

BIIAB Level 2 Award In Employment and Personal Learning Skills in Health

Level 2 Award – 601/6575/3

About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

Sources of Additional Information

The BIIAB Qualifications Limited website www.biiab.co.uk provides access to a wide variety of information.

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Version	Date	Details of Change
2.1	April 2023	Reformatted Qualification Guide into new branding
2.2	June 2025	Qualification being withdrawn Op and Cert End Dates updated to 30/06/2025

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

BIIAB Level 2 Award In Employment and Personal Learning Skills in Health - 601/6575/3								
Qualification Purpose	To obtain and then demonstrate the knowledge and skills to work within the healthcare industry							
Age Range	Pre 16		16-18	✓	18+		19+	✓
Regulation	The above qualification is regulated by Ofqual							
Assessment	<ul style="list-style-type: none">• Internal assessment• Internal and external moderation							
Type of Funding Available	See FaLa (Find a Learning Aim)							
Qualification/Unit Fee	See BIIAB Qualifications Limited web site for current fees and charges							
Grading	Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
Operational Start Date	01/08/2015							
Review Date	30/06/2025							
Operational End Date	30/06/2025							
Certification End Date	30/06/2025							
Guided Learning (GL)	64 hours							
Total Qualification Time (TQT)	70 hours							
Credit Value	7							
BIIAB Qualifications Limited Sector	Health and Social Care							
Ofqual SSA Sector	1.3 Health and Social Care							
Support from Trade Associations								
Administering Office	See BIIAB Qualifications Limited web site							

1. About the BIIAB Level 2 Award in Employment and Personal Learning Skills in Health

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. 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.

Qualification Title	Qualification Number (QN)
BIIAB Level 2 Award in Employment and Personal Learning Skills in Health	601/6575/3

2. Objective and Purpose of this Qualification

The BIIAB Level 2 Award In Employment and Personal Learning Skills in Health has been designed to allow learners to obtain and then demonstrate the knowledge and skills to work within the healthcare industry.

3. About this Guidance

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

The purpose of the guidance is to provide the majority of the key information that may beneeded to prepare for, and help support, the successful delivery of the qualification, in oneplace.

If this guidance is updated, centres will be notified by BIIAB Qualifications Limited.

4. BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via www.biiab.co.uk

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 Support Contact Details: 0115 854 1620

Email: CustomerSupport@biiab.co.uk

Our Customer Support 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 Qualifications Framework (RQF), 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 groups 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 Qualifications Limited 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 Award in Employment and Personal Learning Skills in Health Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Award in Employment and Personal Learning Skills in Health, learners **must** gain a **total of 7** credit. This **must** consist of:

- Minimum total credit: **7**
- Mandatory Group A **minimum** credit: **7**
- A minimum of **7 credits** must be achieved at **Level 2 and above**
- Minimum Guided Learning Hours: **64 hours**
- Total Qualification Time: **70 hours**

This qualification has been developed based upon industry feedback as to the fundamental knowledge required to work in the sector at this level.

Listed on the next page are the qualification units.

Mandatory Unit Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA139	R/602/2954	Understand employment responsibilities and rights in health, social care or children and young people's settings	2	3	24	Assessment Knowledge Module
E56	H/602/4529	Preparing for an Apprenticeship	2	1	10	Portfolio
E57	K/602/4547	Using enquiry and investigate techniques to solve problems	2	1	10	Portfolio
E58	Y/602/4544	Manage own learning	2	1	10	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
E59	H/602/4546	Participating in teamwork	2	1	10	Portfolio

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; but centres must ensure learners have the desired level of competence and / or recognised qualification before commencing this qualification. Centres must take responsibility for ensuring learners have suitable experience and competence before undertaking high-risk units.

Learners must also 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 and skills to work effectively within the healthcare industry. It also will allow for a number of progression routes into Level 3 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 3 Award In Employment and Personal Learning Skills in health
- Career progression

9. Assessment

Overview of assessment strategy

The Assessment Strategy has been designed by BIIAB, in conjunction with an expert panel, educational experts and a steering group. All BIIAB approved training centres and their assessment must adhere to the designed assessment strategy for this

qualification. This qualification contains knowledge units, assessed via AKMs, and competence units, assessed following NVQ principles.

Units assessed by Assessment Knowledge Modules (AKMs) are 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).

Knowledge 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 quality assure the assessment and internal quality assurance 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.

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

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

Assessors - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be '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 National Occupational Standards, units of competence and requirements of the qualifications being assessed,

including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

Expert Witnesses – must have a working knowledge of the units on which their expertise is based and also be occupationally competent in their area of expertise. An expert witness must also have either a qualification in assessment of workplace performance or a professional work role which involves evaluating the everyday

practice of staff. As the assessment decision lies with the Assessor, it is their responsibility to verify this and, where challenged, to justify their acceptance of third party 'witness testimony' to the Internal Quality Assurer.

Internal Quality Assurer (IQA) - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQAs.

IQAs must:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be '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 the workplace.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Awarding Organisations require all assessors, moderators and verifiers to maintain current subject competence to deliver these functions and recognise this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical

workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

Simulation

- Simulation can be applied to units.
- 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.

Simulation **must** be initially used in the following circumstance:

- where the activity is high risk, the learner has not yet demonstrated competence and undertaking the task for real may pose a risk to themselves or others.
- undertaking this activity solely in a simulated environment would **not** be considered a demonstration of full-competence, but **may** be used as a contribution towards competence in the activity over time.

Unless otherwise indicated, it is a general principle that evidence from simulations should **only** be employed under the following circumstances:

- where for the learner to be assessed performing this task in a real working environment could be deemed to pose risks to themselves or others.
- where the situation or task to be assessed arises so infrequently that it would be impractical to wait for an opportunity to assess it solely when it occurred for real
- at the discretion of the Awarding Organisation where it is considered the environment provided fully reflects a commercial working environment and that the demands on the candidate during simulation are neither more or less than they would be in a real work environment/situation.

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

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 having sufficient knowledge
- learners believe they are competent and that they have been misjudged

BIIAB Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

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 Qualifications Limited 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 Qualifications Limited provides the following additional resources for this qualification:

- Assessment Knowledge Modules (AKMs)
- Assessor Guidance for assessing specific units

- Evidence matrixes for the competence units, including a Learner Summative Reflection template
- Access to the units

All of these resources are available on request.

Assessment Knowledge Modules (AKMs)

These provide a series of BIIAB set questions within the context of knowledge modules that can be used to assess the learners competence. These modules should be released to the learner for the assessment when they are determined to be ready to be able to successfully achieve it. The assessment does **not** have to be undertaken within secure conditions, but **must** be collected and held securely afterwards. Learners **must** be taught to the Learning Outcomes and Assessment Criteria within the unit **not** the assessment. A password will be provided to allow access this document upon approval for the qualification.

These are internally marked and verified but **must** be available to the EQA for external verification purposes.

Assessment Guidance for each of the AKMs

These provide a series of BIIAB suggested possible answers for the questions within the knowledge modules. Assessors can accept other appropriate answers.

These modules **must** be kept secure, only released to the learner for the assessment and collected and held securely afterwards. Learners **must** be taught to the Learning Outcomes and Assessment Criteria within the unit **not to** the possible answers of the assessment. A password will be provided to allow access this document upon approval for the qualification.

Evidence matrixes

BIIAB provide a matrix that supports each competence unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes are covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) **must** be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA to quickly locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account
- Product evidence (eg implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)
- Records of questioning
- Other

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB Qualifications Limited includes the mandatory units within this guidance document.

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 forms part of the delivery.

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

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 GL, will include the estimated number of hours spent 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.

BIIAB Qualifications Limited will not prescribe how the qualification is delivered, but centres **must** ensure the delivery chosen meets their learners' needs.

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 guidance document 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 Qualifications Limited also assign unique unit numbers which 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.

Total Qualification Time (TQT)

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

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision

of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

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

Learning Outcomes and Assessment Criteria

Learning Outcomes are what 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. There are usually multiple assessment criteria for each Learning Outcome.

14. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at <https://www.biiab.co.uk/policies-and-procedures/>

BIIAB Qualifications Limited 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 Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at <https://www.biiab.co.uk/policies-and-procedures/>

15. Qualification Review and Feedback

BIIAB Qualifications Limited 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 Qualifications Limited 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 periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

16. Mandatory Units

The following units are mandatory for this qualification.



Understand employment responsibilities and rights in health, social care or children and young people's settings

Unit Reference	R/602/2954
BIIAB Reference	CA139
Level	2
Credit Value	3
Guided Learning (GL)	24
Unit Summary	This unit provides the learner with the knowledge of employees and employers rights in the workplace
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.4) The learner can:
1. Know the statutory responsibilities and rights of employees and employers within own area of work	1.1 List the aspects of employment covered by law 1.2 List the main features of current employment legislation 1.3 Outline why legislation relating to employment exists 1.4 Identify sources and types of information and advice available in relation to employment responsibilities and rights
2. Understand agreed ways of working that protect own relationship with employer	2.1 Describe the terms and conditions of own contract of employment 2.2 Describe the information shown on own pay statement 2.3 Describe the procedures to follow in event of a grievance

	<p>2.4 Identify the personal information that must be kept up to date with own employer</p> <p>2.5 Explain agreed ways of working with employer</p>
3. Understand how own role fits within the wider context of the sector	<p>3.1 Explain how own role fits within the delivery of the service provided</p> <p>3.2 Explain the effect of own role on service provision</p> <p>3.3 Describe how own role links to the wider sector</p> <p>3.4 Describe the main roles and responsibilities of representative bodies that influence the wider sector</p>
4. Understand career pathways available within own and related sectors	<p>4.1 Explore different types of occupational opportunities</p> <p>4.2 Identify sources of information related to a chosen career pathway</p> <p>4.3 Identify next steps in own career pathway</p>
5. Understand how issues of public concern may affect the image and delivery of services in the sector	<p>5.1 Identify occasions where the public have raised concerns regarding issues within the sector</p> <p>5.2 Outline different viewpoints around an issue of public concern relevant to the sector</p> <p>5.3 Describe how issues of public concern have altered public views of the sector</p> <p>5.4 Describe recent changes in service delivery which have affected own area of work</p>

Preparing for an Apprenticeship

Unit Reference	H/602/4529
BIIAB Reference	E56
Level	2
Credit Value	1
Guided Learning (GL)	10
Unit Summary	This unit provides the learner with the knowledge of apprenticeships and setting yourself goals
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.2) The learner can:
1. Know the components of the Apprenticeship	1.1 Discuss the relevance of each of the components 1.2 Describe how each component will be assessed 1.3 Describe the purpose of the Apprenticeship agreement
2. Be able to set goals for the coming year	2.1 Describe the importance of meeting deadlines 2.2 Describe the importance of being organised 2.3 Create targets for own skills development and completion of the Apprenticeship
3. Understand the progression routes	3.1 Discuss the sources of information regarding progression routes 3.2 Compare possible progression routes

Using enquiry and investigative techniques to solve problems

Unit Reference	K/602/4547
BIIAB Reference	E57
Level	2
Credit Value	1
Guided Learning (GL)	10
Unit Summary	This unit provides the learner with the knowledge to make enquiries and use data to solve problems
Learning Outcomes (1 to 2) The learner will:	Assessment Criteria (1.1 to 2.5) The learner can:
1. Be able to research questions related to a specific problem	1.1 Generate ideas for enquiry which result from a specific identified problem 1.2 Define enquiry questions relating these to the specific problem 1.3 Identify investigative techniques to use that meet the aims of the enquiry 1.4 Create a structured plan for the enquiry 1.5 Conduct the enquiry following the plan
2. Be able to assess enquiry outcomes on a specific problem	2.1 Select the information that is useful and relevant from the data 2.2 Assess the findings referring to the intentions in the enquiry plan 2.3 Explain the factors that influenced decisions in the methodology 2.4 Identify assumptions in methodology used

	2.5 Discuss the impact alternative investigation methods could have on the outcomes
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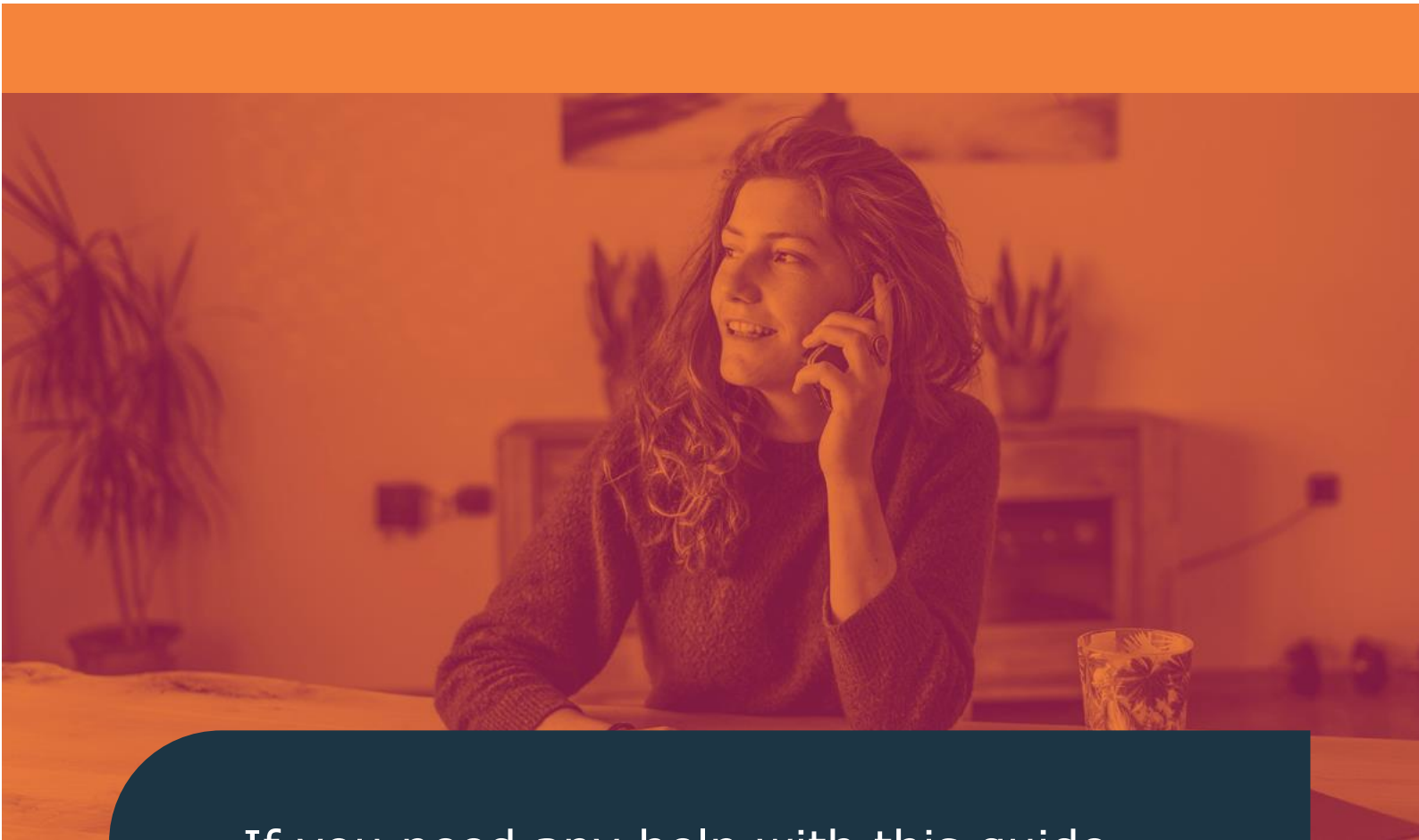
Manage own learning

Unit Reference	Y/602/4544
BIIAB Reference	E58
Level	2
Credit Value	1
Guided Learning (GL)	10
Unit Summary	This unit provides the learner with the knowledge to organise, manage and reflect on their own learning
Learning Outcomes (1 to 2) The learner will:	Assessment Criteria (1.1 to 2.5) The learner can:
1. Be able to organize and manage own learning goals	1.1 Assess own skills and learning requirements 1.2 Describe learning goals to enable learning to be completed on time and to a high standard 1.3 Describe risks to learning not being completed on time 1.4 Plan work and personal life commitments to ensure needs are met 1.5 Maintain relationships with peers to enable success in learning 1.6 Complete learning tasks on time and to the required standard
2. Be able to reflect on own learning	2.1 Assess learning goals against success criteria 2.2 Assess where own learning has been successful and where learning strategies could be improved

	<p>2.3 Devise positive and constructive actions in response to feedback from others</p> <p>2.4 Revise learning goals to respond to outcomes of reflection</p> <p>2.5 Communicate outcomes of learning experiences to others</p>
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Participating in teamwork

Unit Reference	H/602/4546
BIIAB Reference	E59
Level	2
Credit Value	1
Guided Learning (GL)	10
Unit Summary	This unit provides the learner with the knowledge of working as a team
Learning Outcomes (1 to 2) The learner will:	Assessment Criteria (1.1 to 2.4) The learner can:
1. Understand the need for a team to work to an agreed code of conduct	1.1 Contribute to discussion with others to agree a team task that contributes to the local context 1.2 Contribute to discussion with team members to agree a code of conduct for effective team work 1.3 Describe agreed consequences for team members who do not follow the code of conduct
2. Be able to work positively as a member of a team to complete a task	2.1 Complete a task, showing adherence to the code of conduct 2.2 Undertake contrasting roles within the team task, showing evidence of adapting behaviour to meet task needs 2.3 Describe areas for improvement in own performance in the task 2.4 Communicate to others, areas of improvement in their performance in a constructive manner



If you need any help with this guide
please contact our team.

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