

# QUALIFICATION SPECIFICATION



## Level 2 Award in Business

Access to HE

Apprenticeships

Digital

Employability &  
Enterprise

English & Maths

ESOL

Personal & Social  
Development

Professional  
Development

Vocational



This qualification specification covers the following qualification:

Qualification number	Qualification title
<b>603/6485/3</b>	Gateway Qualifications Level 2 Award in Business

Version and date	Change detail	Section/page reference
<b>2.0 (January 2026)</b>	Specification template updated	n/a

The previous version of this qualification specification is available in Prism. Search for the qualification in the Qualification Library and select the 'Documents' tab.

## About this qualification specification

Gateway Qualifications is a nationally regulated Awarding Organisation that supports education and training providers through its strong relationships, adaptability and expert team.

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Gateway Qualifications Level 2 Award in Business.

This document should be read in conjunction with the Gateway Qualifications' Centre Handbook and other publications available on the website, which contain more detailed guidance on assessment and quality assurance practice.

In order to offer this qualification, you must be a Gateway Qualifications recognised centre and be approved to offer this qualification.

If your centre is not yet recognised, please contact our Business Development team to discuss becoming a Gateway Qualifications recognised centre:

Telephone: 01206 911211  
Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)  
Website: [Gateway Qualifications](https://www.gatewayqualifications.org.uk)

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## Introduction

This qualification has been approved by the Office of Qualifications and Examinations Regulation (Ofqual), which regulates qualifications, examinations and assessments in England.

This qualification is intended to provide learners with the underpinning knowledge and skills specific to the business and administration sector. The qualification is designed to support progression to further learning and ultimately to work in the business and administration sector or other related sectors.

The qualification has been developed with the support of a number of further education colleges, training providers and adult and community learning providers. It has been designed to be consistent with the principles for study programmes for 16-19 year olds, but is also relevant for adults.

## 1. Qualification overview

### 1.1 Qualification purpose

The purpose of this qualification is to introduce learners to the core expectations of working within the business and administration sector. The qualification provides learners with the opportunity to develop essential knowledge of working effectively and professionally in business and administration settings.

The qualification is designed for learners preparing to enter the business and administration workforce, as well as those already in support roles who wish to develop their knowledge and skills. It also supports learners who wish to progress to further study. Learners will gain essential insight into industry practices, professional behaviour and key business functions.

### 1.2 Aims and objectives

The aim of this qualification is to introduce learners to key principles and practices in business and administration, helping them to develop the essential knowledge and skills needed for working effectively in different business environments.

The objectives of the qualification are to provide learners with the opportunity to:

- develop foundational knowledge relevant to effective and professional practice in business and administration
- explore key principles and legislation that underpin efficient business operations
- gain insight into the essential roles, responsibilities and functions when working within the business and administration sector
- build awareness of the skills and behaviours required to communicate and collaborate effectively with customers and other stakeholders

### 1.3 Key information

Qualification summary	
Qualification title	Gateway Qualifications Level 2 Award in Business.
Qualification type	Regulated Qualifications Framework (RQF)
Qualification number	603/6485/3
Learning aim reference number	60364853
Level	Level 2
Guided learning hours (GLH)	48
Total qualification time (TQT)	60
Credit value	6
Sector subject area	15.3 Business Management

Age appropriateness	16-18, 19+
Grading scale	Pass/Fail
Assessment method	Portfolio of Evidence
Regulation information	This qualification is regulated by Ofqual for use in England only

## 1.4 Entry requirements

There are no specific prior skills/knowledge learners must have for this qualification; however, learners will benefit from having English and Maths skills at level 1.

Centres must ensure that learners have the correct information and advice when selecting qualifications to ensure that the qualification will meet their needs.

Centres must ensure that this qualification suits the age and abilities of their learners by ensuring that learners can meet the relevant literacy, numeracy, digital, and health and safety requirements of the qualification.

Learners enrolled on this qualification should not undertake another qualification at the same level with a similar title or content, as this could impact funding eligibility due to duplicated learning.

Centres are responsible for registering learners via the Gateway Qualifications' online registration portal Quartz. Learner registration guidance is available on our website, [Registering learners](#).

## 1.5 Progression opportunities

On completion of this qualification, learners will be equipped with an introductory set of knowledge, skills and professional behaviours relevant to business.

Successful completion of the Gateway Qualifications Level 2 Award in Business could allow learners to progress onto:

- Level 2 Certificate in Business
- Level 2 Diploma in Business
- Level 3 Certificate in Business and Administration
- Level 3 Diploma in Business and Administration
- Access to Higher Education Diploma in Business Management
- apprenticeships, for example, Business administrator, Customer Service, Retail
- employment roles in Business and Administration, for example, Administrative Assistant, Customer Service Assistant

A full in-depth careers information, advice and guidance session should be completed for learners before, during and after completion of learning, finding them the most appropriate progression pathways unique to them and based on their ability and aspirations.

## 1.6 Equity, diversity and inclusion

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At Gateway Qualifications we aim to create an environment which celebrates differences and strives for equitable opportunities and outcomes for all. More than a mere commitment, this Equity, Diversity, and Inclusion Policy stands as a framework, informing every aspect of the work we do. It is our aim to support our staff and learners of all abilities, ensuring the development, delivery, and awarding of qualifications in a fair and inclusive manner.

Whilst developing our qualifications, we have given due consideration to eliminating discrimination, harassment and victimisation, advancing equality of opportunity, and fostering good relations between people who share a relevant protected characteristic (as defined in the Equality Act 2010) and those who do not.

For full details please see the [Equity, Diversity and Inclusion Policy](#).

## 1.7 Resource requirements

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There are no prescribed resource requirements for this qualification. However, centres must ensure that learners have access to appropriate and sufficient resources to support the achievement of all learning outcomes.

## 1.8 Support materials and resources

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In addition to this qualification specification, the following resources are available for centres approved to offer the qualification:

- fully embedded scheme of work
- four session plans
- session plan template
- two interactive PowerPoints
- careers, information and guidance (CIAG) document for the business sector with teaching/delivery support and is linked to the Gatsby benchmarks
- a glossary of terms with real-world application example and explanations

All resources are embedded in the wider adult curriculum, including Fusion Skills and the Standard Skills Classification (SSC). They use contextualised examples and delivery activities to support sustainability and the United Nations Sustainable Development Goals (UN SDGs). The resources are fully inclusive and include enrichment activities and differentiated scaffolds to add value to learning.

## 1.9 Achieving this qualification

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The qualification will be awarded to learners who successfully demonstrate all learning outcomes specified for each unit, as required by the rules of combination.

The knowledge and skills that will be assessed as part of the qualification are set out within the unit details.

To be awarded this qualification, learners must meet the rule of combination by successfully achieving at least one unit from the Mandatory Group worth a minimum of 3 credits and at least 3 further credits from the Mandatory Group or Optional Group O1 (Business).

## Mandatory Group

Unit reference	Unit title	Unit level	Credit value	GLH
<b>R/617/4085</b>	Communication Skills for Work	Level 2	3	24
<b>Y/505/2494</b>	Understanding Business Organisations	Level 2	3	24

## Optional Group O1 (Business)

Unit reference	Unit title	Unit level	Credit value	GLH
<b>*A/618/3394</b>	Budgeting and Managing Money	Level 2	3	24
<b>F/618/3395</b>	Business Documentation	Level 2	3	24
<b>J/618/3396</b>	Business Organisational Structures	Level 2	3	24
<b>K/618/3438</b>	Online Business Activities	Level 2	4	32
<b>M/618/3408</b>	Planning and Running an Event	Level 2	4	32
<b>T/618/3409</b>	Promoting Products and Services	Level 2	3	24
<b>F/618/3414</b>	Supporting Sustainability in a Business Environment	Level 2	2	16
<b>L/618/3416</b>	The Marketing Environment	Level 2	3	24
<b>L/618/3433</b>	The Role of an Administrator	Level 2	3	24
<b>K/504/7851</b>	Understanding Business Meeting Techniques	Level 2	3	27
<b>*H/618/3437</b>	Understanding Finance in a Business Context	Level 2	3	24
<b>D/505/2495</b>	Understanding Legislation and Regulations in a Customer Service Context	Level 2	2	16
<b>L/618/3447</b>	Working in Business Teams	Level 2	3	24
<b>T/618/3569</b>	Working with Customers	Level 2	3	24
<b>K/618/3455</b>	Working with Office Equipment and Systems	Level 2	3	24

\*The following units are barred against each other:

Unit reference	Unit title	Unit level
<b>A/618/3394</b>	Budgeting and Managing Money	Level 2
<b>H/618/3437</b>	Understanding Finance in a Business Context	Level 2

## 1.9 Indicative content

The examples included within the indicative content are provided as guidance only. They are not exhaustive and should not be regarded as limiting the range of knowledge, skills or understanding that may be taught, developed or assessed. Centres may incorporate additional relevant material, contexts or approaches as appropriate, provided these remain aligned with the stated learning outcomes and overall requirements of the qualification.

## 2. Assessment

### 2.1 Assessment overview

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The qualification is assessed through a portfolio of evidence which is internally assessed by centre staff and externally quality assured by Gateway Qualifications. For more information, please see the [Centre Guide to Best Practice in Internal Assessment](#).

Each learner must build a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit.

On completion of each unit learners must declare that the work produced is their own and the Assessor must counter sign this.

Should a learner not achieve the required standard to pass an assessment, further teaching and learning should take place before attempting the assessment again.

The qualification will be awarded to learners who successfully demonstrate their achievement of all learning outcomes of the units of the qualification.

For learners who are not successful in achieving the whole qualification but still achieve any full unit, a unit certificate of achievement may be awarded.

### 2.2 Assessment language

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This qualification will be assessed in English. All learners work must be in English. British Sign Language can be used where it is permitted for the purpose of a reasonable adjustment.

### 2.3 Explanation of assessment terms used in this qualification

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Gateway Qualifications has produced guidance to support consistent delivery of units across all centres offering our qualifications.

For clarification on how to interpret and deliver the command words used in our assessments, please refer to the Assessment Command Word Definitions document, available on the Gateway Qualifications website [Internal & External Assessment Practice - Gateway Qualifications](#) under Assessment Design.

### 3. Unit details

#### 3.1 Mandatory Group units

#### Communication Skills for Work

<b>Unit reference:</b>	R/617/4085
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Use written communication in a work context.	<p>1.1 Select <b>appropriate formats for written communication for different purposes and audiences</b>, in line with workplace conventions or procedures, where appropriate.</p> <p>1.2 Produce documents of different types that are clearly and accurately presented and appropriate (e.g. in terms of length, style and language use) for the purpose and intended audience.</p> <p>1.3 <b>Combine text, images and/or graphics</b> in written documents as appropriate to audience and purpose.</p> <p>1.4 Make <b>appropriate use of available software</b> to present written communication, including numerical information.</p> <p>1.5 Make <b>accurate and appropriate use of terminology</b> associated with a particular workplace or sector in written communication.</p>
2. Use oral communication in a work context.	<p>2.1 <b>Communicate clearly</b> in different situations, adjusting register and tone to match the audience and purpose of the communication.</p> <p>2.2 Communicate work-related information in a <b>formal presentation</b> to a group.</p>

	<p>2.3 Engage in discussion with colleagues, making <b>relevant points</b> and actively listening to the ideas of others.</p> <p>2.4 <b>Respond appropriately</b> to queries, requests and/or complaints in a way that satisfies the other person.</p> <p>2.5 Make <b>accurate and appropriate use of terminology</b> associated with a particular workplace or sector when communicating orally.</p>
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### Indicative content

#### **AC1.1: Appropriate formats for written communication for different purposes and audiences, for example:**

- recognise different document types
- match the format to the purpose
- consider the audience
- follow workplace conventions

#### **AC1.3: Combine text, images and/or graphics, for example:**

- add visuals like charts, graphs, or images to support the message
- ensure visuals are relevant and easy to understand
- properly position visuals within the document for clarity and impact

#### **AC1.4: Appropriate use of available software, for example:**

- use word processing tools
- incorporate spreadsheets or tables for numerical data
- utilise templates/design tools for professional presentation

#### **AC1.5: Accurate and appropriate use of terminology, for example:**

- identify key industry terms and acronyms relevant to the workplace
- use terms appropriately to demonstrate professionalism and understanding
- avoid jargon when communicating to external audiences unless necessary

#### **AC2.1: Communicate clearly, for example:**

- speak formally or informally based on the context, for example, team meeting vs. client call
- use a clear tone and pace suitable for the audience
- avoid slang or overly casual language in professional settings

#### **AC2.2: Formal presentation, for example:**

- prepare and structure the presentation with clear key points
- use visual aids, for example, slides, charts to support the message
- speak confidently

**AC2.3: Relevant points, for example:**

- contribute ideas/opinions clearly and constructively
- show active listening through body language, for example, nodding and verbal cues, for example, "I understand"
- build on others' points to continue discussions effectively
- be aware of cultural differences within discussions

**AC2.4: Respond appropriately, for example:**

- listen carefully to understand the issue/request
- provide clear/respectful responses
- offer solutions or escalate issues when necessary

**AC2.5: Accurate and appropriate use of terminology, for example:**

- use industry-specific language when relevant
- explain technical terms if speaking to non-specialist audiences
- avoid overusing jargon to ensure clarity

## Understanding Business Organisations

<b>Unit reference:</b>	Y/505/2494
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the aims and objectives of different types of business organisation.	1.1 Explain why organisations set <b>aims and objectives</b> . 1.2 Identify the aims and objectives of different types of business organisation.
2. Know the different types of business ownership.	2.1 Describe the different types of business ownership. 2.2 Outline with examples, why different organisations have different types of ownership.
3. Know how the structures of organisations differ.	3.1 Identify <b>organisational functional areas</b> and their key roles. 3.2 Describe the <b>organisational structures</b> of different businesses.
4. Know the importance of administration within an organisation.	4.1 Identify different administrative skills and their role in business organisations. 4.2 Describe some commonly used <b>administrative processes</b> and their value to business. 4.3 Explain why efficient administration is critical to business success.

### Indicative content

#### **AC1.1: Aims and objectives, for example:**

- aims provide overall direction and purpose for the organisation
- objectives help to break down aims into measurable and achievable targets

#### **AC3.1: Organisational functional areas, for example:**

- HR (Human Resources)

- finance
- marketing
- operations/production
- IT
- customer service

**AC3.2: Organisational structures, for example:**

- hierarchical structure
- network structure
- team structure
- circular structure

**AC4.2: Administrative processes, for example:**

- filing systems
- diary management
- data entry and database management
- inventory management
- customer communication

## 3.2 Optional Group O1 (Business) units

### Budgeting and Managing Money

<b>Unit reference:</b>	A/618/3394
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the importance of budgeting in a business context.	1.1 Describe the advantages of planning a budget in a business context.
2. Understand key financial concepts.	2.1 Explain the difference between price and cost and the concept of profit. 2.2 Describe how to improve profit through cutting costs, improving revenue and increasing prices.
3. Know about income and expenditure.	3.1 Describe the different kinds of business expenditure. 3.2 Describe different kinds of business income. 3.3 Explain how businesses estimate income, for example, forecasting sales volumes and selling prices.
4. Understand how businesses manage key financial information.	4.1 Explain the purpose of key financial business documents. 4.2 Explain how financial information can be checked for errors.

**Please note that this unit is barred against unit H/618/3437 Understanding Finance in a Business Context (Level 2)**

## Business Documentation

<b>Unit reference:</b>	F/618/3395
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about types of business documentation.	<p>1.1 Explain the uses of different kinds of business documentation.</p> <p>1.2 Explain the advantages of using templates for written business documentation.</p>
2. Understand why businesses develop a house style.	<p>2.1 Explain why some businesses use a house style.</p> <p>2.2 Explain the purpose of visuals and images in business documentation, for example in logos, newsletters, publicity.</p> <p>2.3 Compare the house style of two different organisations.</p>
3. Be able to produce business documentation.	<p>3.1 Describe how register, tone and style will change according to audience and purpose of written business documents.</p> <p>3.2 Produce a range of routine business documents for different purposes.</p> <p>3.3 Use appropriate ICT to produce documentation for different purposes.</p> <p>3.4 Check documentation for appropriate layout, accurate spelling and grammar.</p>

## Business Organisational Structures

<b>Unit reference:</b>	J/618/3396
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand business organisation structures.	1.1 Explain the design of divisional, flat and matrix structures.  1.2 Give examples of organisations using each structure, giving possible reasons for their choice of structure.
2. Understand how an organisation's objectives influence its structure.	2.1 Summarise how an organisation's main objectives influence its structure.
3. Understand the division of work in organisations.	3.1 Describe the ways in which work is broken down into divisions or decentralised teams in different organisations.  3.2 Explain the advantages and disadvantage of taking a centralised or de-centralised approach to the division of work.
4. Understand organisational charts illustrating departments of an organisation.	4.1 Interpret an organisational chart for a specific organisation, analysing its approach to departmentalisation.  4.2 Describe how an organisational chart can be used to identify strengths and weaknesses on an organisational structure.

## Online Business Activities

<b>Unit reference:</b>	K/618/3438
<b>Unit level:</b>	Level 2
<b>GLH:</b>	32
<b>Credit value:</b>	4
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about online business activities.	1.1 Describe how different business organisations operate online.
2. Understand issues related to online business.	2.1 Explain the issues related to setting up online businesses. 2.2 Explain the operational risks to a business organisation operating online. 2.3 Outline the basic principles of legislation, directives and regulations related to online business.
3. Know the impact of an online business presence.	3.1 Describe the benefits of selling and marketing a product or service online. 3.2 Describe the challenges of having an online business presence. 3.3 Explain how the success of an online business presence can be measured. 3.4 Outline the impact of online businesses on customer behaviour.

## Planning and Running an Event

<b>Unit reference:</b>	M/618/3408
<b>Unit level:</b>	Level 2
<b>GLH:</b>	32
<b>Credit value:</b>	4
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to develop a plan to run a specified event.	1.1 Work with others to set individual and team objectives for an event.  1.2 Use project planning techniques to plan the event, including resource costing, risk assessment and contingency planning.
2. Be able to present a plan.	2.1 Present the plan for approval by others.  2.2 Amend the plan in line with recommendations and feedback from others.
3. Be able to work with others to implement the proposed plan.	3.1 Contribute positively to the event in a specified role.  3.2 Communicate and collaborate with colleagues to meet objectives for the event.
4. Be able to evaluate the event.	4.1 Assess the success of the event and own contribution.  4.2 Give and receive constructive feedback.  4.3 Make recommendations for future events.

## Promoting Products and Services

<b>Unit reference:</b>	T/618/3409
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the importance of promotion within the concept of the marketing mix.	1.1 Identify the components of the marketing mix (4Ps). 1.2 Outline the importance and impact of promotion to businesses.
2. Know how businesses promote their products and services.	2.1 Identify promotional methods used by businesses. 2.2 Describe on-line systems and technologies used to promote products and services.
3. Know how promotional activities influence customers.	3.1 Give examples of how customer behaviour is influenced by promotional activities.
4. Be able to develop a plan to promote a product or service.	4.1 Propose a plan for a promotional campaign/event to include: a) aim of the promotion b) target customer(s) c) justification of promotional techniques to be used.

## Supporting Sustainability in a Business Environment

<b>Unit reference:</b>	F/618/3414
<b>Unit level:</b>	Level 2
<b>GLH:</b>	16
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know how to support sustainability and efficiency in a business environment.	1.1 Outline why sustainability and efficiency are important to an organisation.  1.2 Identify the main causes of low levels of sustainability and efficiency in a business environment.  1.3 Describe how to improve sustainability and efficiency in a business environment.
2. Be able to support sustainability in a business environment.	2.1 Find ways to reduce waste.  2.2 Recommend new ways of recycling.  2.3 Follow procedures for the maintenance of equipment.  2.4 Make best use of technology to work in an efficient way.

## The Marketing Environment

<b>Unit reference:</b>	L/618/3416
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the role of marketing in a business.	1.1 Explain how a business uses marketing.
2. Understand the term 'marketing mix' (7Ps).	2.1 Explain the key elements of the marketing mix (7Ps). 2.2 Explain why it is important for a business to address all elements of the marketing mix in order to be successful.
3. Know the importance of understanding the marketplace.	3.1 Describe the key elements of the marketplace that a business needs to understand. 3.2 Outline why an understanding of each element is important to a business and how it affects decision-making. 3.3 Describe some key techniques for improving understanding of the marketplace.
4. Know the importance of understanding buyer behaviour.	4.1 Describe the typical steps taken by a buyer from identifying a need for a product or service to completing a purchase. 4.2 Explain how an organisation can use marketing activity to influence buyer behaviour at each of these stages.

## The Role of an Administrator

<b>Unit reference:</b>	L/618/3433
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the role of an administrator in an office.	<p>1.1 Explain the different activities carried out by an administrator in an office.</p> <p>1.2 Describe how an administrator can support team activities.</p> <p>1.3 Explain why it is important for an administrator to provide a positive image of self and own organisation to colleagues.</p>
2. Be able to carry out administrative tasks.	<p>2.1 Follow organisational procedures for making and receiving telephone calls.</p> <p>2.2 Follow organisational procedures for dealing with office mail (traditional and electronic).</p> <p>2.3 Use different types of office equipment for a variety of tasks.</p>
3. Know about key administrative duties.	<p>3.1 Describe how to arrange face to face and virtual meetings.</p> <p>3.2 Explain the purpose of a diary system to plan organisational activities.</p> <p>3.3 Identify the information needed to maintain an office diary system.</p> <p>3.4 Explain the process for ensuring that there are sufficient office supplies.</p> <p>3.5 Explain how to monitor equipment usage including reporting faults.</p>
4. Understand the importance of confidentiality of information.	<p>4.1 Explain why some information has to be kept confidential.</p>

	4.2 Explain the organisational and legal procedures for keeping information secure and confidential.
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## Understanding Business Meeting Techniques

<b>Unit reference:</b>	K/504/7851
<b>Unit level:</b>	Level 2
<b>GLH:</b>	27
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand business meetings.	<p>1.1 Identify the different purposes for business meetings.</p> <p>1.2 Describe how meetings will differ depending on their purpose, size, the type of people involved and the culture of the organisation.</p> <p>1.3 Outline the importance to an organisation of effective business meetings.</p>
2. Know about meeting techniques.	<p>2.1 Identify different techniques used in meetings.</p> <p>2.2 Give reasons why specific techniques are suited to some kinds of meetings but not others.</p>
3. Know how to plan a meeting.	<p>3.1 Describe how the purpose, objectives and planned outcomes for a meeting influence the way in which it is planned.</p> <p>3.2 Identify other factors to be considered when planning the content of the meeting.</p> <p>3.3 Describe key items on a typical agenda.</p> <p>3.4 Outline the factors to be considered when planning the format of the meeting.</p> <p>3.5 Outline the administrative tasks to be carried out in advance of a meeting (e.g. sending invites, booking a venue, copying papers).</p>
4. Know how to run a meeting.	<p>4.1 Describe the key functions of a chairperson.</p> <p>4.2 Outline ways to start and close a meeting effectively.</p> <p>4.3 Identify the benefits of taking meeting minutes.</p>

5. Know how delegates should behave in meetings.	5.1 Identify delegate behaviour which enables meeting aims, objectives and outcomes to be achieved.
6. Know how to deal with difficult issues in meetings.	6.1 Identify how different people may behave in a meeting, for example shy, domineering.  6.2 Identify techniques to enable the effective participation of different delegates in a meeting.  6.3 Identify ways to deal with conflict in a meeting.
7. Know how to evaluate a meeting.	7.1 Identify ways of obtaining feedback on a meeting.  7.2 Describe ways of recording own views on a meeting.

## Understanding Finance in a Business Context

<b>Unit reference:</b>	H/618/3437
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know key costs and expenditure for businesses.	1.1 Identify the key costs associated with running a business.  1.2 Identify different types of expenditure associated with running a business.
2. Know about key records needed to manage finance in a business context.	2.1 Define key business terms, for example, income, expenditure, turnover, cash flow, gross and net profit.  2.2 Describe the financial records that a business needs to keep.  2.3 Explain why financial records are important, including legal requirements.
3. Know why managing cash flow is important to businesses.	3.1 Explain the role and importance of cash to the operation of a business.  3.2 Describe factors that affect cash flow in a business.  3.3 Explain how cash flow problems can lead to business failure.  3.4 Describe how to monitor and manage cash flow.
4. Be able to interpret financial documents.	4.1 Interpret a basic spreadsheet showing income and expenditure.  4.2 Interpret simple accounts over a specified period.

**Please note that this unit is barred against unit A/618/3394 Budgeting and Managing Money (Level 2)**

## Understanding Legislation and Regulations in a Customer Service Context

<b>Unit reference:</b>	D/505/2495
<b>Unit level:</b>	Level 2
<b>GLH:</b>	16
<b>Credit value:</b>	2
<b>Grading method:</b>	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know legislation and regulations that relate to customer service.	1.1 Outline the legislation and regulations that relate to customer service.  1.2 Describe the consequences of not complying with external requirements when delivering customer service.
2. Understand how external requirements are implemented within organisations.	2.1 Outline how organisations ensure compliance with legislation and regulation including: a) health and safety practices b) data protection c) confidentiality of customer and organisation information d) equalities legislation.

## Working in Business Teams

<b>Unit reference:</b>	L/618/3447
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the benefits of effective team work to business organisations.	1.1 Explain the benefits of effective team work to businesses, their customers and employees.
2. Know what makes a team effective.	2.1 Describe the factors that make teams successful.  2.2 Identify the different skills needed for a range of team roles in a business organisation and why they are important.
3. Be able to assess own skills in relation to teamwork.	3.1 Assess own strengths in relation to teamwork.  3.2 Assess own areas of difficulty in relation to teamwork.
4. Be able to work effectively in a team.	4.1 Demonstrate effective team working skills.  4.2 Give and receive constructive feedback.  4.3 Deal with conflict within a team in a positive manner.
5. Be able to evaluate a team activity.	5.1 Evaluate overall success of a team activity.  5.2 Evaluate own contribution to a team activity.

## Working with Customers

<b>Unit reference:</b>	T/618/3569
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the importance of customer service.	1.1 Explain the benefits to an organisation of building positive relations with its customers, both internal and external.  1.2 Explain how interactions with employees influence a customer's opinion of the organisation as a whole.
2. Know how organisations ensure effective customer service.	2.1 Outline how organisations use policies and procedures to ensure effective customer service.  2.2 Outline the requirements of equalities legislation when dealing with customers.
3. Know about effective customer service.	3.1 Describe typical customer service tasks and activities in a chosen sector.  3.2 Outline how to provide effective customer service in a chosen sector.
4. Be able to interact positively with customers.	4.1 Respond positively to customer queries and requests.  4.2 Communicate appropriately with customers.  4.3 Offer help, advice or guidance to customers.  4.4 Follow given protocols for referring customers to colleagues, where appropriate.

## Working with Office Equipment and Systems

<b>Unit reference:</b>	K/618/3455
<b>Unit level:</b>	Level 2
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Grading method:</b>	Pass/Fail

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the functions of office equipment and systems.	1.1 Describe the purposes of key office equipment. 1.2 Outline key systems within an office environment and their benefits.
2. Be able to use office equipment.	2.1 Carry out different complex photocopying tasks. 2.2 Operate an electronic diary for business purposes. 2.3 Use ICT equipment for administrative and communication purposes. 2.4 Use telephone systems to communicate with others for business purposes.
3. Be able to process, retrieve and archive information.	3.1 Use systems to retrieve and process business information. 3.2 Archive information in business systems.

## 4. Quality assurance

As the portfolio of evidence is assessed by the centre's assessor, the centre must operate an internal quality assurance process. This ensures that qualification standards are being applied consistently within a centre through training, standardisation, sampling of marking and feedback.

### 4.1 Internal quality assurance

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Centres should refer to the online [Centre Handbook](#) for further guidance on staffing requirements.

A centre's internal quality assurance process is led by the Internal Quality Assurer (IQA), who is responsible for identifying and promoting best practices in teaching, learning, and assessment. They are responsible for:

- monitoring assessment practices to ensure they meet our standards
- sampling assessment decisions and learner work to verify accuracy and consistency
- observing assessors and tutors, providing feedback and support for improvement
- facilitating standardisation meetings to align assessment practices across teams
- supporting assessors with professional development and guidance
- identifying and promoting best practices in teaching, learning, and assessment
- handling appeals and complaints related to assessment outcomes
- maintaining detailed records for audits and external quality assurance visits

The portfolio of evidence is subject to internal quality assurance whereby a centre regularly samples and evaluates its assessment practices and decisions, and acts on the findings to ensure consistency and fairness.

**To ensure the integrity of the internal quality assurance process, Internal Quality Assurers (IQAs) must not quality assure work that they have assessed.**

Assessors must ensure fair assessment and equality of opportunity for the learner within the assessment process. In order to ensure that the assessor is making judgements that are consistent with the rest of the assessment team, they must meet regularly with other assessors and internal quality assurers to discuss assessment decisions.

### 4.2 Sampling

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Sampling is a key element of the internal quality assurance process whereby the IQA:

- uses a risk-based approach to determine what to sample and when
- checks the quality and consistency of each assessor's decisions
- maintains a common standard of marking within the centre over time
- applies methods like vertical sampling (same unit across assessors), horizontal sampling (multiple units from one learner), and diagonal sampling (across units and learners)
- ensures sampling covers all units over time, not just at the end of the assessment process

### 4.3 Internal standardisation

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Internal standardisation is a collaborative process by which tutors and assessors within a centre consider work that they have assessed and, using pre-determined criteria, reach a common agreement on standards as being typical of work at a particular level or grade by comparing samples and providing peer evaluation.

The process of internal quality assurance provides an opportunity for assessors to receive feedback and support, which can help improve their assessment skills. It fosters a culture of continuous improvement and professional development among teaching and assessment staff.

Standardisation will be facilitated by the Centre's IQA and should include all those involved in assessing learner evidence. Centre standardisation events should be held at regular intervals. Centres will be required to keep records of each internal standardisation event, including the date, attendees and notes on any outcomes and actions. Centres will be required to store these records securely for three years, and Gateway Qualifications may ask to see them as part of the centre's quality assurance and monitoring activities.

### 4.4 External quality assurance

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The external quality assurance process for this qualification takes a risk-based approach where external monitoring visits are carried out to review the internal quality systems of centres against key quality standards.

External quality assurance falls into two categories, the first being the quality assurance of the centre's policies and procedures (Centre monitoring) as detailed below, with the second being external sampling of the assessment decisions at qualification level.

### 4.5 Centre monitoring

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Centre monitoring is undertaken by an External Quality Assurer (EQA) allocated to the centre. The EQA plays a critical role in the Gateway Qualifications approach to centre assessment standards scrutiny as they are responsible for:

- validating the centre's procedures for delivery of qualifications and assessment
- completing reports for each visit with clear action points where needed
- carrying out an annual compliance visit
- risk rating centres on the above

The EQA will carry out an initial risk assessment at the centre recognition stage and then annually on an ongoing basis and will give a high/medium/low-risk.

The EQA will arrange the annual quality monitoring visits. These visits:

- monitor the centre's compliance with the centre recognition terms and conditions by reviewing programme documentation and meeting managers and centre staff
- identify any staff development needs
- ensure that all procedures are being complied with through an audit trail, and make sure that the award of certificates of achievement to learners is secure

The EQA will contact the centre in advance of a visit. However, Gateway Qualifications reserves the right to undertake unannounced visits, including during assessment times.

## 4.6 Quality assuring centre assessment decisions

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The external quality assurance process for this qualification involves a risk-based approach where sampling of assessment decisions and internal quality assurance activity to ensure that qualification standards are maintained.

An External Quality Assurer (EQA) will be allocated to the centre to sample the centre's assessment decisions, who will consider whether the sample provides evidence of the following:

- that the standard set out in the units is evidenced and assessment decisions are applied consistently
- appropriate teaching, stimulus, support, or learning materials and resources
- an appropriate internal quality assurance strategy and sampling plans
- appropriate and consistent feedback provided by the assessor to the learner, and by the IQA to the assessor

A report will be completed by the EQA and made available to the Centres once the sampling activity has been completed.

## 4.7 Malpractice and maladministration

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Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the assessment process and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large

Centre staff should be familiar with the [Malpractice and Maladministration Policy and Procedure](#).

## 4.8 Direct claim status

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Direct claim status (DCS) is a status given to centres on an individual qualification basis and allows centres to claim certification without waiting for an external quality assurance activity to take place.

DCS is permitted for this qualification. Refer to the [Direct Claims Status page for further details](#).

## 4.9 Recognition of prior learning

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Recognition of Prior Learning enables recognition of achievement from a range of activities through the knowledge, understanding or skills that learners already possess and so do not need to develop these through a course of learning.

The use of RPL is not permitted for this qualification.

## 4.10 Reasonable adjustments and special considerations

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The following are reasonable adjustments that require permission from Gateway Qualifications prior to assessment.

- adapting assessment materials
- adaptation of the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- assessment material on coloured paper or in audio format
- British Sign Language (BSL)
- changing usual assessment arrangements
- extra time, e.g. assignment extensions
- language modified assessment material
- reader
- scribe
- use of assistive software
- using assistive technology
- use of coloured overlays, low vision aids
- use of a different assessment location

If not specifically listed in this section, reasonable adjustments are centre permitted, for details on this Centres should refer to the [Reasonable Adjustments and Special Considerations Centre Guidance](#)

For learners who require special consideration at the point of assessment, complete a Special Consideration Request Form.

## 4.11 Appeals

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Learners who wish to appeal about their assessment results or a decision affecting their learning should either be supported by their Centre or should have exhausted their Centre's own appeals process before appealing to Gateway Qualifications. In the latter case, learners must provide Gateway Qualifications with evidence that they have first appealed to their Centre.

Centres and learners should refer to the [Appeals policy](#) for further information.

## 5. Glossary of terms

This section provides a concise compilation of frequently used terms and acronyms within our organisation and the broader educational context.

Term	Definition
<b>Assessment Criteria (AC)</b>	The standard a learner is expected to meet to demonstrate that learning outcomes have been met.
<b>Guided Learning Hours (GLH)</b>	The number of hours associated to a qualification/unit relating to 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.
<b>Learning Outcomes (LO)</b>	Describes what a learner is expected to know, understand and be able to do as a result of the process of learning.
<b>Office of Qualifications and Examinations Regulation (Ofqual)</b>	Ofqual regulates qualifications, examinations and assessments in England. Ofqual is a non-ministerial department.
<b>Recognition of Prior Learning (RPL)</b>	A method of assessment that considers whether a learner can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
<b>Total Qualification Time (TQT)</b>	Is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.



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