Qualification Handbook

BIIAB Level 2 Cleaning Qualifications

BIIAB Level 2 Certificate in Cleaning and Support Services (withdrawn)

601/7748/2

C00/0768/1

BIIAB Level 2 Certificate in Cleaning Principles

601/7770/6

C00/0767/9

Version 3

BIIAB Level 2 Cleaning Qualifications

Version and date	Change, alteration or addition	Section
Version 3, December 2022	Updated branding, contacts	Whole document
	BIIAB Level 2 Certificate in Cleaning and Support Services (601/7748/2 and C00/0768/1) only **Operational End Date: 12/12/2022** **Certification End Date: 13/12/2024**	

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1. About the BIIAB Level 2 Cleaning Qualifications

These qualifications have been developed in conjunction with employers by the Sector Skills Council, Asset Skills, prior to the establishment of 'The Building Futures Group'. Asset Skills was the industry skills body for facilities management, housing, property, cleaning and parking.

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual, Qualifications Wales and CCEA Regulation in England, Wales and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)	Qualification Wales Approval/Designation Number
BIIAB Level 2 Certificate in Cleaning Principles	601/7770/6	C00/0767/9
BIIAB Level 2 Certificate in Cleaning and Support Services (withdrawn)	601/7748/2	C00/0768/1

2. Objective and Purpose of the Qualifications

BIIAB Level 2 Certificate in Cleaning Principles

The BIIAB Level 2 Certificate in Cleaning Principles has been designed to enable learners to obtain and then demonstrate the knowledge and skills required to work effectively within a cleaning role at level 2.

Achievement of this qualification indicates knowledge and skills to undertake a cleaning role in the workplace. The primary purpose of the qualification is to develop knowledge and skills at level 2 in cleaning.

This qualification, along with the BIIAB Level 2 Certificate in Cleaning and Support Services, Functional Skills and Employment Rights and Responsibilities, are designed to make up the component parts of the Intermediate Apprenticeship in Cleaning and Environmental Support Services (England/Wales) (Level 2).

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Level 2 Certificate in Cleaning and Support Services

The BIIAB Level 2 Certificate in Cleaning and Support Services has been designed to enable learners to obtain and then demonstrate the competence required to work effectively within a cleaning role at level 2. The primary purpose of the qualification is therefore to confirm occupational competence at level 2 in cleaning.

This qualification, along with the BIIAB Level 2 Certificate in Cleaning Principles, Functional Skills and Employment Rights and Responsibilities, are designed to make up the component parts of the Intermediate Apprenticeship in Cleaning and Environmental Support Services (England) (Level 2).

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Both qualifications support progression in a wide range of cleaning and support service roles, including:

- Passenger Transport Cleaner
- Industrial Cleaner
- Caretakers
- Window Cleaners
- Street Cleansing Operatives
- Hygiene and Cleaning Operative
- Specialist Carpet and Flooring Cleaners

Due to constant regulatory, policy and funding changes users are advised to check the funding status of these qualifications for use with individual learners before making registrations. If you are unsure about the qualifications status please contact BIIAB head office.

3. About this Pack

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.co.uk.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 0115 854 1620

Email: CustomerSupport@biiab.co.uk

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 2 Certificate in Cleaning and Support Services Rules of Combination (ROC) and Structure

To achieve the Level 2 Certificate in Cleaning and Support Services learners **must** gain a **total of 18** credits. This **must** consist of:

- **Minimum total** credit: **18**

- Mandatory group A **minimum** credit: **7**

- Optional unit group B **minimum** credit: **2**

- Optional unit group C **minimum** credit**: 9 from a minimum of 3 units**

- A **minimum of 15** credits **must** be achieved through the completion of units at **Level 2** and above

- GLH: **130**

- TQT: **180**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

Unit no	URN	Unit Title	Level	Credit	GLH	Assessment method
CCSS1	D/600/6322	Communicate effectively in the workplace	2	2	17	Portfolio
CCSS2	R/600/6351	Develop yourself in the job role	2	2	12	Portfolio
CCSS3	M/600/2775	Reduce risks to health and safety in the workplace	2	3	25	Portfolio

Optional Group B

Unit no	URN	Unit Title	Level	Credit	GLH	Assessment method
CCSS4	A/600/6280	Work individually and follow reporting procedures in a cleaning environment	1	3	19	Portfolio
CCSS5	J/600/6279	Work with others and follow reporting procedures	1	2	17	Portfolio

BIIAB Level 2 Cleaning Qualifications

Optional Group C

Unit no	URN	Unit Title	Level	Credit	GLH	Assessment method
CCSS6	A/600/6330	Clean high risk areas	2	5	35	Portfolio
CCSS7	A/600/6344	Carry out maintenance and minor repairs	2	3	24	Portfolio
2HK4	D/600/6336	Clean, maintain and protect semi-hard and hard floors	2	4	23	Portfolio
CCSS8	F/600/6331	Clean confined spaces	2	4	26	Portfolio
CCSS9	F/600/6345	Perform street cleansing manually	2	3	24	Portfolio
2HK5	H/600/6337	Clean and maintain soft floors and furnishings	2	4	21	Portfolio
CCSS10	J/600/6329	Clean washrooms and replenish supplies	2	3	17	Portfolio
CCSS11	J/600/6332	Clean food areas	2	4	32	Portfolio
CCSS12	J/600/6346	Perform street cleansing mechanically	2	4	31	Portfolio
CCSS13	K/600/6324	Clean and maintain internal surfaces and areas	2	4	33	Portfolio
CCSS14	L/600/6333	Deep clean equipment and surfaces	2	6	39	Portfolio
CCSS15	L/600/6350	Use a water-fed pole system to clean windows and facades	2	4	23	Portfolio
CCSS16	M/600/6325	Clean and maintain external surfaces and areas	2	4	26	Portfolio
CCSS17	M/600/6342	Clean glazed surfaces and facades	2	3	23	Portfolio
CCSS18	R/600/6348	Work safely at heights	2	3	20	Portfolio
CCSS19	T/600/6326	Deal with routine waste	2	3	24	Portfolio
CCSS20	T/600/6343	Deal with non-routine waste	2	3	22	Portfolio

Barred Units

This Unit/s (Title and URN)	Is Barred Against
Work individually and follow reporting procedures in a cleaning environment (A/600/6280)	Work with others and follow reporting procedures J/600/6279

7. BIIAB Level 2 Certificate in Cleaning Principles Rules of Combination (ROC) and Structure

To achieve the Level 2 Certificate in Cleaning Principles learners **must** gain a **total of 13** credits. This **must** consist of:

- **Minimum total** credit: **13**

- Mandatory group A **minimum** credit: **10**

- Optional unit group B **minimum** credit: **3**

- A **minimum of 13** credits **must** be achieved through the completion of units at **Level 2** and above

- GLH: **110**

- TQT: **130**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

Unit no	URN	Unit Title	Level	Credit	GLH	Assessment method
CCP1	R/502/2250	Dealing with routine and non- routine waste	2	4	35	AKM
CCP2	Y/502/2251	Health and Safety for the cleaning and support services industry	2	4	35	AKM
CCP3	D/502/2252	Working with customers and others in the cleaning and support services industry	2	2	18	AKM

Optional Group B

Unit no	URN	Unit Title	Level	Credit	GLH	Assessment method
CCP4	A/502/2288	Maintenance and minor repairs of property	2	3	22	Portfolio
CCP5	F/502/2289	Manual street cleaning	2	3	22	Portfolio
CCP6	H/502/2284	Cleaning of high risk areas_controlled environments_	2	4	32	Portfolio
CCP7	J/502/2293	Periodic cleaning of hard and semi hard floors	2	3	22	AKM
CCP8	K/502/2268	Cleaning and maintenance of external surfaces and areas	2	3	22	Portfolio
CCP9	K/502/2285	Cleaning of interiors and washrooms	2	3	22	AKM
CCP10	L/502/2277	Cleaning of food areas	2	4	32	AKM
CCP11	L/502/2280	Cleaning of glazed surfaces and facades	2	3	22	Portfolio
CCP12	L/502/2294	Periodic cleaning of soft floors and furnishings	2	3	22	AKM
CCP13	M/502/2286	Cleaning of specialist electronic equipment	2	3	22	Portfolio
CCP14	R/502/2295	Working safely at heights in the cleaning and support services industry	2	4	32	Portfolio
CCP15	T/502/2273	Cleaning of confined spaces	2	3	22	Portfolio
CCP16	T/502/2287	Deep cleaning of internal equipment surfaces and areas	2	4	32	Portfolio
CCP17	T/502/2290	Mechanical street cleaning	2	4	32	Portfolio
CCP18	Y/502/2296	Cleaning with water fed pole systems	2	3	22	Portfolio

8. Age Restriction

These qualifications are appropriate for use in the following age ranges:

- 16-18

- 19+.

9. Entry Requirements and Progression

There are no entry requirements for these qualifications. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualifications are designed to equip learners with the knowledge and skills to work effectively in a range of cleaning and support service roles. They will also allow for a number of progression routes into Level 3 qualifications, to employment or into other areas of learning.

Achievement of either qualification offers opportunities for progression to alternative qualifications or into employment.

10. Assessment

Overview of Assessment Strategy

The qualifications contain a mixture of competence and knowledge units. These units are respectively assessed by both Portfolio and by Assessment Knowledge Modules (AKMs) externally set by BIIAB Qualifications Limited. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB Qualifications Limited External Quality Assurer (EQA). Competence units are assessed following NVQ principles.

Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB Qualifications Limited, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy
The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certificating the team leading qualification.

Assessment Strategy

Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

Assessors - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must:**

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.

- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.

- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

Internal Quality Assurer (IQA) - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs 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 verifying. It will be the responsibility of the approved centre to select and appoint IQA's.

IQAs **must:**

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.

- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in practice.

- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

External Quality Assurer (EQA) - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must:**

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.

- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in practice.

- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

BIIAB Qualifications Limited require all assessors, moderators and verifiers to maintain current competence to deliver these functions and recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.

- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

Assessment of the Knowledge Units

When assessing the knowledge and understanding based unit, it is important that the chosen assessment methodology is appropriate to this and is accurately recorded.

Assessment methodologies that are appropriate for the knowledge and understanding units include:

- BIIAB Qualifications Limited Assessment Knowledge Modules (AKMs)
- Professional discussion
- Learner reflective accounts
- Question and Answer
- Assignments and Projects.

These **must** be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs **must** ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

Simulation
- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE **must** provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

Employer Direct Model

Where employers opt for an 'employer direct' model, the qualification requirements for assessors and internal verifiers may be waived. The employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process.

Under this model, the employer, with the agreement of BIIAB may choose between:
- achieving the appropriate approved qualifications for assessment/verification

OR
- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by BIIAB as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the employer direct model will be considered by BIIAB on an individual organisation and qualification basis. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB Qualifications Limited expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIABs Qualifications Limited appeals procedure please refer to www.biiab.co.uk

11. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB Qualifications Limited suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

12. Resources

BIIAB Qualifications Limited provides the following additional resources for these qualifications:

- Evidence matrixes for the competence / NVQ units, including a Summative Reflective account template
- Assessment Knowledge Modules (AKMs)
- Assessment Guidance for each of the AKMs
- Access to the units.

Evidence Matrixes

BIIAB Qualifications Limited provide a matrix that supports each competence unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes and covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) **must** be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace

- Professional discussion

- Reflective account

- Product evidence (e.g. implementation plans, correspondence, work records)

- Testimony from senior colleagues/clients

- Personal report of actions and circumstances

- Recognition of Prior Achievement (RPA)

- Records of questioning

- Other.

Assessment Knowledge Modules (AKMs)

These provide a series of BIIAB Qualifications Limited set questions within the context of knowledge modules that can be used to assess the learners competence. These modules should be released to the learner for the assessment when they are determined to be ready to be able to successfully achieve it. The assessment does **not** have to be undertaken within secure conditions, but **must** be collected and held securely afterwards. Learners **must** be taught to the Learning Outcomes and Assessment Criteria within the unit **not** the assessment. A password will be provided to allow access this document upon approval for the qualification.

These are internally marked and verified but **must** be available to the EQA for external verification purposes.

Assessment Guidance for each of the AKMs

These provide a series of BIIAB Qualifications Limited suggested possible answers for the questions within the knowledge modules. Assessors can accept other appropriate answers.

These modules **must** be kept secure, only released to the learner for the assessment and collected and held securely afterwards. Learners **must** be taught to the Learning Outcomes and Assessment Criteria within the unit **not to** the possible answers of the assessment. A password will be provided to allow access to this document upon approval for the qualification.

Access to the units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by Skills CFA, although some are written by other organisations

Summative Reflective Account

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

All of these resources are available from BIIAB Qualifications Limited

13. Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

14. Format of Units

All units within these qualifications will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (http://register.ofqual.gov.uk).

Unit Number / Unique Reference Number (URN)

The Unique Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign their own unique unit numbers

which will in most instances be the same number when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to either National Occupational Standards or the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what is expected that the learner will know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

15. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIABs On-line Registration and Certification Service (ORCS) www.orcs.biiab.org . Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at https://www.biiab.co.uk/policies-and-procedures/

BIIAB Qualifications Limited is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at https://www.biiab.co.uk/policies-and-procedures/.

Notices