

# Qualification handbook

for

## BIIAB Level 3 NVQ Diploma in Marketing (QCF)

QN 601/6770/1

Version 1

## Table of Contents

|   |           |
|---|-----------|
| <b>1. About the BIIAB Level 3 NVQ Diploma in Marketing (QCF) .....</b>                                | <b>1</b>  |
| <b>2. Objective and purpose of this qualification .....</b>   | <b>1</b>  |
| <b>3. About this pack .....</b>   | <b>2</b>  |
| <b>4. BIIAB Customer Service .....</b>  | <b>2</b>  |
| <b>5. What are Rules of Combination (ROC)? .....</b>  | <b>3</b>  |
| <b>6. BIIAB Level 3 NVQ Diploma in Marketing (QCF) Rules of Combination (ROC) and Structure .....</b> | <b>4</b>  |
| <b>7. Age Restriction.....</b>  | <b>8</b>  |
| <b>8. Entry Requirements and Progression .....</b>  | <b>8</b>  |
| <b>9. Assessment .....</b>  | <b>9</b>  |
| <b>10. Initial Assessment and Induction.....</b>  | <b>14</b> |
| <b>11. Delivery.....</b>  | <b>14</b> |
| <b>12. Resources.....</b>   | <b>15</b> |
| <b>13. Design and delivery .....</b>  | <b>15</b> |
| <b>14. Format of Units .....</b>  | <b>16</b> |
| <b>15. Initial Registration.....</b>  | <b>17</b> |
| <b>16. Mandatory Units .....</b>  | <b>18</b> |

## **1. About the BIIAB Level 3 NVQ Diploma in Marketing (QCF)**

BIIAB is Regulated to deliver this qualification by Ofqual in England, Wales and Northern Ireland. 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 3 NVQ Diploma in Marketing (QCF) | 601/6770/1                       |

## **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 3.

Achievement of this qualification indicates competence. Alongside the BIIAB Level 3 Certificate in Principles of Marketing (QCF), and Functional Skills and Employment Rights and Responsibilities, the qualification is designed to make up the component parts of the Apprenticeship in Marketing (Advanced level in England, Apprenticeship (level 3) in Wales, level 3 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 (eg Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification.
- The Guided Learning Hours (GLH)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit and 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 NVQ Diploma in Marketing (QCF) Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 NVQ Diploma in Marketing (QCF) learners **must** gain a **total of 37** credits. This **must** consist of:

- **Minimum total credit: 37**
- Mandatory group A **minimum** credit: **13**
- Optional unit groups B and C **minimum** credit: **24**. This **must** consist of:
  - Optional unit group B: **minimum** credit: **12**
  - Optional group C **maximum** credit: **12** of which a **maximum** of **4** credits can be at level 2
- A **minimum of 31** credits **must** be achieved through the completion of units at **Level 3** and above.
- Minimum GLH: **115**
- Maximum GLH: **207**

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**

| <b>Unit no</b> | <b>URN</b> | <b>Unit Title</b>  | <b>Credit</b> | <b>Level</b> | <b>GLH</b> | <b>Assessment method</b> |
|----------------|------------|--|---------------|--------------|------------|--------------------------|
| CFAQ91         | Y/502/9927 | Analyse competitor activity                                    | 3             | 3            | 3          | Portfolio                |
| MS42           | R/502/9957 | Contribute to the development of a marketing plan              | 3             | 3            | 12         | Portfolio                |
| MS43           | F/601/2520 | Evaluate and improve own performance in a business environment | 3             | 3            | 22         | Portfolio                |
| CVO11          | R/601/2523 | Work with other people in a business environment               | 4             | 3            | 12         | Portfolio                |

## BIIAB Level 3 NVQ Diploma in Marketing (QCF) Handbook



### Optional Unit Group B

| Unit no | URN        | Unit Title  | Credit | Level | GLH | Assessment method |
|---------|------------|---|--------|-------|-----|-------------------|
| MS49    | H/502/9929 | Conduct market research                                       | 6      | 3     | 10  | Portfolio         |
| MS50    | H/502/9932 | Evaluate market research data                                 | 3      | 3     | 12  | Portfolio         |
| MS52    | M/502/9934 | Contribute to the preparation of a marketing strategy         | 6      | 4     | 25  | Portfolio         |
| MS45    | A/502/9936 | Contribute to the development of new products and/or services | 4      | 4     | 16  | Portfolio         |
| MS54    | T/502/9952 | Maintain a portfolio of products and/or services              | 3      | 3     | 17  | Portfolio         |
| MS48    | F/502/9954 | Design marketing promotions                                   | 3      | 3     | 10  | Portfolio         |
| MS46    | D/502/9959 | Implement a marketing plan                                    | 4      | 3     | 5   | Portfolio         |
| MS56    | R/502/9960 | Evaluate the effectiveness of a marketing plan                | 4      | 3     | 10  | Portfolio         |
| MS55    | Y/502/9961 | Develop an advertising campaign                               | 3      | 3     | 10  | Portfolio         |
| MS47    | D/502/9962 | Specify the design requirement for marketing databases        | 3      | 3     | 12  | Portfolio         |
| MS51    | K/502/9964 | Manage outsourced marketing supplier relationships            | 4      | 3     | 12  | Portfolio         |
| MS53    | M/502/9965 | Use digital technology for marketing purposes                 | 5      | 3     | 15  | Portfolio         |
| MS19    | R/502/9926 | Use digital and social media in marketing campaigns           | 2      | 2     | 7   | Portfolio         |

## BIIAB Level 3 NVQ Diploma in Marketing (QCF) Handbook



### Optional Group C

| Unit no | URN        | Unit Title   | Credit | Level | GLH | Assessment method |
|---------|------------|--|--------|-------|-----|-------------------|
| MS57    | K/600/9661 | Develop working relationships with colleagues and stakeholders | 4      | 4     | 20  | Portfolio         |
| MS58    | J/601/2549 | Contribute to running a project                                | 5      | 3     | 30  | Portfolio         |
| MS59    | A/601/2547 | Contribute to innovation in a business environment             | 4      | 3     | 30  | Portfolio         |
| MS60    | M/601/2528 | Develop a presentation   | 3      | 3     | 15  | Portfolio         |
| MS61    | T/601/2529 | Deliver a presentation   | 3      | 3     | 15  | Portfolio         |
| MS63    | J/601/2552 | Agree a budget   | 4      | 3     | 25  | Portfolio         |
| MS62    | T/601/2580 | Manage budgets   | 5      | 4     | 29  | Portfolio         |
| MS64    | F/601/2565 | Prepare specifications for contracts                           | 5      | 4     | 30  | Portfolio         |
| MS65    | Y/601/2524 | Contribute to decision-making in a business environment        | 3      | 3     | 12  | Portfolio         |
| MS66    | H/601/2560 | Make decisions in a business environment                       | 4      | 4     | 24  | Portfolio         |
| MS67    | D/601/2525 | Negotiate in a business environment                            | 5      | 3     | 20  | 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         |
| MS82    | J/601/2566 | Chair meetings   | 4      | 4     | 16  | Portfolio         |
| CFAQ82  | Y/600/9669 | Plan, allocate and monitor work of a team                      | 5      | 3     | 25  | Portfolio         |
| CFAQ19  | M/502/4622 | Presentation Software  | 4      | 2     | 30  | Portfolio         |
| CFAQ34  | T/502/4623 | Presentation Software  | 6      | 3     | 45  | Portfolio         |
| CFAQ18  | F/502/4625 | Spreadsheet Software   | 4      | 2     | 30  | Portfolio         |

**Optional Group C Continued on following page**



## BIIAB Level 3 NVQ Diploma in Marketing (QCF) Handbook



### Optional Group C Continued

| Unit no | URN        | Unit Title                       | Credit | Level | GLH | Assessment method |
|---------|------------|----------------------------------|--------|-------|-----|-------------------|
| CFAQ66  | F/502/4379 | Using Collaborative Technologies | 4      | 2     | 30  | Portfolio         |
| IT17    | T/502/4380 | Using Collaborative Technologies | 6      | 3     | 45  | Portfolio         |
| CFAQ17  | R/502/4631 | Website Software                 | 4      | 2     | 30  | Portfolio         |
| CFAQ32  | Y/502/4632 | Website Software                 | 5      | 3     | 40  | Portfolio         |
| CFAQ9   | F/502/4396 | Bespoke Software                 | 3      | 2     | 20  | Portfolio         |
| CFAQ29  | J/502/4397 | Bespoke Software                 | 4      | 3     | 30  | Portfolio         |

#### Barred units

##### This unit

CFAQ19 Presentation Software (M/502/4622)  
 IT17 Using Collaborative Technologies (T/502/4380)  
 CFAQ17 Website Software (R/502/4631)  
 CFAQ18 Spreadsheet Software (F/502/4625)  
 CFAQ9 Bespoke Software (F/502/4396)  
 MS65 Contribute to decision-making in a business environment (Y/601/2524)  
 MS24 Plan and organise an event (R/601/2540)

##### Is barred against this unit

CFAQ34 Presentation Software (T/502/4623)  
 CFAQ66 Using Collaborative Technologies (F/502/4379)  
 CFAQ32 Website Software (Y/502/4632)  
 CFAQ33 Spreadsheet Software (J/502/4626)  
 CFAQ29 Bespoke Software (J/502/4397)  
 MS66 Make decisions in a business environment (H/601/2560)  
 MS25 Co-ordinate an event (Y/601/2541)

## **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 3 Certificate in Principles of Marketing (QCF), 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 4 Diploma in Management and Leadership (QCF). It also will allow for a number of progression routes into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- 601/6776/2 BIIAB Level 4 Diploma in Management and Leadership (QCF)

## **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 QCF 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**

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

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

## **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://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>.

## **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>Contribute to the development of a marketing plan</b> |   |
| <b>BIIAB Reference</b>  | <b>MS42</b>  |   |
| <b>Level</b>  | <b>3</b>   |   |
| <b>Credit Value</b>   | <b>3</b>   |   |
| <b>GLH</b>  | <b>12</b>  |   |
| <b>Unit Reference No.</b>   | <b>R/502/9957</b>  |   |
| <b>Learning Outcome - The learner will:</b>                                 | <b>Assessment Criterion - The learner can:</b>           |   |
| 1 Be able to contribute to the development of a marketing plan              | 1.1  | Identify the objectives to be achieved by the marketing plan  |
|   | 1.2  | Identify the characteristics of the target market(s)  |
|   | 1.3  | Evaluate the different methods of achieving the marketing objectives                                |
|   | 1.4  | Specify methods, actions, resources, timescales, milestones, budget and success criteria            |
|   | 1.5  | Use feedback from stakeholders to enhance the marketing plan  |
|   | 1.6  | Gain commitment for the marketing plan from stakeholders  |
|   | 1.7  | Establish monitoring procedures that are capable of generating evaluative information               |
| 2 Understand the principles underpinning the development of marketing plans | 2.1  | Explain the role of the marketing plan in achieving the overall marketing strategy                  |
|   | 2.2  | Explain the advantages and disadvantages of different methods of achieving the marketing objectives |
|   | 2.3  | Explain the importance of customer segmentation in the development of a marketing plan              |
|   | 2.4  | Explain the roles and responsibilities of other marketing-related functions                         |
|   | 2.5  | Explain the legal, regulatory, social and ethical issues relevant to marketing plans                |

|  |   |   |
|--|---|---|
| <b>Unit Title</b>  | <b>Evaluate and improve own performance in a business environment</b> |   |
| <b>BIIAB Reference</b>   | <b>MS43</b>   |   |
| <b>Level</b>   | <b>3</b>  |   |
| <b>Credit Value</b>  | <b>3</b>  |   |
| <b>GLH</b>   | <b>22</b>   |   |
| <b>Unit Reference No.</b>  | <b>F/601/2520</b>   |   |
| <b>Learning Outcome - The learner will:</b>  | <b>Assessment Criterion - The learner can:</b>                        |   |
| 1 Understand how to evaluate and improve own performance                                 | 1.1   | Explain the purpose and benefits of continuously improving own performance in a business environment      |
|  | 1.2   | Explain the purpose and value of encouraging and accepting feedback from others                           |
|  | 1.3   | Describe ways of evaluating own work  |
|  | 1.4   | Explain the purpose and benefits of trying out possible improvements to own work                          |
|  | 1.5   | Evaluate how learning and development can improve own work, benefit organisations, and further own career |
|  | 1.6   | Compare possible career progression routes  |
|  | 1.7   | Describe possible development opportunities   |
|  | 1.8   | Justify the value of developing a learning plan   |
| 2 Be able to evaluate and improve own performance using feedback from others             | 2.1   | Encourage and accept feedback from other people   |
|  | 2.2   | Evaluate own work and use feedback from others to identify areas for improvement                          |
|  | 2.3   | Identify changes in ways of working needed to improve work performance                                    |
|  | 2.4   | Complete work tasks using changed ways of working   |
|  | 2.5   | Evaluate work completed and changed ways of working for improvements and effectiveness                    |
| 3 Be able to use evaluation of own performance to agree, develop and use a learning plan | 3.1   | Evaluate own performance and identify where further learning and development will improve own work        |
|  | 3.2   | Agree and develop a learning plan to improve own work performance, that meets own needs                   |
|  | 3.3   | Follow a learning plan for improvement to own work  |
|  | 3.4   | Review progress against learning plan and make updates for improving own work and further learning        |

|  |  |  |
|--|--|--|
| <b>Unit Title</b>  | <b>Analyse competitor activity</b>             |  |
| <b>BIIAB Reference</b>   | <b>CFAQ91</b>                                  |  |
| <b>Level</b>   | <b>3</b>                                       |  |
| <b>Credit Value</b>  | <b>3</b>                                       |  |
| <b>GLH</b>   | <b>3</b>                                       |  |
| <b>Unit Reference No.</b>  | <b>Y/502/9927</b>                              |  |
| <b>Learning Outcome - The learner will:</b>                                  | <b>Assessment Criterion - The learner can:</b> |  |
| 1 Be able to identify competitor activity                                    | 1.1  | Identify organisations competing for the same customers  |
|  | 1.2  | Identify potentially threatening competitor activity   |
|  | 1.3  | Identify competitors' objectives   |
|  | 1.4  | Identify valid sources of information on competitors and their activity  |
|  | 1.5  | Explain the advantages and disadvantages of sources of information on competitors and their activity             |
| 2 Be able to determine the nature of the threat posed by competitor activity | 2.1  | Assess the strengths and weaknesses of competitor activity against agreed criteria                               |
|  | 2.2  | Assess the strengths and weaknesses of competitors' products and/or services against agreed criteria             |
|  | 2.3  | Determine the nature and extent of the possible threat posed by competitor activity and products and/or services |

|   |   |  |
|---|---|--|
| <b>Unit Title</b>   | <b>Work with other people in a business environment</b> |  |
| <b>BIIAB Reference</b>  | <b>CVO11</b>  |  |
| <b>Level</b>  | <b>3</b>  |  |
| <b>Credit Value</b>   | <b>4</b>  |  |
| <b>GLH</b>  | <b>12</b>   |  |
| <b>Unit Reference No.</b>   | <b>R/601/2523</b>                                       |  |
| <b>Learning Outcome - The learner will:</b>                               | <b>Assessment Criterion - The learner can:</b>          |  |
| 1 Understand how to support an organisation's overall mission and purpose | 1.1   | Explain how the organisation works   |
|   | 1.2   | Explain the organisation's mission and purpose   |
|   | 1.3   | Compare how the organisation works with other different types of organisations   |
|   | 1.4   | Explain your main responsibilities, how these fit into the organisation's structure, and how these contribute to achieving your organisation's mission |
|   | 1.5   | Define policies, procedures, systems and values of your organisation relevant to your role   |
|   | 1.6   | Describe when it is appropriate to seek guidance from others when unsure about objectives, policies, systems procedures and values                     |
| 2 Understand how to work as a team to achieve goals and objectives        | 2.1   | Explain the purpose and benefits of working with other people to achieve agreed goals and objectives   |
|   | 2.2   | Describe situations in which working with others can achieve positive results  |
|   | 2.3   | Explain the purpose and benefits of sharing work goals and plans when working with others  |
|   | 2.4   | Describe situations in which team members might need support   |
|   | 2.5   | Explain different ways of providing support to teams   |
|   | 2.6   | Explain the purpose and benefits of agreeing quality measures within a team  |
| 3 Understand how to communicate as a team                                 | 3.1   | Explain when it is essential to communicate with the people working within a team  |
|   | 3.2   | Compare and contrast different methods of communication and when to use them   |
|   | 3.3   | Explain the benefits of effective communication within a team  |
| 4 Understand the contribution of individuals within a team                | 4.1   | Explain the purpose and benefits of acknowledging the strengths of others  |
|   | 4.2   | Explain the purpose and benefits of respecting individuals working within a team   |
| 5 Understand how to deal with problems and disagreements                  | 5.1   | Explain the types of problems and disagreements that may occur when working with others  |
|   | 5.2   | Evaluate ways of resolving problems and disagreements when working with others   |
| 6 Understand the purpose of feedback when working as a team               | 6.1   | Explain the purpose and benefits of giving and receiving constructive feedback   |
|   | 6.2   | Explain ways of using feedback to improve individual work, the work of others 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>CVO11</b>  |   |
| <b>Level</b>  | <b>3</b>  |   |
| <b>Credit Value</b>   | <b>4</b>  |   |
| <b>GLH</b>  | <b>12</b>   |   |
| <b>Unit Reference No.</b>                                   | <b>R/601/2523</b>                                       |   |
| <b>Learning Outcome - The learner will:</b>                 | <b>Assessment Criterion - The learner can:</b>          |   |
| 7 Be able to work in a team to achieve goals and objectives | 7.1   | Work in a way that supports your organisation's overall mission   |
|   | 7.2   | Follow policies, systems and procedures relevant to your job  |
|   | 7.3   | Contribute to improving objectives, policies, systems, procedures and values in a way that is consistent with your role |
|   | 7.4   | Put your organisation's values into practice in all aspects of your work  |
|   | 7.5   | Seek guidance from others when not sure about objectives, policies, systems, procedures and values                      |
|   | 7.6   | Communicate effectively with other people in a team   |
|   | 7.7   | Share work goals, priorities and responsibilities with a team   |
|   | 7.8   | Agree work objectives and quality measures with a team, to achieve a positive outcome                                   |
|   | 7.9   | Make sure work goals and objectives are achieved in a way makes best use of all abilities in a team                     |
|   | 7.10  | Provide support to members of a team, as required   |
|   | 7.11  | Show respect for individuals in a team  |
|   | 7.12  | Make sure the team produces quality work on time  |
| 8 Be able to deal with problems in a team                   | 8.1   | Identify problem(s) or disagreement(s) in a team  |
|   | 8.2   | Resolve problem(s) or disagreement(s), referring if required  |
| 9 Be able to share feedback on objectives in a team         | 9.1   | Share constructive feedback on achievement of objectives with a team  |
|   | 9.2   | Receive constructive feedback on own work   |
|   | 9.3   | Share feedback on achievement of objectives to identify improvements in own work, and that of the team                  |

#### 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.

© BIIAB September 2015

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, whether electronic, mechanical, photocopying, scanning, recording or otherwise, without written permission of the publisher except in accordance with the provisions of the Copyright, Designs and Patents Act 1988. Applications for written permission to reproduce any part of the publication should be addressed in writing to the publisher. Any unauthorised or restricted act in relation to this publication may result in civil proceedings and/or criminal prosecution.

Infor House  
1 Lakeside Road  
Farnborough  
Hampshire  
GU14 6XP