

# Qualification Handbook

## BIIAB Level 3 Award in Employment Awareness in Active Leisure and Learning

601/8025/0

C00/0770/8

Version 2

**BIIAB Level 3 Award in  
Employment Awareness in  
Active Leisure and Learning Handbook**

<b>Version and date</b>	<b>Change, alteration or addition</b>	<b>Section</b>

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## **1. About the BIIAB Level 3 Award in Employment Awareness in Active Leisure and Learning**

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

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

<b>Qualification Title</b>	<b>Qualification Number (QN)</b>	<b>Qualification Wales Approval/Designation Number</b>
BIIAB Level 3 Award in Employment Awareness in Active Leisure and Learning	601/8025/0	C00/0770/8

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

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge required to work effectively and flexibly within active leisure and learning at level 2. Achievement of this qualification does not by itself indicate competence but the knowledge obtained can support achievement of an Advanced Apprenticeship in Playwork.

This qualification combined with the BIIAB Level 3 Diploma in Playwork (NVQ) and Functional Skills, are designed to make up the component parts of the Intermediate Level Apprenticeship in Playwork.

The primary purpose of the qualification is to recognise personal growth and engagement in learning via the development of employability knowledge. However, employers can also rely on the knowledge provided as meeting nationally recognised standards for active leisure and learning at this level.

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 Handbook**

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 3 Award in Employment Awareness in Active Leisure and Learning Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Award in Employment Awareness in Active Leisure and Learning learners **must** gain a **total of 8** credits. This **must** consist of:

- **Minimum total** credit: **8**
- Mandatory group A **minimum** credit: **8**
- A **minimum of 6** credits **must** be achieved through the completion of units at **Level 3** and above
- GLH: **61**
- TQT: **78**

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
AL2	J/600/0840	Understanding Employment Rights and Responsibilities	2	2	15	Assessment Knowledge Module (AKM)
AL4	F/600/1758	Understanding the Active Leisure and Learning Sector	3	3	23	Assessment Knowledge Module (AKM)
AL5	R/600/1764	Understanding the Employing Organisation	3	3	23	Assessment Knowledge Module (AKM)

## **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.

The qualification is designed to equip learners with the knowledge to work effectively within Active Leisure and Learning at this level. The recommended progression route is to the BIIAB Level 3 Diploma in Playwork (NVQ). 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:

- 601/7750/0 BIIAB Level 3 Diploma in Playwork (NVQ)



## **9. 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.

Centres **must** obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB for details of the Centre Devised Assessment process and procedure.

### **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 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.

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## Assessment Strategy

All assessment for this qualification must adhere to the current SkillsActive assessment strategy for active leisure, learning and well-being. 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 SkillsActive 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 assessors and verifiers delivering, quality assuring and certificating the qualification. Centres should also refer to the full strategy available from the Sector Skills Council SkillsActive.

## 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 SkillsActive, 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 SkillsActive. 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.

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- 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 SkillsActive, 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 SkillsActive. 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.

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**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 SkillsActive, 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 SkillsActive. 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.

SkillsActive and BIIAB require all assessors, moderators and verifiers to maintain current competence to deliver these functions. BIIAB 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.

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

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

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

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

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

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

## **11. Resources**

BIIAB provides the following additional resources for this qualification:

- Assessment Knowledge Modules (AKMs) for assessing specific units
- Assessor Guidance for assessing specific units
- a Summative Reflective account
- 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)

### **Learner Summative Reflection**

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

## **12. Design and Delivery**

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

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

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

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

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

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



## **13. Format of Units**

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

### **Unit Title**

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

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

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

### **Level**

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

### **Credit**

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

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

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

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**Learning Outcomes and Assessment Criteria**

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

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

## **14. Initial Registration**

### **Registration and Certification**

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

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

BIIAB has in place an equal opportunities policy, a copy can be found at <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>.

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

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

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

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

## **16. Mandatory Units**

The following units are mandatory for this qualification. There are no optional units.

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Understanding Employment Rights and Responsibilities</b> <b>AL2</b> <b>2</b> <b>2</b> <b>15</b> <b>J/600/0840</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Know their employment rights and responsibilities under the law	1.1 Describe their rights and responsibilities in terms of: <ul style="list-style-type: none"> <li>• Contracts of employment</li> <li>• Anti-discrimination legislation</li> <li>• Working hours and holiday entitlements</li> <li>• Sickness absence and sick pay</li> <li>• Data protection</li> <li>• Health and safety</li> </ul> 1.2 Outline the rights and responsibilities of the employer 1.3 Describe the health and safety legal requirements relevant to their organisation 1.4 Outline the implications of health and safety legal requirements for their own job role
2 Understand documents relevant to their employment	2.1 Explain the main terms and conditions of a contract of employment 2.2 Outline the contents and purpose of a job description 2.3 Describe the types of information held on personnel records 2.4 Describe how to update information held on personnel records 2.5 Interpret the information shown on a pay slip or other statement of earnings
3 Know key employment procedures at work	3.1 Describe the procedures to follow if someone needs to take time off 3.2 Describe the procedures to follow if there is a grievance 3.3 Describe the procedures to follow if there is evidence of discrimination or bullying 3.4 Identify sources of information and advice on employment issues: <ul style="list-style-type: none"> <li>• Internal to their organisation</li> <li>• External to their organisation</li> </ul>

<b>Unit Title</b>	<b>Understanding the Active Leisure and Learning Sector</b>	
<b>BIIAB Reference</b>	<b>AL4</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>23</b>	
<b>Unit Reference No.</b>	<b>F/600/1758</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the key features of the Active Leisure and Learning sector	1.1	Describe the Active Leisure and Learning sector's scope and size
	1.2	Explain the contribution that Active Leisure and Learning makes to the economy and society
	1.3	Explain the role of the Sector Skills Council responsible for Active Leisure and Learning
	1.4	Define the main subsectors within the Active Leisure and Learning sector
2 Understand the key features of the Active Leisure and Learning subsector in which they work	2.1	Describe the composition of their subsector in terms of public, private and voluntary organisations
	2.2	Analyse the size of their subsector in terms of employment and participation
	2.3	Interpret the economic and social value of their subsector
	2.4	Explain factors causing change in their subsector
	2.5	Explain the essential principles, values or codes of practice in their subsector
	2.6	Describe the roles of key organisations in their sector, including any representative and regulatory bodies, trade unions and trade associations
	2.7	Explain the links their subsector has with other industries
3 Understand employment and career opportunities in the Active Leisure and Learning subsector in which they work	3.1	Identify sources of information on career progression, training and education
	3.2	Describe the main job roles within their subsector
	3.3	Describe potential career pathways in their subsector
	3.4	Identify what is required to progress in their subsector in terms of qualifications, skills and knowledge, experience and personal qualities
	3.5	Explain how skills and knowledge acquired in their subsector could relate to job opportunities elsewhere

<b>Unit Title</b>	<b>Understanding the Employing Organisation</b>	
<b>BIIAB Reference</b>	<b>AL5</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>23</b>	
<b>Unit Reference No.</b>	<b>R/600/1764</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the structure of their organisation	1.1	Describe the main functions in their organisation
	1.2	Describe how the main functions in their organisation are staffed and organised
	1.3	Describe the communication channels in their organisation
	1.4	Describe the lines of control and accountability in their organisation
2 Understand key aims and objectives of their organisation	2.1	Explain the importance of an organisation having a business plan
	2.2	Describe their organisation's key aims and objectives (for example, mission, core aims and values)
	2.3	Describe how their organisation measures the achievement of key aims and objectives
	2.4	Identify their organisation's key performance indicators
3 Understand their own contribution to their organisation's key aims and objectives	3.1	Evaluate the importance of an organisation managing the performance of its staff
	3.2	Describe the objectives of their job role
	3.3	Explain how the objectives of their job role contribute to the organisation's key aims and objectives
	3.4	Explain how their own performance is evaluated and developed
	3.5	Analyse the contribution they can make to the evaluation and development of their performance
4 Understand the opportunities for entry, professional development and progression within their organisation	4.1	Explain the importance of continuing professional development
	4.2	Evaluate the organisation's processes for recruitment
	4.3	Evaluate the organisation's processes for induction
	4.4	Evaluate the organisation's processes for training and development
	4.5	Evaluate the opportunities and requirements for career progression for staff within their organisation

## **17. BIIAB Level 3 Award in Employment Awareness in Active Leisure and Learning Sign-off Sheet**

To achieve the BIIAB Level 3 Award in Employment Awareness in Active Leisure and Learning learners **must** gain a **total of 8** credits. This **must** consist of:

- **Minimum total** credit: **8**
- Mandatory group A **minimum** credit: **8**
- A **minimum of 6** credits **must** be achieved through the completion of units at **Level 3** and above
- GLH: **61**
- TQT: **78**

Learners and centres should complete the following table to confirm when a unit is considered as complete. Only units that are a requirement of the RoC need to be completed.



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**Mandatory Group A**

Unit no	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
AL2	J/600/0840	Understanding Employment Rights and Responsibilities						
AL4	F/600/1758	Understanding the Active Leisure and Learning Sector						
AL5	R/600/1764	Understanding the Employing Organisation						

## 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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