Qualification handbook

BIIAB Level 2 Certificate in Contact Centre Operations

QN 601/4125/6
QW C00/0671/3

Version 1.3

Table of Contents

1. About the BIIAB Level 2 Certificate in Contact Centre Operations

BIIAB Level 2 Certificate in Contact Centre Operations

This qualification has been developed by Skills CFA in conjunction with employers. BIIAB has obtained accreditation to deliver the qualification. The qualification has a unique Qualification Number (QN) which is shown below.

Each unit within the qualification will also have a unit regulation number (URN).

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

Qualification title	Qualification Number (QN)
BIIAB Level 2 Certificate in Contact Centre Operations	601/4125/6 C00/0671/3

The BIIAB Level 2 Certificate in Contact Centre Operations has been designed to allow candidates to obtain the knowledge to work in a Contact Centre at an operational level and to progress onto the level 2 NVQ in the workplace.

It is also a key component part of the Skills CFA Intermediate Level Apprenticeship Framework in Contact Centre Operations.

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

Our Customer Service team can be contacted between the hours of 0830 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

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 Certificate in Contact Centre Operations Rules of Combination (ROC) and structure

To achieve the BIIAB Level 2 Certificate in Contact Centre Operations Rules of Combination learners **must** gain a **total of 13** credits. This **must** consist of:

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

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

- Optional group B **minimum** credit: **6**

- A **minimum of 10** credits **must** be achieved through the completion of units at **Level 2 or above.**

- GLH: **93**

- 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	Credit	Level	GLH	Assessment method
CCO1	T/503/0356	Principles of personal effectiveness in a contact centre	2	2	14	Assessment Knowledge Module (AKM)
CCO2	A/503/0360	Principles of health and safety in a contact centre	1	2	8	Assessment Knowledge Module (AKM)
CCO3	L/601/7638	Principles of personal responsibilities and working in a business environment	4	2	32	Assessment Knowledge Module (AKM)

BIIAB Level 2 Certificate in Contact Centre Operations

Optional Group B

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CCO4	Y/503/0365	Principles of using systems and technology in a contact centre	3	2	21	Assessment Knowledge Module (AKM)
CCO5	T/503/0373	Principles and processes of systems and technology in a contact centre	4	3	26	Assessment Knowledge Module (AKM)
CCO6	L/503/0377	Principles of communication and customer service in a contact centre	2	2	12	Assessment Knowledge Module (AKM)
CCO7	M/503/0386	Principles of selling in a contact centre	2	2	14	Assessment Knowledge Module (AKM)
CCO8	F/503/0389	Principles of customer service in a contact centre	4	3	26	Assessment Knowledge Module (AKM)
CCO9	J/503/0393	Principles of sales activities and customer support in a contact centre	4	3	24	Assessment Knowledge Module (AKM)
CCO10	M/503/0405	Principles of handling incidents through a contact centre	3	2	18	Assessment Knowledge Module (AKM)
CCO11	F/503/0411	Principles of legal, regulatory and ethical requirements of a contact centre	2	2	15	Assessment Knowledge Module (AKM)

Barred Units:

- CCO4 Principles of using systems and technology in a contact centre (Y/503/0365) barred with CCO5 Principles and processes of systems and technology in a contact centre (T/503/0373).
- CCO6 Principles of communication and customer service in a contact centre (L/503/0377) barred with CCO8 Principles of customer service in a contact centre (F/503/0389).
- CCO7 Principles of selling in a contact centre (M/503/0386) barred with CCO9 Principles of sales activities and customer support in a contact centre (J/503/0393).

6. Age Restriction

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

- Pre-16

- 16-18

- 19+.

7. Progression

The qualification is designed to equip learners with the knowledge and skills to work effectively in the sector. It also will allow for a number of progression routes into Level 2 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 2 NVQ Certificate in Contact Centre Operations.

8. Assessment

Overview of assessment strategy

The qualification contains knowledge units. These units are assessed by Assessment Knowledge Modules (AKMs) externally set by the BIIAB or Centre Devised Assessments. 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 External Quality Assurer (EQA). 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.

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

All assessment must adhere to the current Skills CFA assessment strategy for this qualification.

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. Centres should also refer to the full strategy available at www.skillscfa.org .

Skills CFA 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 the workplace.

- 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 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.

Skills CFA and awarding organisations require all assessors, moderators and verifiers to maintain current competence to deliver these functions. Skills CFA 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.

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:

- 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.

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 BIIABs appeals procedure please refer to www.biiab.org

9. 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.

10. 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.

11. Resources

BIIAB provides the following additional resources for this qualification:

- Assessment Knowledge Modules (AKMs)
- Assessment Guidance for each of the AKMs
- Access to the units.

All of these resources are available for download via the HUB on 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.

Assessment Knowledge Modules (AKMs)

These provide a series of BIIAB 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 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 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. These units are written by Skills CFA. BIIAB includes the mandatory units within this pack, and makes all units available via 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.

12. 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 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.

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 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 Code / Unit Regulation Number (URN)

This is the unique code that the unit is given. 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.

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 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. Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please visit
centrezone.bii.org

Title	Principles of personal effectiveness in a contact centre
BIIAB Unit Ref.	CCO1
WBA Unit No.	T/503/0356
Level	2
Credit Value	2

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Know the process for improving personal effectiveness in a contact centre	1.1 List the expectations defined by the job role for working in a contact centre 1.2 Describe the steps in identifying development needs and improving personal effectiveness 1.3 Describe the steps in performance review processes 1.4 Describe how personal development needs are affected by changes in products, services, business processes or legislative/regulatory developments 1.5 Identify the types of learning resources available for improving personal effectiveness in the job role
2 Understand the role of a team in improving personal effectiveness in a contact centre	2.1 Describe the responsibilities of self, manager and team for developing personal effectiveness 2.2 Explain how everyday work in a team leads to learning and personal development opportunities 2.3 Describe the importance of feedback on performance to the learning process 2.4 Explain the link between personal development and team effectiveness

Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns knowing the process for improving personal effectiveness in a contact centre and understanding the role of a team in improving personal effectiveness in a contact centre
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Contact Centre NOS 1 Improve your personal effectiveness at work in a contact centre
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law
Name of unit owner	CfA
Unit guided learning hours	14

Title	Principles of health and safety in a contact centre
BIIAB Unit Ref.	CCO2
WBA Unit No.	A/503/0360
Level	2
Credit Value	1

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Understand health and safety procedures in a contact centre	1.1 Explain the procedures and techniques relating to health and safety 1.2 Explain how health and safety legislation and/or regulation has an impact on job roles 1.3 Explain the importance of adhering to the manufacturer's instructions for the use of equipment and tools
2 Understand how to minimise health and safety risks relating to the job role in a contact centre	2.1 Explain the difference between a risk and a hazard in the workplace 2.2 List the types of hazard relevant to a contact centre 2.3 State the actions to be taken if hazards are identified 2.4 Explain the importance of following health and safety procedures to minimise risk 2.5 Describe the importance of adhering to standards for cleanliness, tidiness, noise and the use of hazardous substances in the workplace 2.6 Describe the responsibilities of different roles for health, safety and the minimisation of risk

Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns understanding health and safety procedures and how to minimise health and safety risks relating to the job role in a contact centre
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Contact Centre NOS 4 Comply with relevant health and safety procedures in a contact centre
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law
Name of unit owner	CfA
Unit guided learning hours	8

Title	Principles of personal responsibilities and working in a business environment
BIIAB Unit Ref.	CCO3
WBA Unit No.	L/601/7638
Level	2
Credit Value	4

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Know the employment rights and responsibilities of the employee and employer	1.1 Identify the main points of contracts of employment 1.2 Identify the main points of legislation affecting employers and employees 1.3 Identify where to find information on employment rights and responsibilities both internally and externally 1.4 Describe how representative bodies can support the employee 1.5 Identify employer and employee responsibilities for equality and diversity in a business environment 1.6 Explain the benefits of making sure equality and diversity procedures are followed in a business environment
2 Understand the purpose of health, safety and security procedures in a business environment	2.1 Identify employer and employee responsibilities for health, safety and security in a business environment 2.2 Explain the purpose of following health, safety and security procedures in a business environment 2.3 Identify ways of maintaining a safe and secure environment in a business environment
3 Understand how to communicate effectively with others	3.1 Describe different methods of communication 3.2 Explain how to choose the most appropriate method of communicating with others 3.3 Describe ways of actively listening
4 Understand how to work with and support colleagues	4.1 Explain the purpose of agreeing standards for own work with others 4.2 Explain the purpose of taking on new

		challenges and adapting to change
		4.3 Explain the purpose of treating others with honesty and consideration
5	Know how to plan own work and be accountable to others	5.1 Explain the purpose of meeting work standards and deadlines when completing tasks
		5.2 Identify ways of planning own work
		5.3 Compare ways of keeping other people informed about progress
6	Understand the purpose of improving own performance in a business environment and how to do so	6.1 Explain the purpose of continuously improving own performance in a business environment
		6.2 Describe ways of improving own performance in a business environment
		6.3 Identify different types of career pathways that are available
7	Understand the types of problems that may occur in a business environment and how to deal with them	7.1 Identify the types of problems that may occur in a business environment
		7.2 Explain ways of dealing with problems that may occur in a business environment
		7.3 Explain how and when to refer problems to relevant colleagues
Additional Information about the unit		
Unit purpose and aim(s)		This unit concerns the principles of personal responsibilities and working in a business environment.
Support for the unit from an SSC or other appropriate body (if required)		CfA
Location of the unit within the subject/sector classification system		15. Business, Administration and Law
Name of unit owner		Skills CFA
Unit guided learning hours		32

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 appertaining to the operation of licensed premises 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.