/651/4524
Unit Overview				
In this unit, learners will explore the principles of effective teamwork and develop an understanding of how to contribute as an effective team player. This unit introduces learners to the key characteristics of successful teams and the skills required to collaborate productively in a business environment. Learners will examine the foundations of teamwork, including communication, collaboration, and shared goals, and learn how these elements contribute to achieving team success. The unit highlights the importance of diversity and inclusion within teams, recognising how different perspectives and skills enhance performance and innovation. The unit also focuses on the roles within a team, such as leaders, contributors, and coordinators, and how these roles interact to achieve common objectives. Learners will explore conflict resolution strategies to address challenges that arise in teamwork and maintain a positive and productive working environment. By the end of this unit, learners will understand the principles of effective teamwork and how to collaborate successfully in team settings, preparing them to contribute to organisational success.				
Learning Outcomes				
In this unit, the learner will:				
LO 1: Understand the principles of effective teamwork.				
LO 2: Understand how to be an effective team player.				

Indicative Content

Characteristics of Successful Teams; Communication; Collaboration; Shared Goals; Diversity and Inclusion in Teams; Roles Within Teams; Leader; Contributor; Coordinator; Conflict Resolution Strategies in Teamwork.

Key characteristics of successful teams: open communication, mutual respect, trust, and accountability; Importance of collaboration: working together to achieve shared objectives; Defining and aligning shared goals within a team; Benefits of diversity and inclusion: leveraging varied skills, experiences, and perspectives for innovation and problem-solving; Team roles and responsibilities: leader (guides and motivates), contributor (delivers tasks and ideas), coordinator (ensures organisation and alignment); Adapting to different roles within a team to meet team needs; Strategies for effective team communication: active listening, constructive feedback, and conflict management; Conflict resolution strategies: identifying issues, facilitating discussions, and finding mutually acceptable solutions; Managing and resolving common teamwork challenges: personality differences, unclear goals, or unequal contributions; Practical applications of teamwork principles in business scenarios.

Assessment Guidance

Assessment of this unit consists of centre-devised coursework.

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Instructions to the Centre

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Mandatory Unit		GLH	Credits	Unit Reference
11	Personal Finance: Handling Income and Budgeting	30	4	D/651/4525
Unit Overview				
In this unit, learners will explore the principles of managing personal finances, focusing on income, expenses, and budgeting. This unit introduces learners to practical strategies for achieving financial well-being and building a secure financial foundation. Learners will examine various sources of personal income, such as salaries, benefits, and additional income streams, and learn how to categorise expenses as fixed or variable. The unit emphasises the importance of creating and maintaining a personal budget to ensure effective management of income and expenditure. The unit also provides an introduction to savings, investments, and emergency funds, highlighting their role in achieving long-term financial stability. Learners will gain insights into how disciplined financial practices contribute to managing unexpected expenses and achieving personal financial goals. By the end of this unit, learners will have a foundational understanding of personal financial management, making informed financial decisions and maintaining financial stability in their personal lives.				
Learning Outcomes				
In this unit, the learner will:				
LO 1: Understand how to manage personal income and expenses.				
LO 2: Understand the importance of budgeting for financial well-being.				

Indicative Content

Sources of Personal Income; Salary; Benefits; Additional Income Streams; Fixed Expenses; Variable Expenses; Creating a Personal Budget; Maintaining a Personal Budget; Savings; Investments; Emergency Funds.

Definition and examples of personal income sources: salaries, wages, government benefits, freelance income; Explanation of fixed expenses: rent/mortgage, insurance, utilities; Explanation of variable expenses: groceries, entertainment, travel; Steps to create a personal budget: listing income, categorising expenses, and identifying discretionary spending; Importance of maintaining a budget: tracking expenses, avoiding overspending, and ensuring savings; Introduction to the concept of savings: benefits of saving for short-term and long-term goals; Overview of basic investment options: stocks, bonds, savings accounts; Purpose and importance of emergency funds: preparing for unexpected financial challenges; Practical tools for managing personal finances: budgeting apps, spreadsheets, and financial planners; Examples of successful financial management and its impact on financial well-being; Importance of discipline and regular review in maintaining financial stability.

Assessment Guidance

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Instructions to the Centre

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Mandatory Unit		GLH	Credits	Unit Reference
12	Working in Contact Centres	30	4	F/651/4526
Unit Overview				
In this unit, learners will explore the role of contact centres in delivering exceptional customer service and supporting business success. This unit introduces learners to the key skills and techniques required to provide high-quality customer service in a fast-paced and often challenging environment. Learners will examine the importance of contact centres as a central point for customer interactions, understanding how they contribute to building customer loyalty and enhancing a business's reputation. The unit covers essential skills for contact centre employees, such as active listening, empathy, and effective communication, and how these skills influence customer satisfaction. The unit also focuses on practical strategies for handling difficult customers and resolving complaints professionally while maintaining a positive tone. Learners will explore techniques for building rapport over the phone, ensuring a seamless and engaging customer experience. By the end of this unit, learners will have the knowledge of strategies to deliver exceptional customer service in a contact centre environment, preparing them to contribute effectively to business operations and customer satisfaction.				
Learning Outcomes				
In this unit, the learner will:				
LO 1: Understand the importance of customer service in contact centres.				
LO 2: Understand how to deliver high-quality customer service in contact centres.				

Indicative Content

Role of Call Centres in Customer Service; Business Success; Key Skills for Call Centre Employees; Active Listening; Empathy; Communication; Handling Difficult Customers; Complaint Resolution; Maintaining a Positive Tone; Building Rapport Over the Phone.

Definition and role of contact centres: acting as a central hub for customer interactions and support; Importance of contact centres in business success: enhancing customer satisfaction, loyalty, and retention; Key skills for contact centre employees: active listening to understand customer needs, empathy to connect emotionally, and clear and professional communication; Techniques for handling difficult customers: staying calm, de-escalating tense situations, and resolving complaints effectively; Steps for professional complaint resolution: listening, acknowledging concerns, offering solutions, and following up; Importance of maintaining a positive tone: ensuring the customer feels valued and respected; Techniques for building rapport over the phone: using a friendly and professional tone, personalising interactions, and demonstrating patience; Examples of successful customer service interactions in contact centres; Impact of high-quality customer service on business reputation and performance.

Assessment Guidance

Assessment of this unit consists of centre-devised coursework.

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

Instructions to the Centre

When devising assessment materials for this unit:

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

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

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

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

Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

1.1 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.

1.2 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*.

1.3 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.

1.4 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.

1.5 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.

1.6 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.

1.7 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%.'

1.8 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.

1.9 Completing a Sample Record

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

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

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

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

Document Specification:					
Purpose:	To detail the specification of the GA Level 2 Diploma in Skills for Business (610/5236/X) qualification.				
Accountability:	GA Governance Committee		Responsibility:	GA Compliance Manager	
Version:	1	Effective From:	Jan 2025	Indicative Review Date:	Jan 2030
Links to Ofqual GCR	E3; G6; G7; H2	Other relevant documents:	GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy GA CASS & General Moderation Policy		