

# Qualification Handbook

## BIIAB ICT Systems and Principles for IT Practitioners and Professionals Qualifications Handbook

BIIAB Level 2 Award In ICT Systems and Principles for Practitioners 601/6468/2

BIIAB Level 2 Certificate In ICT Systems and Principles for Practitioners 601/6470/0

BIIAB Level 2 Diploma In ICT Systems and Principles for Practitioners 601/6469/4

BIIAB Level 3 Award In ICT Systems and Principles for Professionals 601/6506/6

BIIAB Level 3 Certificate In ICT Systems and Principles for Professionals 601/6461/X

BIIAB Level 3 Diploma In ICT Systems and Principles for Professionals 601/6449/9

BIIAB Level 4 Diploma for ICT Professional (Systems and Principles) 601/6933/3

Version 3

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## **1. About the BIIAB ICT Systems and Principles for IT Practitioners and Professionals qualifications**

BIIAB has obtained accreditation to deliver these by Ofqual. The qualifications have a unique Qualification Number (QN) which is shown below.

Each unit within the qualifications will also have a unit regulation 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 ICT Systems and Principles for Practitioners	601/6468/2
• BIIAB Level 2 Certificate In ICT Systems and Principles for Practitioners	601/6470/0
• BIIAB Level 2 Diploma In ICT Systems and Principles for Practitioners	601/6469/4
• BIIAB Level 3 Award In ICT Systems and Principles for Professionals	601/6506/6
• BIIAB Level 3 Certificate In ICT Systems and Principles for Professionals	601/6461/X
• BIIAB Level 3 Diploma In ICT Systems and Principles for Professionals	601/6449/9
• BIIAB Level 4 Diploma For ICT Professionals (Systems and Principles)	601/6933/3

The BIIAB ICT Systems and Principles for IT Practitioners and Professionals qualifications have been designed to allow learners to learn, develop and practise the higher level skills required for employment and/or career progression as ICT and Telecommunications professionals.

## **2. 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.

### **3. 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.

### **4. 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.

## **5. BIIAB Level 2 Award in ICT Systems and Principles for Practitioners Rules of Combination (ROC) and Structure**

To achieve the BIIAB Level 2 Award in ICT Systems and Principles for Practitioners learners **must** gain a total of **12 credits**. This consists of:

- **Minimum** total credit: **12**
- A **minimum of 8** credits **must** be achieved through the completion of units at Level 2 and above.
- Units with the same title at different levels are barred
- GLH: **70**
- TQT: **120**

Listed below are the qualification units.

## BIIAB ICT Systems and Principles for Practitioners and Professionals Qualifications Handbook

### Optional Unit Group A:

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT310	D/601/3206	Data Representation and Manipulation for IT	7	2	60	Portfolio
IT311	D/601/3254	Telecommunications principles	10	3	80	Portfolio
IT312	F/601/3246	Advanced data representation and manipulation for IT	7	3	60	Portfolio
IT313	J/601/3250	Networking principles	10	3	75	Portfolio
IT314	J/601/3295	Telecommunications principles	7	2	60	Portfolio
IT315	J/601/3510	Software testing	6	2	30	Portfolio
IT316	K/601/3256	Web development	10	3	80	Portfolio
IT317	L/601/3251	Software design fundamentals	10	3	80	Portfolio
IT318	L/601/3508	Principles of ICT system and data security	6	2	45	Portfolio
IT319	L/601/3511	Software testing	9	3	50	Portfolio
IT320	M/601/3503	Systems Architecture	6	2	50	Portfolio
IT321	R/601/3509	Principles of ICT system and data security	9	3	75	Portfolio
IT322	R/601/3512	Web Fundamentals	7	2	60	Portfolio
IT323	T/601/3289	Networking principles	6	2	45	Portfolio
IT324	T/601/3504	Systems Architecture	10	3	80	Portfolio
IT325	R/601/8726	Customer care	6	2	40	Portfolio
IT326	D/601/8728	Customer care	7	3	45	Portfolio
IT327	D/602/0608	Hardware installation	4	2	30	Portfolio
IT328	D/602/0611	Organisation and planning of workload	4	2	25	Portfolio
IT329	F/601/9547	Service delivery	6	2	45	Portfolio
IT330	H/601/8732	Information management	5	2	40	Portfolio
IT331	H/602/0609	Information management	7	3	50	Portfolio
IT332	H/602/0612	Supplier management	7	2	55	Portfolio
IT333	J/601/9548	Maintaining equipment and IT systems	9	3	70	Portfolio
IT334	K/601/9543	Asset management	6	2	45	Portfolio
IT335	K/602/0613	Supplier management	11	3	90	Portfolio
IT336	L/601/8742	Service delivery	8	3	60	Portfolio
IT337	L/602/0605	Asset management	7	3	55	Portfolio
IT338	R/602/0606	Computer forensics	5	2	45	Portfolio
IT339	T/601/9545	Hardware installation	7	3	50	Portfolio
IT340	Y/601/8730	Management and prioritisation of own schedule	8	3	45	Portfolio
IT341	Y/602/0607	Computer forensics	8	3	60	Portfolio
IT342	Y/602/0610	Maintaining equipment and IT systems	9	2	70	Portfolio
IT343	K/601/3287	IT Fault Diagnosis and Remedy	10	2	60	AKM
IT162	H/601/0663	Fibre Telecommunications Techniques	15	3	80	Portfolio

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### Group A barred units

<b>This unit</b>	<b>Is barred against this or these units</b>
Asset management (L/602/0605)	Asset management (K/601/9543)
Computer forensics (Y/602/0607)	Computer forensics (R/602/0606)
Hardware installation (D/602/0608)	Hardware installation (T/601/9545)
Information management (H/601/8732)	Information management (H/602/0609)
Maintaining equipment and IT systems (J/601/9548)	Maintaining equipment and IT systems (Y/602/0610)
Service delivery (L/601/8742)	Service delivery (F/601/9547)
Supplier management (H/602/0612)	Supplier management (K/602/0613)
Systems Architecture (T/601/3504)	Systems Architecture (M/601/3503)
Telecommunications principles (D/601/3254)	Telecommunications principles (J/601/3295)
Networking principles (J/601/3250)	Networking principles (T/601/3289)
Principles of ICT system and data security (L/601/3508)	Principles of ICT system and data security (R/601/3509)
Software testing (J/601/3510)	Software testing (L/601/3511)
Data Representation and Manipulation for IT (D/601/3206)	Advanced data representation and manipulation for IT (F/601/3246)
Customer care (R/601/8726)	Customer care (D/601/8728)

## 6. BIIAB Level 2 Certificate in ICT Systems and Principles for Practitioners Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Certificate in ICT Systems and Principles for Practitioners learners **must** gain a total of **24 credits**. This consists of:

- Minimum total credits: **24**
- Mandatory group A **minimum** credits: **4**
- Optional unit group B **minimum** credits: **20**
- A minimum of **15 credits must** be achieved through the completion of units at Level 2 and above.
- Units with the same title at different levels are barred
- GLH: **150**
- TQT: **240**

Listed below are the qualification units.

### Mandatory Group A

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT328	D/602/0611	Organisation and planning of workload	4	2	25	Portfolio



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Optional unit group B:

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT310	D/601/3206	Data Representation and Manipulation for IT	7	2	60	Portfolio
IT311	D/601/3254	Telecommunications principles	10	3	80	Portfolio
IT312	F/601/3246	Advanced data representation and manipulation for IT	7	3	60	Portfolio
IT313	J/601/3250	Networking principles	10	3	75	Portfolio
IT314	J/601/3295	Telecommunications principles	7	2	60	Portfolio
IT315	J/601/3510	Software testing	6	2	30	Portfolio
IT316	K/601/3256	Web development	10	3	80	Portfolio
IT317	L/601/3251	Software design fundamentals	10	3	80	Portfolio
IT318	L/601/3508	Principles of ICT system and data security	6	2	45	Portfolio
IT319	L/601/3511	Software testing	9	3	50	Portfolio
IT320	M/601/3503	Systems Architecture	6	2	50	Portfolio
IT321	R/601/3509	Principles of ICT system and data security	9	3	75	Portfolio
IT322	R/601/3512	Web Fundamentals	7	2	60	Portfolio
IT323	T/601/3289	Networking principles	6	2	45	Portfolio
IT324	T/601/3504	Systems Architecture	10	3	80	Portfolio
IT327	D/602/0608	Hardware installation	4	2	30	Portfolio
IT329	F/601/9547	Service delivery	6	2	45	Portfolio
IT330	H/601/8732	Information management	5	2	40	Portfolio
IT331	H/602/0609	Information management	7	3	50	Portfolio
IT332	H/602/0612	Supplier management	7	2	55	Portfolio
IT333	J/601/9548	Maintaining equipment and IT systems	9	3	70	Portfolio
IT334	K/601/9543	Asset management	6	2	45	Portfolio
IT335	K/602/0613	Supplier management	11	3	90	Portfolio
IT336	L/601/8742	Service delivery	8	3	60	Portfolio
IT337	L/602/0605	Asset management	7	3	55	Portfolio
IT338	R/602/0606	Computer forensics	5	2	45	Portfolio
IT339	T/601/9545	Hardware installation	7	3	50	Portfolio
IT341	Y/602/0607	Computer forensics	8	3	60	Portfolio
IT342	Y/602/0610	Maintaining equipment and IT systems	9	2	70	Portfolio
IT326	D/601/8728	Customer care	7	3	45	Portfolio
IT325	R/601/8726	Customer care	6	2	40	Portfolio
IT343	K/601/3287	IT Fault Diagnosis and Remedy	10	2	60	AKM
IT162	H/601/0663	Fibre Telecommunications Techniques	15	3	80	Portfolio

## BIIAB ICT Systems and Principles for Practitioners and Professionals Qualifications Handbook



### Group B barred units

<b>This unit</b>	<b>Is barred against this or these units</b>
Asset management (L/602/0605)	Asset management (K/601/9543)
Computer forensics (Y/602/0607)	Computer forensics (R/602/0606)
Hardware installation (D/602/0608)	Hardware installation (T/601/9545)
Information management (H/601/8732)	Information management (H/602/0609)
Maintaining equipment and IT systems (J/601/9548)	Maintaining equipment and IT systems (Y/602/0610)
Service delivery (L/601/8742)	Service delivery (F/601/9547)
Supplier management (H/602/0612)	Supplier management (K/602/0613)
Systems Architecture (T/601/3504)	Systems Architecture (M/601/3503)
Telecommunications principles (D/601/3254)	Telecommunications principles (J/601/3295)
Networking principles (J/601/3250)	Networking principles (T/601/3289)
Principles of ICT system and data security (L/601/3508)	Principles of ICT system and data security (R/601/3509)
Software testing (J/601/3510)	Software testing (L/601/3511)
Data Representation and Manipulation for IT (D/601/3206)	Advanced data representation and manipulation for IT (F/601/3246)
Customer care (R/601/8726)	Customer care (D/601/8728)

## 7. BIIAB Level 2 Diploma in ICT Systems and Principles for Practitioners Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Diploma in ICT Systems and Principles for Practitioners learners **must** gain a total of **37** credits. This consists of:

- **Minimum** total credit: **37**
- Mandatory group A **minimum** credit: **10**
- Optional unit group B **minimum** credit: **27**
- A **minimum** of **23 credits must** be achieved through the completion of units at Level 2 and above.
- Units with the same title at different levels are barred
- GLH: **220**
- TQT: **370**

Listed below are the qualification units.

### Mandatory Group A

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT325	R/601/8726	Customer care	6	2	40	Portfolio
IT328	D/602/0611	Organisation and planning of workload	4	2	25	Portfolio

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### Optional Unit Group B:

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT310	D/601/3206	Data Representation and Manipulation for IT	7	2	60	Portfolio
IT311	D/601/3254	Telecommunications principles	10	3	80	Portfolio
IT312	F/601/3246	Advanced data representation and manipulation for IT	7	3	60	Portfolio
IT313	J/601/3250	Networking principles	10	3	75	Portfolio
IT314	J/601/3295	Telecommunications principles	7	2	60	Portfolio
IT315	J/601/3510	Software testing	6	2	30	Portfolio
IT316	K/601/3256	Web development	10	3	80	Portfolio
IT317	L/601/3251	Software design fundamentals	10	3	80	Portfolio
IT318	L/601/3508	Principles of ICT system and data security	6	2	45	Portfolio
IT319	L/601/3511	Software testing	9	3	50	Portfolio
IT320	M/601/3503	Systems Architecture	6	2	50	Portfolio
IT321	R/601/3509	Principles of ICT system and data security	9	3	75	Portfolio
IT322	R/601/3512	Web Fundamentals	7	2	60	Portfolio
IT323	T/601/3289	Networking principles	6	2	45	Portfolio
IT324	T/601/3504	Systems Architecture	10	3	80	Portfolio
IT327	D/602/0608	Hardware installation	4	2	30	Portfolio
IT329	F/601/9547	Service delivery	6	2	45	Portfolio
IT330	H/601/8732	Information management	5	2	40	Portfolio
IT331	H/602/0609	Information management	7	3	50	Portfolio
IT332	H/602/0612	Supplier management	7	2	55	Portfolio
IT333	J/601/9548	Maintaining equipment and IT systems	9	3	70	Portfolio
IT334	K/601/9543	Asset management	6	2	45	Portfolio
IT335	K/602/0613	Supplier management	11	3	90	Portfolio
IT336	L/601/8742	Service delivery	8	3	60	Portfolio
IT337	L/602/0605	Asset management	7	3	55	Portfolio
IT338	R/602/0606	Computer forensics	5	2	45	Portfolio
IT339	T/601/9545	Hardware installation	7	3	50	Portfolio
IT341	Y/602/0607	Computer forensics	8	3	60	Portfolio
IT342	Y/602/0610	Maintaining equipment and IT systems	9	2	70	Portfolio
IT343	K/601/3287	IT Fault Diagnosis and Remedy	10	2	60	AKM
IT162	H/601/0663	Fibre Telecommunications Techniques	15	3	80	Portfolio

## BIIAB ICT Systems and Principles for Practitioners and Professionals Qualifications Handbook

### Group B barred units

<b>This unit</b>	<b>Is barred against this or these units</b>
Asset management (L/602/0605)	Asset management (K/601/9543)
Computer forensics (Y/602/0607)	Computer forensics (R/602/0606)
Hardware installation (D/602/0608)	Hardware installation (T/601/9545)
Information management (H/601/8732)	Information management (H/602/0609)
Maintaining equipment and IT systems (J/601/9548)	Maintaining equipment and IT systems (Y/602/0610)
Service delivery (L/601/8742)	Service delivery (F/601/9547)
Supplier management (H/602/0612)	Supplier management (K/602/0613)
Systems Architecture (T/601/3504)	Systems Architecture (M/601/3503)
Telecommunications principles (D/601/3254)	Telecommunications principles (J/601/3295)
Networking principles (J/601/3250)	Networking principles (T/601/3289)
Principles of ICT system and data security (L/601/3508)	Principles of ICT system and data security (R/601/3509)
Software testing (J/601/3510)	Software testing (L/601/3511)
Data Representation and Manipulation for IT (D/601/3206)	Advanced data representation and manipulation for IT (F/601/3246)

## **8. BIIAB Level 3 Award in ICT Systems and Principles for Professionals Rules of Combination (ROC) and Structure**

To achieve the BIIAB Level 3 Award in ICT Systems and Principles for Professionals learners **must** gain a total of **12 credits**. This consists of:

- **Minimum** total credit: **12**
- A **minimum** of **8 credits must** be achieved through the completion of units at Level 3 and above.
- Units with the same title at different levels are barred
- GLH: **65**
- TQT: **120**

Listed below are the qualification units.

## BIIAB ICT Systems and Principles for Practitioners and Professionals Qualifications Handbook

### Optional Unit Group A:

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT345	A/601/3505	Systems Architecture	10	4	80	Portfolio
IT310	D/601/3206	Data Representation and Manipulation for IT	7	2	60	Portfolio
IT311	D/601/3254	Telecommunications principles	10	3	80	Portfolio
IT312	F/601/3246	Advanced data representation and manipulation for IT	7	3	60	Portfolio
IT313	J/601/3250	Networking principles	10	3	75	Portfolio
IT314	J/601/3295	Telecommunications principles	7	2	60	Portfolio
IT315	J/601/3510	Software testing	6	2	30	Portfolio
IT316	K/601/3256	Web development	10	3	80	Portfolio
IT317	L/601/3251	Software design fundamentals	10	3	80	Portfolio
IT318	L/601/3508	Principles of ICT system and data security	6	2	45	Portfolio
IT319	L/601/3511	Software testing	9	3	50	Portfolio
IT320	M/601/3503	Systems Architecture	6	2	50	Portfolio
IT321	R/601/3509	Principles of ICT system and data security	9	3	75	Portfolio
IT322	R/601/3512	Web Fundamentals	7	2	60	Portfolio
IT323	T/601/3289	Networking principles	6	2	45	Portfolio
IT324	T/601/3504	Systems Architecture	10	3	80	Portfolio
IT326	D/601/8728	Customer care	7	3	45	Portfolio
IT327	D/602/0608	Hardware installation	4	2	30	Portfolio
IT328	D/602/0611	Organisation and planning of workload	4	2	25	Portfolio
IT329	F/601/9547	Service delivery	6	2	45	Portfolio
IT330	H/601/8732	Information management	5	2	40	Portfolio
IT331	H/602/0609	Information management	7	3	50	Portfolio
IT332	H/602/0612	Supplier management	7	2	55	Portfolio
IT333	J/601/9548	Maintaining equipment and IT systems	9	3	70	Portfolio
IT334	K/601/9543	Asset management	6	2	45	Portfolio
IT335	K/602/0613	Supplier management	11	3	90	Portfolio
IT336	L/601/8742	Service delivery	8	3	60	Portfolio
IT337	L/602/0605	Asset management	7	3	55	Portfolio
IT325	R/601/8726	Customer care	6	2	40	Portfolio
IT338	R/602/0606	Computer forensics	5	2	45	Portfolio
IT339	T/601/9545	Hardware installation	7	3	50	Portfolio
IT340	Y/601/8730	Management and prioritisation of own schedule	8	3	45	Portfolio
IT341	Y/602/0607	Computer forensics	8	3	60	Portfolio
IT342	Y/602/0610	Maintaining equipment and IT systems	9	2	70	Portfolio
IT343	K/601/3287	IT Fault Diagnosis and Remedy	10	2	60	AKM
IT162	H/601/0663	Fibre Telecommunications Techniques	15	3	80	Portfolio

## BIIAB ICT Systems and Principles for Practitioners and Professionals Qualifications Handbook



### Group B barred units

<b>This unit</b>	<b>Is barred against this or these units</b>
Asset management (L/602/0605)	Asset management (K/601/9543)
Computer forensics (Y/602/0607)	Computer forensics (R/602/0606)
Hardware installation (D/602/0608)	Hardware installation (T/601/9545)
Information management (H/601/8732)	Information management (H/602/0609)
Maintaining equipment and IT systems (J/601/9548)	Maintaining equipment and IT systems (Y/602/0610)
Service delivery (L/601/8742)	Service delivery (F/601/9547)
Supplier management (H/602/0612)	Supplier management (K/602/0613)
Systems Architecture (T/601/3504)	Systems Architecture (M/601/3503) Systems Architecture (A/601/3505)
Systems Architecture (M/601/3503)	Systems Architecture (A/601/3505)
Telecommunications principles (D/601/3254)	Telecommunications principles (J/601/3295)
Networking principles (J/601/3250)	Networking principles (T/601/3289)
Principles of ICT system and data security (L/601/3508)	Principles of ICT system and data security (R/601/3509)
Software testing (J/601/3510)	Software testing (L/601/3511)
Data Representation and Manipulation for IT (D/601/3206)	Advanced data representation and manipulation for IT (F/601/3246)
Customer care (R/601/8726)	Customer care (D/601/8728)



## 9. BIIAB Level 3 Certificate in ICT Systems and Principles for Professionals Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Certificate in ICT Systems and Principles for Professionals learners **must** gain a total of **24 credits**. This consists of:

- **Minimum** total credit: **24**
- Mandatory group A **minimum** credit: **8**
- Optional unit group B **minimum** credit: **16**
- A **minimum** of **15 credits** **must** be achieved through the completion of units at Level 3 and above.
- Units with the same title at different levels are barred
- GLH: **140**
- TQT: **240**

Listed below are the qualification units.

Mandatory unit:

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT340	Y/601/8730	Management and prioritisation of own schedule	8	3	45	Portfolio

## BIIAB ICT Systems and Principles for Practitioners and Professionals Qualifications Handbook

### Optional Unit Group B:

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT310	D/601/3206	Data Representation and Manipulation for IT	7	2	60	Portfolio
IT311	D/601/3254	Telecommunications principles	10	3	80	Portfolio
IT312	F/601/3246	Advanced data representation and manipulation for IT	7	3	60	Portfolio
IT313	J/601/3250	Networking principles	10	3	75	Portfolio
IT314	J/601/3295	Telecommunications principles	7	2	60	Portfolio
IT315	J/601/3510	Software testing	6	2	30	Portfolio
IT316	K/601/3256	Web development	10	3	80	Portfolio
IT317	L/601/3251	Software design fundamentals	10	3	80	Portfolio
IT318	L/601/3508	Principles of ICT system and data security	6	2	45	Portfolio
IT319	L/601/3511	Software testing	9	3	50	Portfolio
IT320	M/601/3503	Systems Architecture	6	2	50	Portfolio
IT321	R/601/3509	Principles of ICT system and data security	9	3	75	Portfolio
IT322	R/601/3512	Web Fundamentals	7	2	60	Portfolio
IT323	T/601/3289	Networking principles	6	2	45	Portfolio
IT324	T/601/3504	Systems Architecture	10	3	80	Portfolio
IT327	D/602/0608	Hardware installation	4	2	30	Portfolio
IT328	D/602/0611	Organisation and planning of workload	4	2	25	Portfolio
IT329	F/601/9547	Service delivery	6	2	45	Portfolio
IT330	H/601/8732	Information management	5	2	40	Portfolio
IT331	H/602/0609	Information management	7	3	50	Portfolio
IT332	H/602/0612	Supplier management	7	2	55	Portfolio
IT333	J/601/9548	Maintaining equipment and IT systems	9	3	70	Portfolio
IT334	K/601/9543	Asset management	6	2	45	Portfolio
IT335	K/602/0613	Supplier management	11	3	90	Portfolio
IT336	L/601/8742	Service delivery	8	3	60	Portfolio
IT337	L/602/0605	Asset management	7	3	55	Portfolio
IT338	R/602/0606	Computer forensics	5	2	45	Portfolio
IT339	T/601/9545	Hardware installation	7	3	50	Portfolio
IT341	Y/602/0607	Computer forensics	3	8	60	Portfolio
IT342	Y/602/0610	Maintaining equipment and IT systems	9	2	70	Portfolio
IT325	R/601/8726	Customer care	6	2	40	Portfolio
IT326	D/601/8728	Customer care	7	3	45	Portfolio
IT343	K/601/3287	IT Fault Diagnosis and Remedy	10	2	60	AKM
IT345	A/601/3505	Systems Architecture	10	4	80	Portfolio
IT162	H/601/0663	Fibre Telecommunications Techniques	15	3	80	Portfolio

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### Group B barred units

<b>This unit</b>	<b>Is barred against this or these units</b>
Asset management (L/602/0605)	Asset management (K/601/9543)
Computer forensics (Y/602/0607)	Computer forensics (R/602/0606)
Hardware installation (D/602/0608)	Hardware installation (T/601/9545)
Information management (H/601/8732)	Information management (H/602/0609)
Maintaining equipment and IT systems (J/601/9548)	Maintaining equipment and IT systems (Y/602/0610)
Service delivery (L/601/8742)	Service delivery (F/601/9547)
Supplier management (H/602/0612)	Supplier management (K/602/0613)
Systems Architecture (T/601/3504)	Systems Architecture (M/601/3503) Systems Architecture (A/601/3505)
Systems Architecture (M/601/3503)	Systems Architecture (A/601/3505)
Telecommunications principles (D/601/3254)	Telecommunications principles (J/601/3295)
Networking principles (J/601/3250)	Networking principles (T/601/3289)
Principles of ICT system and data security (L/601/3508)	Principles of ICT system and data security (R/601/3509)
Software testing (J/601/3510)	Software testing (L/601/3511)
Data Representation and Manipulation for IT (D/601/3206)	Advanced data representation and manipulation for IT (F/601/3246)
Customer care (R/601/8726)	Customer care (D/601/8728)

## 10. BIIAB Level 3 Diploma in ICT Systems and Principles for Professionals Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Diploma in ICT Systems and Principles for Professionals learners **must** gain a total of **48 credits**. This consists of:

- Minimum **total** credit: **48**
- Mandatory group A **minimum** credit: **15**
- Optional unit group B **minimum** credit: **33**
- A minimum of **29 credits must** be achieved through the completion of units at Level 3 and above.
- Units with the same title at different levels are barred
- GLH: **290**
- TQT: **480**

Listed below are the qualification units.

Mandatory unit:

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT326	D/601/8728	Customer care	7	3	45	Portfolio
IT340	Y/601/8730	Management and prioritisation of own schedule	8	3	45	Portfolio

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### Optional Unit Group B:

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT345	A/601/3505	Systems Architecture	10	4	80	Portfolio
IT310	D/601/3206	Data Representation and Manipulation for IT	7	2	60	Portfolio
IT311	D/601/3254	Telecommunications principles	10	3	80	Portfolio
IT312	F/601/3246	Advanced data representation and manipulation for IT	7	3	60	Portfolio
IT313	J/601/3250	Networking principles	10	3	75	Portfolio
IT314	J/601/3295	Telecommunications principles	7	2	60	Portfolio
IT315	J/601/3510	Software testing	6	2	30	Portfolio
IT316	K/601/3256	Web development	10	3	80	Portfolio
IT317	L/601/3251	Software design fundamentals	10	3	80	Portfolio
IT318	L/601/3508	Principles of ICT system and data security	6	2	45	Portfolio
IT319	L/601/3511	Software testing	9	3	50	Portfolio
IT320	M/601/3503	Systems Architecture	6	2	50	Portfolio
IT321	R/601/3509	Principles of ICT system and data security	9	3	75	Portfolio
IT322	R/601/3512	Web Fundamentals	7	2	60	Portfolio
IT323	T/601/3289	Networking principles	6	2	45	Portfolio
IT324	T/601/3504	Systems Architecture	10	3	80	Portfolio
IT327	D/602/0608	Hardware installation	4	2	30	Portfolio
IT329	F/601/9547	Service delivery	6	2	45	Portfolio
IT330	H/601/8732	Information management	5	2	40	Portfolio
IT331	H/602/0609	Information management	7	3	50	Portfolio
IT332	H/602/0612	Supplier management	7	2	55	Portfolio
IT333	J/601/9548	Maintaining equipment and IT systems	9	3	70	Portfolio
IT334	K/601/9543	Asset management	6	2	45	Portfolio
IT335	K/602/0613	Supplier management	11	3	90	Portfolio
IT336	L/601/8742	Service delivery	8	3	60	Portfolio
IT337	L/602/0605	Asset management	7	3	55	Portfolio
IT338	R/602/0606	Computer forensics	5	2	45	Portfolio
IT339	T/601/9545	Hardware installation	7	3	50	Portfolio
IT341	Y/602/0607	Computer forensics	8	3	60	Portfolio
IT342	Y/602/0610	Maintaining equipment and IT systems	9	2	70	Portfolio
IT343	K/601/3287	IT Fault Diagnosis and Remedy	10	2	60	AKM
IT162	H/601/0663	Fibre Telecommunications Techniques	15	3	80	Portfolio

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### Group B barred units

<b>This unit</b>	<b>Is barred against this or these units</b>
Asset management (L/602/0605)	Asset management (K/601/9543)
Computer forensics (Y/602/0607)	Computer forensics (R/602/0606)
Hardware installation (D/602/0608)	Hardware installation (T/601/9545)
Information management (H/601/8732)	Information management (H/602/0609)
Maintaining equipment and IT systems (J/601/9548)	Maintaining equipment and IT systems (Y/602/0610)
Service delivery (L/601/8742)	Service delivery (F/601/9547)
Supplier management (H/602/0612)	Supplier management (K/602/0613)
Systems Architecture (T/601/3504)	Systems Architecture (M/601/3503) Systems Architecture (A/601/3505)
Systems Architecture (M/601/3503)	Systems Architecture (A/601/3505)
Telecommunications principles (D/601/3254)	Telecommunications principles (J/601/3295)
Networking principles (J/601/3250)	Networking principles (T/601/3289)
Principles of ICT system and data security (L/601/3508)	Principles of ICT system and data security (R/601/3509)
Software testing (J/601/3510)	Software testing (L/601/3511)
Data Representation and Manipulation for IT (D/601/3206)	Advanced data representation and manipulation for IT (F/601/3246)

## **11. BIIAB Level 4 Diploma for ICT Professional (Systems and Principles) Rules of Combination (ROC) and Structure**

To achieve the BIIAB Level 4 Diploma in ICT Systems and Principles for Practitioners learners **must** gain a total of **123 credits**. This consists of:

- **Minimum** total credit: **123**
- Mandatory group A **minimum** credit: **55**
- Optional groups B, C and D **minimum** credit: **68**. This **must** consist of:
  - Optional group B **minimum** credit: **38**
  - Optional groups A, B and C a **minimum** credit of: **30**, all of which **must** be additional units
  - Optional group D a **maximum** credit of: **15**
- A **minimum** of **90** credits **must** be achieved through the completion of units at Level 4 and above.
- Units with the same title at different levels are barred
- GLH: **475**
- TQT: **1230**

Listed below are the qualification units.

Mandatory Unit Group A:

<b>Unit no</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment method</b>
IT405	F/506/6924	Project Management	15	4	50	Portfolio
IT406	L/503/7071	Communication Skills	15	4	60	Portfolio
IT407	L/601/0446	Computer Systems	15	4	60	Portfolio
IT408	J/506/6925	Personal and Professional Development	10	4	25	Portfolio

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### Optional unit group B

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT350	Y/601/1244	Business Skills for e-Commerce	15	4	60	Portfolio
IT351	M/602/2251	Data Communications and Networks	15	4	60	Portfolio
IT352	R/601/0447	Database Design Concepts	15	4	60	Portfolio
IT353	Y/601/1101	E-Business Operations	15	4	60	Portfolio
IT354	Y/601/0451	Emerging Technologies	15	4	60	Portfolio
IT355	H/601/0453	Event Driven Programming Solutions	15	4	60	Portfolio
IT356	A/601/0457	Human Computer Interaction	15	4	60	Portfolio
IT357	Y/601/6881	Manage budgets in a creative and cultural organisation	8	4	40	Portfolio
IT358	J/601/0462	Management in Information Technology	15	4	60	Portfolio
IT359	D/601/0466	Mathematics for Software Development	15	4	60	Portfolio
IT360	K/601/0468	Network Operating systems	15	4	60	Portfolio
IT361	M/601/0472	Networking Technologies	15	4	60	Portfolio
IT362	K/601/1295	Object Oriented Programming	15	4	60	Portfolio
IT363	D/601/1293	Procedural Programming	15	4	60	Portfolio
IT364	D/601/1276	Research Skills	15	4	60	Portfolio
IT365	Y/601/1423	Routing Concepts	15	4	60	Portfolio
IT366	L/601/1984	Software Applications Testing	15	4	60	Portfolio
IT368	K/601/1281	Systems Analysis and Design	15	4	60	Portfolio
IT345	A/601/3505	Systems Architecture	10	4	80	Portfolio
IT370	J/601/1286	Website Design	15	4	60	Portfolio
IT371	R/601/1288	Website Management	15	4	60	Portfolio
IT372	M/601/1525	Distributed Software Applications	15	5	60	Portfolio
IT373	A/601/1513	Internet Server Management	15	5	60	Portfolio
IT374	A/601/1933	IT Virtualisation	15	5	60	Portfolio
IT375	L/601/1547	Local Area Networking Technologies	15	5	60	Portfolio
IT376	A/601/1964	Networking Infrastructure	15	5	60	Portfolio
IT377	F/601/1562	Wide Area Networking Technologies	15	5	60	Portfolio

### Optional Unit Group C:

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT378	R/601/3171	Creating a procedural computer program	12	3	90	Portfolio
IT409	J/601/9548	Maintaining equipment and IT systems	9	3	70	Portfolio
IT321	R/601/3509	Principles of ICT system and data security	9	3	75	Portfolio
IT317	L/601/3251	Software design fundamentals	10	3	80	Portfolio
IT324	T/601/3504	Systems Architecture	10	3	80	Portfolio
IT311	D/601/3254	Telecommunications principles	10	3	80	Portfolio
IT410	K/601/3256	Web development	10	3	80	Portfolio



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### Optional Unit Group D:

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CFAQ35	T/502/4556	Database Software	6	3	45	Portfolio
IT394	A/502/4574	Design Software	5	3	40	Portfolio
IT395	H/502/4567	Desktop Publishing Software	5	3	40	Portfolio
IT396	F/502/4611	Drawing and Planning Software	4	3	30	Portfolio
IT397	R/502/4614	Imaging Software	5	3	40	Portfolio
IT398	H/502/4617	Multimedia Software	6	3	45	Portfolio
CFAQ34	T/502/4623	Presentation Software	6	3	45	Portfolio
CFAQ33	J/502/4626	Spreadsheet Software	6	3	45	Portfolio
CFAQ30	T/502/4301	Using Email	3	3	20	Portfolio
IT402	F/502/4298	Using the Internet	5	3	40	Portfolio
CFAQ32	Y/502/4632	Website Software	5	3	40	Portfolio
CFAQ31	Y/502/4629	Word Processing Software	6	3	45	Portfolio
IT343	K/601/3287	IT Fault Diagnosis and Remedy	10	2	60	AKM
IT162	H/601/0663	Fibre Telecommunications Techniques	15	3	80	Portfolio

## **12. Age Restriction**

This qualification is appropriate for use in the following age ranges:

- 16-18
- 19+.

## **13. 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 skills to work effectively within IT. It also will allow for a number of progression routes to employment and into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- Management qualifications
- Foundation degree or other higher learning qualifications
- Employment opportunities and career progression

## **14. Assessment**

### **Overview of assessment strategy**

The qualification contains competence units. Competence units are assessed following NVQ principles.

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.

### **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.

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An External Quality Assurer (EQA), who is appointed by BIIAB, 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

#### Requirements of Assessors, Expert Witnesses, Internal and External Quality Assurers

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 IT competent to a high level. 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 National Occupational Standards, 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.

**Expert Witnesses** – must be competent to make judgements about the activity for which they are providing the testimony. As the assessment decision lies with the Assessor, it is their responsibility to verify this and, where challenged, to justify their acceptance of third party 'witness testimony' to the Internal Quality Assurer.

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**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 IQAs.

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 IT competent to a high level. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.
- 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 IT competent to a high level. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- 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.

Awarding Organisations require all assessors, moderators and verifiers to maintain current subject competence to deliver these functions and recognise 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.

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### Knowledge tests and simulation

Employers can use knowledge tests to assess an employee's knowledge and understanding of, for example, an organisational procedure.

Knowledge components set out in the standards can also be assessed by knowledge tests. In this case, assessors and internal verifiers must make sure that:

- the use of knowledge tests has been agreed with the external verifier in advance
- the knowledge being tested matches that specified in the NOS
- a robust assessment methodology comparable to awarding body practices is used

Simulation of work tasks and activities must take place in a **realistic working environment**. 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. Simulation can be used across all units, although it's preferable to use it in the mandatory unit.

Any simulation **must** be approved in advance by the External Quality Assurer, and clear reasons must be given for its intended use. If approval is given, all Awarding Organisation guidance and requirements must be observed.

### Scenario-based assessment

Employers and providers can develop their own with approval from BIIAB. All scenarios need to make sure that:

- the performance, knowledge and understanding assessed matches that specified in the relevant ITQ unit
- the level is sufficiently challenging
- the demands and constraints result in purposeful use of IT and, where relevant, reflect those that would arise in the real-world

### 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 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 BIIAB's appeals procedure please refer to [www.biiab.org](http://www.biiab.org).

## 15. 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.

## 16. 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.



## 17. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrixes for the competence / NVQ units, including a Summative Reflective account template
- Access to the units.

All of these resources are available for download via The Hub on [centrezone.bii.org](http://centrezone.bii.org).

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

### Evidence matrixes

BIIAB 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 (eg 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.

## **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 Tech Partnership, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via [centrezone.bii.org](http://centrezone.bii.org)

## **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.

## **18. Design and delivery**

Each unit within this qualification has been allocated a number of guided learning hours (GLH). GLH are defined as the times when a tutor, trainer, mentor or line manager is giving specific advice relating to a learning outcome of the unit. This can include activities such as training sessions, tutorials, supervised study or 'on-the-job' learning. It could also include time spent by managers or mentors assessing learner's achievements. When planning how to deliver the qualification it is important to refer to this definition.

BIIAB will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learner's needs.

## **19. 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 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.

### **Total Qualification Time (TQT)**

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

## **BIIAB ICT Systems and Principles for Practitioners and Professionals Qualifications Handbook**

- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

### **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.

## **20. 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 <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

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 <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

## **21. Mandatory Units**

The following units are mandatory for this qualification.

<b>Unit Title</b>	<b>Customer care</b>	
<b>BIIAB Reference</b>	<b>IT325</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>6</b>	
<b>GLH</b>	<b>40</b>	
<b>Unit Reference No.</b>	<b>R/601/8726</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Know how to identify different types of customers and their requirements	1.1	Describe types of customers as appropriate to organisations
	1.2	Identify individuals used by the organisation to support the customer
	1.3	Identify different types of customer support requirements
2 Understand the appropriate conduct for a workplace	2.1	Describe the cultures of different workplaces
	2.2	Identify examples of different behaviours within a workplace
	2.3	Explain the impact of different behaviours and conduct in the workplace
3 Know how to apply types of communication	3.1	Describe a range of communication techniques and explain their appropriate application within an organisation
	3.2	Identify a range of organisational procedures used to collect and collate customer support information
	3.3	Describe methods used to communicate technical and specialist issues within and across teams
	3.4	Develop documentation for supporting a customer

<b>Unit Title</b>	<b>Customer care</b>	
<b>BIIAB Reference</b>	<b>IT326</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>7</b>	
<b>GLH</b>	<b>45</b>	
<b>Unit Reference No.</b>	<b>D/601/8728</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Know how to analyse customer types and requirements	1.1	Compare types of customers as appropriate to organisations
	1.2	Describe individuals and their job roles employed to support the customer within an identified organisation
	1.3	Detail different types of customer support requirements and the environment in which they will occur
2 Know how to manage customer expectations	2.1	Identify the factors that influence customer expectations
	2.2	Describe how a range of these factors can be managed to ensure customer satisfaction
3 Be able to research the varying workplace cultures that exist	3.1	Research how a range of workplace cultures have developed over time within different workplaces or sectors.
	3.2	Explain why these workplace cultures may not be transferable across a range of customer types
4 Be able to apply communication techniques	4.1	Describe how communication techniques may need to be adapted across a range of customer types
	4.2	Explain what makes these communication techniques effective
	4.3	Compare a range of methods of sourcing data to be communicated to and maintained for on-going customer support
	4.4	Describe methods used to communicate technical and specialist issues within and across teams
	4.5	Develop documentation for supporting a customer
	4.6	Create a multi-page customer support document to assist customers



<b>Unit Title</b>	<b>Organisation and planning of workload</b>	
<b>BIIAB Reference</b>	<b>IT328</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>25</b>	
<b>Unit Reference No.</b>	<b>D/602/0611</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to plan and manage workload	1.1	Identify customer requirements from supplied information
	1.2	Identify the limitations and constraints to be taken into consideration when creating a work plan
	1.3	Agree timescales, budgets and resources for a task with a customer
	1.4	Create a work plan to meet customer requirements to include resources and timescales
	1.5	Maintain and review work plan with customer and colleagues
2 Be able to improve performance	2.1	Review the level of support supplied to a customer and log feedback
	2.2	Identify areas where potential improvements could be made
3 Know how to identify Legislation and Regulations that affect your role	3.1	Identify any legislation or regulations that could apply when supporting a customer
	3.2	Describe the limitations of your responsibility under identified legislation and regulations and who you would refer to if these limitations were exceeded

<b>Unit Title</b>	<b>Management and prioritisation of own schedule</b>	
<b>BIIAB Reference</b>	<b>IT340</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>8</b>	
<b>GLH</b>	<b>45</b>	
<b>Unit Reference No.</b>	<b>Y/601/8730</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to plan and manage own workload	1.1	Analyse customer requirements to produce task criteria
	1.2	Identify the limitations and constraints to be taken into consideration when creating a project plan
	1.3	Agree timescales, budgets and resources for a task with the customer
	1.4	Create a project plan to include agreed customer requirements
	1.5	Maintain and review project plan with customers and colleagues
2 Understand how to identify opportunities for professional development	2.1	Evaluate the quality of support supplied with the customer
	2.2	Evaluate the feedback from the customer
	2.3	Justify changes that may lead to potential improvements
	2.4	Create and justify a personal development plan
	2.5	Describe opportunities for training and development and explain the relevance of those choices
3 Understand the implications of legislation and regulations on tasks	3.1	Identify any legislation or regulations that could apply when supporting customer types
	3.2	Describe the key aspects of the legislation/regulation
	3.3	Explain how this legislation/regulation may affect customer service

<b>Unit Title</b>	<b>Project Management</b>	
<b>BIIAB Reference</b>	<b>IT405</b>	
<b>Level</b>	<b>4</b>	
<b>Credit Value</b>	<b>15</b>	
<b>GLH</b>	<b>50</b>	
<b>Unit Reference No.</b>	<b>F/506/6924</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the purpose of project management	1.1	Describe the principles of project management
	1.2	Explain the benefits of project management to organisations and individuals
	1.3	Describe how different project management approaches might be considered for a specific type of project
2 Understand how to set up projects	2.1	Explain the considerations when reviewing project proposals
	2.2	Explain how to set clear goals for projects
	2.3	Analyse project resource requirements
	2.4	Explain how roles and responsibilities are allocated within project teams
	2.5	Identify project communication channels between stakeholders
	2.6	Identify classic failures in project management
	2.7	Explain how to mitigate for possible risks
3 Be able to use management tools to maintain, control and monitor projects	3.1	Describe different management tools for monitoring and control of projects
	3.2	Justify the use of management tools for monitoring and controlling projects
	3.3	Use management tools to monitor projects
4 Be able to review projects at all stages	4.1	Explain reasons for reviewing projects after completion
	4.2	Review a project against original proposals

<b>Unit Title</b>	<b>Communication Skills</b>	
<b>BIIAB Reference</b>	<b>IT406</b>	
<b>Level</b>	<b>4</b>	
<b>Credit Value</b>	<b>15</b>	
<b>GLH</b>	<b>60</b>	
<b>Unit Reference No.</b>	<b>L/503/7071</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand how internal communication takes place within organisations	1.1	Explain the process of communication
	1.2	Assess the appropriate use of different modes of communication for different purposes
	1.3	Analyse barriers to effective communication within organisations
2 Understand how organisations communicate with customers	2.1	Evaluate formal communication systems used by organisations to communicate with customers
	2.2	Analyse the effectiveness of using social media to communicate with customers
	2.3	Assess the images organisations portray through their communications
3 Understand the factors that impact on the effectiveness of communications	3.1	Assess the impact of personal relationships on effective communications
	3.2	Assess the impact of non-verbal communication on oral communications
	3.3	Assess the impact of technology on oral and written communication
	3.4	Review the use of conventions in written communications
4 Be able to present oral information effectively	4.1	Design an oral presentation for a specified audience
	4.2	Present complex information orally
	4.3	Use technology to support presentation skills
	4.4	Assess effectiveness of own communication
5 Be able to communicate effectively in writing	5.1	Communicate complex information for specific purposes
	5.2	Document a meeting
	5.3	Use charts and graphs to convey quantitative data
	5.4	Review written communication

<b>Unit Title</b>	<b>Computer Systems</b>	
<b>BIIAB Reference</b>	<b>IT407</b>	
<b>Level</b>	<b>4</b>	
<b>Credit Value</b>	<b>15</b>	
<b>GLH</b>	<b>60</b>	
<b>Unit Reference No.</b>	<b>L/601/0446</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the function of computer systems	1.1	Explain the role of computer systems in different environments
	1.2	Explain the hardware, software and peripheral components of a computer system
	1.3	Compare different types of computer systems
2 Be able to design computer systems	2.1	Produce a system design specification to meet a client's needs
	2.2	Evaluate the suitability of a system design specification
3 Be able to build and configure computer systems	3.1	Build and configure a computer system to meet a design specification
	3.2	Test and document a computer system
4 Be able to undertake routine maintenance on computer systems	4.1	Perform routine maintenance tasks on a computer system
	4.2	Upgrade the hardware and software on a computer system

<b>Unit Title</b>	<b>Personal and Professional Development</b>	
<b>BIIAB Reference</b>	<b>IT408</b>	
<b>Level</b>	<b>4</b>	
<b>Credit Value</b>	<b>10</b>	
<b>GLH</b>	<b>25</b>	
<b>Unit Reference No.</b>	<b>J/506/6925</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to plan for personal and professional development	1.1	Describe the benefits of personal and professional development
	1.2	Analyse how the nature of the sector may impact on the requirement for continuing personal and professional development
	1.3	Analyse development opportunities that may support career and personal progression
	1.4	Assess the value of professional bodies and networks for professional development
2 Understand the process of learning	2.1	Explain the principles of how people learn and the relevance of different learning styles
	2.2	Assess the value of different learning strategies for own learning style
	2.3	Evaluate a range of learning resources that can be used to support personal and professional development
3 Be able to produce personal and professional development plans	3.1	Carry out self-audit of skills and experience
	3.2	Identify targets for personal and professional development
	3.3	Use methods to track personal development
	3.4	Create a personal and professional development plan
4 Understand the benefits of reflective practice on personal and professional development	4.1	Explain the benefits of reflective practice
	4.2	Evaluate progress against development plan
	4.3	Assess specific opportunities for further development

## Learner Summative Reflection



The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

**Learner Name:** \_\_\_\_\_

### Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

### Learner Reflection

Learner Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 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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