

# Qualification Handbook

## BIIAB Level 2 Award in Assessment of Licensed Premises (Social Responsibility)

603/1426/6

Version 2

**BIIAB Level 2 Award in Assessment  
of Licensed Premises  
(Social Responsibility) Handbook**



<b>Version and date</b>	<b>Change, alteration or addition</b>	<b>Section</b>
Version 2 – November 2017	Updated with new regulatory numbers (due to change in GLH)	Front cover, Contents page, Section 1, 6
	Updated unit information with newly regulated unit information	Section 16

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## **1. About the BIIAB Level 2 Award in Assessment of Licensed Premises (Social Responsibility)**

BIIAB is regulated to deliver this qualification by Ofqual and CCEA Regulation in England 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.

<b>Qualification Title</b>	<b>Qualification Number (QN)</b>
BIIAB Level 2 Award in Assessment of Licensed Premises (Social Responsibility)	501/1287/9

## **2. Objective and Purpose of this Qualification**

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge related to assessing licensed premises for recognised awards schemes at level 2.

The primary purpose of the qualification is to prepare for employment. However, employers can also rely on the knowledge provided as meeting nationally recognised standards at this level as such the sub-purpose is to prepare for employment in a specific occupational area.

Due to constant Regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualifications status please contact BIIAB head office.

### **3. About this Handbook**

This support pack has been developed to provide guidance for learners, assessors and quality assurers 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 is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org).

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: 01276 684449

Email: [customersupport@bii.org](mailto:customersupport@bii.org)

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 Award in Assessment of Licensed Premises (Social Responsibility) Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Award in Assessment of Licensed Premises (Social Responsibility) learners **must** complete both mandatory units. This **must** consist of:

- **Minimum total** number of units to complete: 2
- **GLH: 17**
- **TQT: 23**

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

Listed below are the qualification units.

### Mandatory Unit Group A

Unit No.	URN	Unit Title	GLH	Level	GLH	Assessment Method
PA	L/602/2306	Principles of Assessment	5	2	5	Multiple-choice exam
LRALP	R/615/6959	Legislative Requirements for Alcohol Licensed Premises and the Assessment of Recognised Award Schemes	12	2	15	Multiple-choice exam

## **7. Age Restriction**

The qualification in this handbook is appropriate for use in the following age ranges:

- 18+

## **8. Entry Requirements and Progression**

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

The qualification is designed to equip learners with the knowledge related to assessing licensed premises for recognised awards schemes at level 2. The recommended progression route is to the BIIAB Level 3 Diploma in Management. It also will allow for a number of progression routes to into other areas of learning and employment.

Achievement of the qualification offers opportunities for progression, including:

- 601/3744/7 C00/0645/9 BIIAB Level 3 Diploma in Management
- 601/6776/2 BIIAB Level 4 Diploma in Management and Leadership



## 9. Assessment

### Overview of assessment strategy

The Assessment Strategy has been designed by BIIAB, in conjunction with an expert panel, and a steering group. All BIIAB approved training centres and their assessment must adhere to the designed assessment strategy for this qualification. The qualification contains two knowledge units, and these units are externally set and marked by BIIAB. Each unit comprises of a Multiple Choice questions. Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- meet the assessment criteria
- achieve the learning outcomes.

For the unit Legislative Requirements for Alcohol Licensed Premises and the Assessment of Recognised Award Schemes, learners must correctly answer 10 out of 15 questions in Part One, and 7 out of 10 questions in Part Two. For the unit Principles of Assessment, learners must correctly answer 10 out of 15 questions.

### Assessment process

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment, and will be based upon the achievement of all of the specified learning outcomes.

Details of the ordering process, assessment documentation, invigilation requirements to centres and the documentation to be completed can be found in the Examination and Invigilation Regulations for the Administration of BIIAB Qualifications document, available in the password protected area of CentreZone.

BIIAB will make every effort to ensure that it allows for assessment to:

- Be up to date and current
- Reflect the context from which the learner has been taught
- Be flexible to learner needs

### 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 having sufficient knowledge
- Learners believe they are competent and that they have been misjudged

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

For full details of the BIIABs appeals procedure please refer to [www.biiab.org](http://www.biiab.org)

## **10. 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 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.

## **11. Resources**

BIIAB provides the following additional resources for this qualification:

- Learner materials
- Tutor support material
- Externally set assessments

All of these resources are available to download for BIIAB approved training providers.

[www.biiab.org](http://www.biiab.org) has secure sections within the website where BIIAB approved centres can access materials, and all other documentation relevant to the qualification. Centres can access this information by logging into [www.biiab.org](http://www.biiab.org) and searching for the qualification underneath the Qualifications tab.

### **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 the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available at [www.biiab.org](http://www.biiab.org).

## **12. 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.

## **13. Format of Units**

All units within this qualification 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 the unit title submitted to the Regulator.

### **Unit Number / Unit Reference Number (URN)**

The Unit 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 unique unit numbers which normally is consistent 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 National Occupational Standards and 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 required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

### **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what the learner is expected to 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. There are usually multiple assessment criteria for each Learning Outcome.

## **14. Initial Registration**

### **Registration and Certification**

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

### **Equal Opportunities and Diversity Policy**

BIIAB has in place an equal opportunities policy, a copy can be found at [centrezone.bii.org](http://centrezone.bii.org).

BIIAB 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 has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at [centrezone.bii.org](http://centrezone.bii.org).

## **15. Qualification Review and Feedback**

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

## **16. Mandatory Units**

The following units are mandatory for this qualification.



<b>Unit Title</b>	<b>Legislative Requirements for Alcohol Licensed Premises and the Assessment of Recognised Award Schemes</b>	
<b>BIIAB Reference</b>	<b>LRALP</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>1</b>	
<b>GLH</b>	<b>12</b>	
<b>Unit Reference No.</b>	<b>R/615/6959</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the licensing objectives and their function under the Licensing Act 2003	1.1	State what the licensing objectives are
	1.2	State the functions of the licensing objectives
2 Understand key relevant information from the Licensing Act 2003	2.1	State what a personal licence is and what it entitles a holder to do
	2.2	State what an operating schedule is, and what it should include
	2.3	State what a premises licence is
	2.4	State the role and duties of a designated premises supervisor
3 Understand key relevant law and information in relation to the protection of children from harm	3.1	State the law and consequences of breach in relation to the sale of alcohol to children
	3.2	State the law and consequences of breach in relation to consumption of alcohol by children
	3.3	State the law in relation to test purchasing
	3.4	State the law in relation to the unsupervised sale of alcohol by under 18's
	3.5	Identify acceptable Proof of Age schemes
	3.6	Identify acceptable evidence that demonstrates support for the protection of children from harm
4 Understand key relevant law and information in relation to the prevention of crime and disorder	4.1	State the offences relating drunkenness and disorderly behaviour.
	4.2	Identify acceptable evidence that demonstrates support for the prevention of crime and disorder
5 Understand key relevant law in relation to public safety	5.1	State the requirement for first aid provision and a relevant risk assessment
	5.2	State the legal requirements for the reporting of accidents and injuries in the workplace
	5.3	State the basic requirements with regard to manual handling
	5.4	State the requirements for fire regulations and the provision of fire fighting equipment

<b>Unit Title</b>	<b>Legislative Requirements for Alcohol Licensed Premises and the Assessment of Recognised Award Schemes</b>	
<b>BIIAB Reference</b>	<b>LRALP</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>1</b>	
<b>GLH</b>	<b>12</b>	
<b>Unit Reference No.</b>	<b>R/615/6959</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
	5.5	Identify acceptable evidence that demonstrates support for public safety
6 Understand relevant law in relation to prevention of public nuisance	6.1	State requirements in relation to sound and light in relation to licensed premises
	6.2	Identify acceptable evidence that demonstrates support for the prevention of public nuisance
7 Understand key associated areas relevant to the role of an assessor	7.1	Identify notices that need to be displayed on licensed premises
	7.2	State basic law in relation to price lists
	7.3	State basic law in relation to discrimination
	7.4	State basic law in relation to smoking
8 Understand key principles in relation to staff training and qualification requirements	8.1	State when staff training is required
	8.2	State what staff training and qualifications should include
9 Understand the role of accredited schemes	9.1	State the objectives of different accredited schemes
	9.2	State the aims of different assessments
10 Understand the impact on the licensed premises	10.1	Identify possible reasons for licensed premises to enter accredited schemes
	10.2	Identify possible issues to the assessor when dealing with licensed premises
11 Understand how to manage conflict created by the assessment process	11.1	Describe the possible state of mind of the licensed premises contact.
	11.2	Describe how to avoid conflict
12 Understand basic communication relevant to the assessment process	12.1	State the different channels of communication and the relative importance of each channel in promoting effective communication
	12.2	State the different blocks of communication that may affect the assessment process
13 Understand the role of evidence in the assessment process	13.1	State the different types of evidence produced by the assessment

<b>Unit Title</b>	<b>Legislative Requirements for Alcohol Licensed Premises and the Assessment of Recognised Award Schemes</b>	
<b>BIIAB Reference</b>	<b>LRALP</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>1</b>	
<b>GLH</b>	<b>12</b>	
<b>Unit Reference No.</b>	<b>R/615/6959</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
	13.2	State the importance of good evidence for the assessment process
14 Understand how to create a thorough and accurate report	14.1	Identify what should be included in a thorough and accurate assessment report
15 Understand the principles of threat analysis and how it can be applied to the assessment process	15.1	State potential risk factors in the external environment of different licensed premises
	15.2	State potential risk factors in the internal environment of different licensed premises

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Principles of Assessment</b> <b>PA</b> <b>2</b> <b>1</b> <b>5</b> <b>L/602/2306</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the assessment process	1.1	State the purpose of assessment
	1.2	Identify the different types of relevant evidence
	1.3	Identify the common terms used in the assessment process
	1.4	Identify and explain the steps of assessment
2 Understand how to prepare for, arrange and plan assessments	2.1	State best practice to follow when developing and agreeing assessment plans
	2.2	State best practice with regard to preparation for an assessment
	2.3	Identify fair, safe, valid and reliable assessment methods
3 Understand how to undertake assessments using a variety of methods, how to make assessment decisions, develop action plans and provide feedback	3.1	State the process for conducting appropriate assessments
	3.2	State the process for making safe, fair, valid and reliable assessment decisions
	3.3	State best practice to follow when advising of and giving feedback on assessment decisions
	3.4	State the procedure to follow if an agreement on the assessment decision cannot be reached
	3.5	State best practice to follow when developing and agreeing action plans
	3.6	State the procedure to follow to record the assessment outcomes
4 Understand how to contribute to the quality assurance process	4.1	State the importance of keeping accurate and up to date assessment records
	4.2	State the definition of standardisation and outline the importance of contributing to the standardisation process
5 Understand how to review, evaluate and develop their own practice	5.1	State the reasons for reviewing and reflecting on own practice
	5.2	State the process for developing and maintaining a self-development action plan

## Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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