



BIIAB Level 2 Certificate in Principles of Business and Administration

Level 2 Certificate - 601/7249/6



Qualification Guidance

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
2.0	January 2018	Updated throughout to remove reference to "QCF" RoC updated with TQT figures
2.1	July 2023	Reformatted Qualification Guide into new branding
2.2	May 2025	Qualification Review Date extended for two years – no change to the content of the qualification.

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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 Certificate in Principles of Business and Administration - 601/7249/6								
Qualification Purpose	To prepare for further learning or training by developing knowledge and/or skills in a subject area.							
Age Range	Pre 16		16-18	✓	18+		19+	✓
Regulation	The above qualification is regulated by Ofqual							
Assessment	<ul style="list-style-type: none"> Portfolio of Evidence Practical Demonstration/Assignment 							
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	01/10/2015							
Review Date	30/09/2027							
Operational End Date								
Certification End Date								
Guided Learning (GL)	120 hours							
Total Qualification Time (TQT)	150 hours							
Credit Value	15							
BIIAB Qualifications Limited Sector	Business Support							
Ofqual SSA Sector	15.2 Administration							
Support from Trade Associations								
Administering Office	See BIIAB Qualifications Limited web site							



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About the BIIAB Level 2 Certificate in Principles of Business and Administration

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 Certificate in Principles of Business and Administration	601/7249/6

Objective and Purpose of this Qualification

This qualification will help learners to develop the knowledge needed in Business Administration. It is relevant for those who are currently employed, or are looking to become more employable, for example as a Business Support Administrator. However, only achievement of the BIIAB Level 2 Diploma in Business Administration 601/3741/1 will signify full occupational competence at this level. The BIIAB Level 2 Certificate in Principles of Business and Administration will enable the learner to progress on to the BIIAB Level 2 Diploma in Business Administration.

The primary purpose of the qualification is to prepare for further learning or training by developing knowledge and/or skills in a subject area. However, employers can also rely on the knowledge provided as meeting nationally recognised standards for Business Administration at this level.

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 qualification's status please contact BIIAB Qualifications Limited head office.



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About this Guidance

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

The purpose of the guidance 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 guidance is updated, centres will be notified by BIIAB Qualifications Limited.

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

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)

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- 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.

BIIAB Level 2 Certificate in Principles of Business and Administration Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Certificate in Principles of Business and Administration learners **must** gain a **total of 15** credits. This **must** consist of:

- **Minimum total** credit: **15**
- Mandatory Group A **minimum** credit: **15**
- A **minimum of 15** credits **must** be achieved through the completion of units at **Level 2** and above.
- Guided Learning hours (GLH): **120** hours
- Total Qualification Time (TQT): **150** hours

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 on the next page are the qualification units.

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Mandatory Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CCO3	L/601/7638	Principles of personal responsibilities and working in a business environment	2	4	32	Assessment Knowledge Module (AKM)
CCS4	R/601/7639	Principles of providing administrative services	2	4	32	Assessment Knowledge Module (AKM)
BA92	J/601/7640	Principles of managing information and producing documents	2	3	24	Assessment Knowledge Module (AKM)
BA93	R/601/7642	Principles of supporting business events	2	1	8	Assessment Knowledge Module (AKM)
BA94	L/601/7641	Principles of supporting change in a business environment	2	1	8	Assessment Knowledge Module (AKM)
CCS15	F/601/7653	Principles of budgets in a business environment	3	2	16	Assessment Knowledge Module (AKM)

Age Restriction

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

- 16-18
- 19+

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.

This qualification is designed to equip learners with the knowledge to work effectively within Business Administration at this level. The recommended progression route is to the BIIAB Level 2 Diploma in Business Administration, or, if the learner is ready to progress to a higher level, the BIIAB Level 3 Diploma in Business Administration may be appropriate.

Achievement of the qualification offers opportunities for progression, including:

- 601/3741/1 BIIAB Level 2 Diploma in Business Administration
- 601/3742/3 BIIAB Level 3 Diploma in Business Administration

Assessment

Overview of assessment strategy

The qualification contains knowledge units. These units are assessed by Assessment Knowledge Modules (AKMs) externally set by BIIAB Qualifications Limited. 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 Qualifications Limited 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 Qualifications Limited 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.

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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.

Assessment Strategy

The Assessment Strategy has been designed by Skills CFA. While BIIAB Qualifications Limited 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 certificating the team building qualification.

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

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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

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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 business.
- 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. 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 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/>

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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.

Resources

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

- Assessment Knowledge Module (AKMs) for assessing specific units
- Assessor Guidance for assessing specific units
- A Learner Summative Reflection
- Access to the units

All of these resources are available on request.

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

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role.

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.

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

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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.



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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.

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/>

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.

Mandatory Units

The following units are mandatory for this qualification.

Principles of budgets in a business environment

Unit Reference	F/601/7653
BIIAB Reference	CCS15
Level	3
Credit Value	2
Guided Learning (GL)	16
Unit Summary	The purpose of this unit is to provide the learner with the of the principles of budgets in a business environment.
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.2) The learner can:
1. Understand the purpose of budgets in a business environment	1.1 Explain the purpose of budgets for managing financial resources to meet business requirements
2. Understand how to develop budgets	2.1 Explain the purpose of agreeing the format in which a budget will be presented 2.2 Explain the purpose of using estimations when developing a budget and ways of doing so 2.3 Explain the purpose of identifying timescales, priorities and financial resources needed when preparing a budget and ways of doing so 2.4 Describe the purpose of negotiating and agreeing a budget
3. Understand how to manage budgets	3.1 Explain the purpose of monitoring, controlling and recording income and expenditure 3.2 Describe situations in which revisions to the budget and/or plans may be needed

Principles of providing administrative services

Unit Reference	R/601/7639
BIIAB Reference	CCS4
Level	2
Credit Value	4
Guided Learning (GL)	32
Unit Summary	The purpose of this unit is to provide the learner with the knowledge of the principles of providing administrative services.
Learning Outcomes (1 to 9) The learner will:	Assessment Criteria (1.1 to 9.3) The learner can:
1. Understand how to make and receive telephone calls	1.1 Describe the different features of telephone systems and how to use them 1.2 Describe how to follow organisational procedures when making and receiving telephone calls 1.3 Explain the purpose of giving a positive image of self and own organisation
2. Understand how to handle mail	2.1 Explain the purpose of correctly receiving, checking and sorting incoming and outgoing mail or packages 2.2 Identify different internal and external mail services available to organisations 2.3 Describe the methods of calculating postage charges for mail or packages
3. Understand how to use different types of office equipment	3.1 Identify different types of equipment and their uses 3.2 Explain the purpose of following manufacturer's instructions when using equipment 3.3 Explain the purpose of keeping equipment clean, hygienic and ready for the next user

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<p>4. Understand how to keep waste to a minimum in a business environment</p>	<p>4.1 Explain why waste should be kept to a minimum in a business environment.</p> <p>4.2 Identify the main causes of waste that may occur in a business environment</p> <p>4.3 Identify ways of keeping waste to a minimum in a business environment</p>
<p>5. Know how to make arrangements for meetings</p>	<p>5.1 Identify different types of meetings and their main features</p> <p>5.2 Identify the sources and types of information needed to arrange a meeting</p> <p>5.3 Describe how to arrange meetings</p>
<p>6. Understand procedures for organising travel and accommodation arrangements</p>	<p>6.1 Explain the purpose of confirming instructions and requirements for business travel and accommodation</p> <p>6.2 Outline the main types of business travel or accommodation arrangements that may need to be made and the procedures to follow</p> <p>6.3 Explain the purpose of keeping records of business travel or accommodation arrangements</p>
<p>7. Understand diary management procedures</p>	<p>7.1 Explain the purpose of using a diary system to plan activities</p> <p>7.2 Identify the information needed to maintain a diary system</p>
<p>8. Understand the purpose of delivering effective customer service and how to do so</p>	<p>8.1 Contrast the differences between internal and external customers in a business environment</p> <p>8.2 Explain why customer service should meet or exceed customer expectations</p>

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	<p>8.3 Identify the purpose and ways of building positive relationships with customers</p> <p>8.4 Identify how customers demonstrate their own needs and expectations</p>
<p>9. Understand the purpose of reception services and how to follow reception procedures</p>	<p>9.1 Describe the purpose of the receptionist role as the first point of contact between the public / client and an organisation</p> <p>9.2 Explain how to present a positive image of self and the organisation and the purpose of doing so</p> <p>9.3 Explain how to carry out entry, departure, security and confidentiality procedures in a reception area</p>

Principles of personal responsibilities and working in a business environment

Unit Reference	L/601/7638
BIIAB Reference	CCO3
Level	2
Credit Value	4
Guided Learning (GL)	32
Unit Summary	The purpose of this unit is to provide the learner with the knowledge of the principles of personal responsibilities and working in a business environment.
Learning Outcomes (1 to 7) The learner will:	Assessment Criteria (1.1 to 7.3) The learner can:
1. Know the employment rights and responsibilities of the employee and employer	1.1 Identify the main points of contracts of employment 1.2 Identify the main points of legislation affecting employers and employees 1.3 Identify where to find information on employment rights and responsibilities both internally and externally 1.4 Describe how representative bodies can support the employee 1.5 Identify employer and employee responsibilities for equality and diversity in a business environment 1.6 Explain the benefits of making sure equality and diversity procedures are followed in a business environment
2. Understand the purpose of health, safety and security procedures in a business environment	2.1 Identify employer and employee responsibilities for health, safety and security in a business environment

	<p>2.2 Explain the purpose of following health, safety and security procedures in a business environment</p> <p>2.3 Identify ways of maintaining a safe and secure environment in a business environment</p>
3. Understand how to communicate effectively with others	<p>3.1 Describe different methods of communication</p> <p>3.2 Explain how to choose the most appropriate method of communicating with others</p> <p>3.3 Describe ways of actively listening</p>
4. Understand how to work with and support colleagues	<p>4.1 Explain the purpose of agreeing standards for own work with others</p> <p>4.2 Explain the purpose of taking on new challenges and adapting to change</p> <p>4.3 Explain the purpose of treating others with honesty and consideration</p>
5. Know how to plan own work and be accountable to others	<p>5.1 Explain the purpose of meeting work standards and deadlines when completing tasks</p> <p>5.2 Identify ways of planning own work</p> <p>5.3 Compare ways of keeping other people informed about progress</p>
6. Understand the purpose of improving own performance in a business environment and how to do so	<p>6.1 Explain the purpose of continuously improving own performance in a business environment</p> <p>6.2 Describe ways of improving own performance in a business environment</p>

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	6.3 Identify different types of career pathways that are available
7. Understand the types of problems that may occur in a business environment and how to deal with them	<p>7.1 Identify the types of problems that may occur in a business environment</p> <p>7.2 Explain ways of dealing with problems that may occur in a business environment</p> <p>7.3 Explain how and when to refer problems to relevant colleagues</p>

Principles of managing information and producing documents

Unit Reference	J/601/7640
BIIAB Reference	BA92
Level	2
Credit Value	3
Guided Learning (GL)	24
Unit Summary	The purpose of this unit is to provide the learner with the knowledge of the principles of managing information and producing documents.
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.5) The learner can:
1. Understand the purpose of information technology in a business environment	1.1 Identify different types of information technology that may be used for work tasks 1.2 Outline the benefits of using information technology for work tasks
2. Understand how to manage electronic and paper based information	2.1 Explain the purpose of agreeing objectives and deadlines for researching information 2.2 Identify different ways of researching, organising and reporting information 2.3 Describe procedures to be followed for archiving, retrieving and deleting information, including legal requirements, if required 2.4 Explain why confidentiality is critical when managing information
3. Understand the purpose of producing documents that are fit-for-purpose	3.1 Identify reasons for producing documents that are fit-for-purpose 3.2 Describe different types and styles of documents and when they are used

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<p>4. Know the procedures to be followed when producing documents</p>	<p>4.1 Identify reasons for agreeing the purpose, content, layout, quality standards and deadlines for the production of documents</p> <p>4.2 Describe ways of checking finished documents for accuracy and correctness, and the purpose of doing so</p> <p>4.3 Explain the purpose of confidentiality and data protection procedures when preparing documents</p> <p>4.4 Compare different types of documents that may be produced from notes and the formats to be followed</p> <p>4.5 Explain the procedures to be followed when preparing text from notes</p>
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Principles of supporting business events

Unit Reference	R/601/7642
BIIAB Reference	BA93
Level	2
Credit Value	1
Guided Learning (GL)	8
Unit Summary	The purpose of this unit is to provide the learner with the knowledge of the principles of supporting business events.
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.2) The learner can:
1. Understand how to support the organisation of a business event	1.1 Describe the range of support activities that may be required when organising a business event 1.2 Identify ways of providing support before, during and after a business event
2. Understand the purpose of displaying professional and helpful behaviour whilst supporting a business event and how to do so	2.1 Explain the purpose of displaying professional and helpful behaviour when supporting a business event 2.2 Describe ways of exhibiting professional and helpful behaviour whilst supporting a business event
3. Understand how to deal with problems encountered when supporting a business event	3.1 Identify the types of problems that may occur when supporting a business event 3.2 Identify ways of dealing with problems when supporting a business event

Principles of supporting change in a business environment

Unit Reference	L/601/7641
BIIAB Reference	BA94
Level	2
Credit Value	1
Guided Learning (GL)	8
Unit Summary	The purpose of this unit is to provide the learner with the knowledge of the principles of supporting change in a business environment.
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.2) The learner can:
1. Understand why change happens in a business environment	1.1 Explain reasons for change in a business environment
2. Understand the purpose of supporting change in a business environment	2.1 Identify reasons for reviewing working methods, products or services 2.2 Describe types of support that people may need during change 2.3 Explain the benefits of working with others during change
3. Understand how to respond to change in a business environment	3.1 Explain the purpose of responding positively to changes in working methods, products or services 3.2 Identify ways of responding positively to change