

# Qualification handbook

for

## BIIAB Level 2 NVQ Certificate in Marketing

QN 601/6767/1  
QW C00/0743/9

Version 2

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## **1. About the BIIAB Level 2 NVQ Certificate in Marketing**

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

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

<b>Qualification title</b>	<b>Qualification Number (QN)</b>
BIIAB Level 2 NVQ Certificate in Marketing	601/6767/1 C00/0743/9

## **2. Objective and purpose of this qualification**

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge and skills required to work effectively and flexibly within Marketing at level 2.

Achievement of this qualification indicates competence. Alongside the BIIAB Level 2 Certificate in Principles of Marketing, and Functional Skills and Employment Rights and Responsibilities, the qualification is designed to make up the component parts of the Apprenticeship in Marketing (Intermediate level in England, Foundation level in Wales, level 2 in Northern Ireland).

The primary purpose of the qualification is to confirm occupational competence.

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

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

### **3. About this pack**

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

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place. If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

### **4. BIIAB Customer Service**

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org).

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

Customer Service Contact Details: 01276 684449

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

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

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

## **5. What are Rules of Combination (ROC)?**

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

The ROC will specify:

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

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

## **6. BIIAB Level 2 NVQ Certificate in Marketing Rules of Combination (ROC) and Structure**

To achieve the BIIAB Level 2 NVQ Certificate in Marketing learners **must** gain a **total of 21** credits. This **must** consist of:

- **Minimum total** credit: **21**
- Mandatory group A **minimum** credit: **12**
- Optional unit groups B and C **minimum** credit: **9**. This **must** consist of:
  - Optional unit group B **minimum** credit: **3**
  - Optional group C a **maximum** credit of: **6**
- A **minimum of 15** credits **must** be achieved through the completion of units at **Level 2** and above.
- GLH: **82**
- TQT: **210**

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. Below are the qualification units.

### **Mandatory 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>
MS14	F/502/9923	Collect and organise market research data	3	2	12	Portfolio
MS15	L/502/9925	Contribute to measuring the marketing response	4	2	21	Portfolio
MS16	Y/601/2474	Work with other people in a business environment	3	2	10	Portfolio
MS17	L/601/2469	Improve own performance in a business environment	2	2	6	Portfolio

### **Optional Unit Group B**

<b>Unit no</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment method</b>
MS18	J/502/9924	Contribute to conducting direct marketing campaigns	3	2	12	Portfolio
MS19	R/502/9926	Use digital and social media in marketing campaigns	2	2	7	Portfolio
CFAQ91	Y/502/9927	Analyse competitor activity	3	3	3	Portfolio
MS20	D/601/2508	Support the co-ordination of an event	3	2	20	Portfolio

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### Optional Group C

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
IT18	H/502/4553	Database Software	3	1	20	Portfolio
IT78	L/502/4630	Website Software	3	1	20	Portfolio
IT7	A/502/4395	Bespoke Software	2	1	15	Portfolio
CFAQ9	F/502/4396	Bespoke Software	3	2	20	Portfolio
MS21	Y/500/7295	Database Software	6	2	30	Portfolio
MS22	T/601/1526	Develop customer relationships	6	2	40	Portfolio
MS23	M/601/2531	Design and produce documents in a business environment	4	3	25	Portfolio
MS24	R/601/2540	Plan and organise an event	4	3	28	Portfolio
MS25	Y/601/2541	Co-ordinate an event	4	3	30	Portfolio
CFAQ17	R/502/4631	Website Software	4	2	30	Portfolio
IT58	K/502/4621	Presentation Software	3	1	20	Portfolio
CFAQ19	M/502/4622	Presentation Software	4	2	30	Portfolio
CFAQ65	A/502/4378	Using Collaborative Technologies	3	1	20	Portfolio
CFAQ66	F/502/4379	Using Collaborative Technologies	4	2	30	Portfolio
CFAQ16	R/502/4628	Word Processing Software	4	2	30	Portfolio

### Barred units

#### This unit

IT7 Bespoke Software (A/502/4395)  
 IT18 Database Software (H/502/4553)  
 MS21 Database Software (Y/500/7295)  
 IT78 Website Software (L/502/4630)  
 IT58 Presentation Software (K/502/4621)  
 MS20 Support the co-ordination of an event (D/601/2508)  
 CFAQ65 Using Collaborative Technologies (A/502/4378)

#### Is barred against this unit

CFAQ9 Bespoke Software (F/502/4396)  
 MS21 Database Software (Y/500/7295)  
 CFAQ9 Bespoke Software (F/502/4396)  
 CFAQ17 Website Software (R/502/4631)  
 CFAQ19 Presentation Software (M/502/4622)  
 MS25 Co-ordinate an event (Y/601/2541)  
 CFAQ66 Using Collaborative Technologies (F/502/4379)

## **7. Age Restriction**

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

- 16-18
- 19+.

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

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

Learners will maximise their chances of achievement if they first undertake the BIIAB Level 2 Certificate in Principles of Marketing, which provides and assesses learners on the knowledge required to work in this area at this level.

The qualification is designed to equip learners with the opportunity to demonstrate competence in order to work effectively within Marketing at this level. For learners who want to continue their learning at a higher level in this area the recommended progression route is to the BIIAB Level 3 Certificate in Principles of Marketing. It also will allow for a number of progression routes into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- 601/6768/3 BIIAB Level 3 Certificate In Principles of Marketing



## **9. Assessment**

### **Overview of assessment strategy**

The qualification contains competence units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor. 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**

The Assessment Strategy has been designed by Skills CFA. While BIIAB has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current Skills CFA designed 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 certifying the team leading qualification. Centres should also refer to the full strategy available at [www.skillsca.org](http://www.skillsca.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.

### **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.

### **Simulation**

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

### **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](http://www.biiab.org)

## **10. Initial Assessment and Induction**

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

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

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

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

## **11. 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.

## **12. Resources**

BIIAB provides the following additional resources for this qualification:

- Evidence matrixes for the competence / NVQ units
- 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.

### **Access to the units**

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

## **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 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 National Occupational Standards and the level descriptors.

### **Credit**

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

### **Guided Learning Hours (GLH)**



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

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

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

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

## **15. Initial Registration**

### **Registration and certification**

Learners should be registered and certificated via 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://centrezon.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://centrezon.bii.org/thehub/apprenticeships/qadocuments>.

## **16. Mandatory Units**

The following units are mandatory for this qualification. For access to all optional units please visit [centrezon.bii.org](http://centrezon.bii.org).

<b>Unit Title</b>	<b>Collect and organise market research data</b>	
<b>BIIAB Reference</b>	<b>MS14</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>12</b>	
<b>Unit Reference No.</b>	<b>F/502/9923</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to collect market research data	1.1	Explain to research participants the purpose, use, timescale and level of confidentiality of the research
	1.2	Use data collection techniques that are consistent with the research plan
	1.3	Collect market research data within agreed timescales
	1.4	Record data collected in accordance with the research plan
	1.5	Adhere to organisational protocols and standards in the collection of market research data
	1.6	Explain the difference between primary and secondary research
2 Be able to organise market research data	2.1	Validate the accuracy of the data
	2.2	Organise quantitative and qualitative data in accordance with the requirements of the research plan
	2.3	Present the information in the agreed format
	2.4	Explain the objectives of the research
	2.5	Explain the strengths and weaknesses of a range of analytical methods
3 Be able to use IT to manage market research data	3.1	Maintain the currency, completeness and accuracy of market research files
	3.2	Enhance or amend files for use in targeting, segmentation and campaigns
	3.3	Explain the impact of poor market research data management on an organisation

<b>Unit Title</b>	<b>Contribute to measuring the marketing response</b>	
<b>BIIAB Reference</b>	<b>MS15</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>21</b>	
<b>Unit Reference No.</b>	<b>L/502/9925</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to present information on the effectiveness of marketing campaigns	1.1	Collect quantitative and qualitative information in accordance with the evaluation plan
	1.2	Organise information to enable analysis in accordance with the evaluation plan
	1.3	Analyse the quantity and quality of responses against agreed criteria in accordance with their role in the evaluation plan
	1.4	Evaluate the effectiveness of the response device(s) against the campaign objectives and agreed success criteria
	1.5	Present the information within the agreed timescale in accordance with the evaluation plan
	1.6	Make recommendations for future improvements based on an analysis of the responses to the campaign
2 Understand the principles of measuring marketing responses	2.1	Explain the strengths and limitations of the campaign type, materials and response devices used
	2.2	Explain the importance of the campaign's response system to the achievement of the marketing plan
	2.3	Describe the importance of planning in successful marketing campaigns
	2.4	Describe the use of IT in capturing and interpreting response data
	2.5	Explain the legal requirements relating to data capture and subsequent use

<b>Unit Title</b>	<b>Work with other people in a business environment</b>	
<b>BIIAB Reference</b>	<b>MS16</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>10</b>	
<b>Unit Reference No.</b>	<b>Y/601/2474</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand how your role fits with organisational values and practices	1.1	Describe the sector in which your organisation operates
	1.2	Describe your organisation's missions and purpose
	1.3	Compare your organisation to other types of organisation in your sector
	1.4	Outline your responsibilities
	1.5	Describe how your role fits into your organisation's structure
	1.6	Describe how your role contributes to the organisation's operations
	1.7	Outline the policies, procedures, systems and values of your organisation that are relevant to your role
	1.8	Outline who you would consult if unsure about organisational policies, procedures, systems and values
2 Understand how to work as part of a team to achieve goals and objectives	2.1	Explain the purpose of working with other people to achieve goals and objectives
	2.2	Identify situations in which working with others can achieve positive results
	2.3	Explain the purpose and benefits of agreeing work goals and plans when working with others
	2.4	Describe situations in which team members might support each other
	2.5	Describe ways of providing support to other people in a team
	2.6	Explain the purpose of agreeing quality measures with a team
3 Understand how to communicate as part of a team	3.1	Explain the purpose of communicating with other people in a team
	3.2	Identify different methods of communication and when to use them
4 Understand the contribution of individuals within a team	4.1	Explain the purpose of recognising the strengths of others
	4.2	Explain the value of diversity within teams
	4.3	Explain the purpose of respecting individuals working within a team
5 Understand how to deal with problems and disagreements	5.1	Describe the types of problems and disagreements that may occur when working with other people in a team
	5.2	Describe ways of dealing with problems and disagreements when working with other people in a team
6 Understand the purpose of feedback when working as a team	6.1	Explain the purpose of giving and receiving constructive feedback
	6.2	Describe ways of using feedback to improve own work, and a team as a whole

<b>Unit Title</b>	<b>Work with other people in a business environment</b>	
<b>BIIAB Reference</b>	<b>MS16</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>10</b>	
<b>Unit Reference No.</b>	<b>Y/601/2474</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
7 Be able to work in a way that fits with organisational values and practices	7.1	Follow organisational policies, systems and procedures relevant to your role
	7.2	Apply relevant organisational values across all aspects of your work
	7.3	Work with outside organisations and individuals in a way that protects the image of your organisation, when relevant
	7.4	Seek guidance when unsure about organisational policies, systems, procedures and values
8 Be able to work in a team to achieve goals and objectives	8.1	Communicate effectively with other people in a team
	8.2	Contribute to the agreement of work objectives and quality measures with a team, to achieve a positive outcome
	8.3	Make sure work goals and objectives are achieved in a way that makes best use of own abilities in a team
	8.4	Provide support to members of a team, if required
	8.5	Show respect for individuals in a team
	8.6	Make sure own work meets agreed quality standards and is on time
9 Be able to deal with or refer problems in a team	9.1	Identify problem(s) or disagreement(s) in a team
	9.2	Resolve problem(s) or disagreement(s) within limits of own authority and experience
	9.3	Refer problems, as required
10 Be able to use feedback on objectives in a team	10.1	Contribute to providing constructive feedback on the achievement of objectives to a team
	10.2	Receive constructive feedback on own work
	10.3	Use feedback on achievement of objectives to

<b>Unit Title</b>	<b>Improve own performance in a business environment</b>	
<b>BIIAB Reference</b>	<b>MS17</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>2</b>	
<b>GLH</b>	<b>6</b>	
<b>Unit Reference No.</b>	<b>L/601/2469</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand how to improve own performance	1.1	Explain the purpose and benefits of continuously improving performance at work
	1.2	Explain the purpose and benefits of encouraging and accepting feedback from others
	1.3	Explain how learning and development can improve own work, benefit organisations, and identify career options
	1.4	Describe possible career progression routes
	1.5	Describe possible development opportunities
2 Be able to improve own performance using feedback	2.1	Encourage and accept feedback from other people
	2.2	Use feedback to agree ways to improve own performance in the workplace
	2.3	Complete work tasks, using feedback given, to improve performance
3 Be able to agree own development needs using a learning plan	3.1	Investigate and agree where further learning and development may improve own work performance
	3.2	Confirm learning plan changes
	3.3	Follow a learning plan
	3.4	Review progress against learning plan and agree further learning updates, if required

## 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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