BIIAB

BIIAB Level 3 Award in IT User Skills

Level 3 Award – 601/6500/5

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.

Copyright

Version	Date	Details of Change
4.0	June 2022	Launch of guide in new format with new review date, organisation name and contact detail changes plus headers and footers throughout
4.1	March 2023	Removal of references to Level 1 Award and Level 1 Diploma which were withdrawn on 31/07/2020. Credit values for IT27 and IT16/CFAQ66 updated where appropriate.
4.2	October 2023	Reformatted Qualification Guide into new branding

![BIIAB logo]

Qualification Guidance

Contents

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 3 Award in IT User Skills – 601/6500/5	

Qualification Purpose	The primary purpose of this qualification is to prepare the learner for upcoming employment or a new job role.

Age Range	**Pre 16**		**16-18**	✓	**18+**		**19+**	✓

Regulation	The above qualification is regulated by Ofqual
Assessment	• Portfolio of Evidence
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	01/07/2015
Review Date	31/12/2025
Operational End Date	
Certification End Date	
Guided Learning (GL)	85 hours
Total Qualification Time (TQT)	120 hours
Credit Value	12
BIIAB Qualifications Limited Sector	Business Support
Ofqual SSA Sector	6.2 ICT for Users
Support from Trade Associations	
Administering Office	See BIIAB Qualifications Limited website

About the BIIAB Level 3 Award in IT User Skills

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 3 Award in IT User Skills	601/6500/5

Objective and Purpose of this Qualification

The IT User qualification has been designed to allow learners to obtain and then demonstrate the knowledge and skills to work effectively and flexibly within IT.

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 head office.

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)
- 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 3 Award in IT User Skills Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Award in IT User Skills learners **must** gain a **total of 12** credits. This consists of:

- Minimum total credit: **12**
- A minimum of **8 credits must** be achieved through the completion of units at Level 3 or above
- Units with the same title at different levels are **barred**
- Guided Learning hours (GLH): **85** hours
- Total Qualification Time (TQT): **120** hours

Listed below are the qualification units.

Optional Group AS: Audio Software

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT4	K/502/4389	Audio Software	1	2	15	Portfolio
IT5	D/502/4390	Audio Software	2	3	20	Portfolio
IT6	H/502/4391	Audio Software	3	4	30	Portfolio

Optional Group BS: Bespoke Software

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT7	A/502/4395	Bespoke Software	1	2	15	Portfolio
CFAQ9	F/502/4396	Bespoke Software	2	3	20	Portfolio
CFAQ29	J/502/4397	Bespoke Software	3	4	30	Portfolio

Optional Group CA: Computer Accounting Software

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT10	F/502/4401	Computerised Accounting Software	1	2	15	Portfolio
IT11	J/502/4402	Computerised Accounting Software	2	3	20	Portfolio
IT12	L/502/4403	Computerised Accounting Software	3	5	35	Portfolio

Optional Group DM: Data Management Software

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT22	F/502/4558	Data Management Software	1	2	15	Portfolio
CFAQ20	J/502/4559	Data Management Software	2	3	20	Portfolio
IT21	A/502/4560	Data Management Software	3	4	30	Portfolio

Optional Group DP: Desktop Publishing Software

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT24	D/502/4566	Desktop Publishing Software	2	4	30	Portfolio
IT25	H/502/4567	Desktop Publishing Software	3	5	40	Portfolio
IT26	Y/502/4565	Desktop Publishing Software	1	3	20	Portfolio

Qualification Guidance

Optional Group DPS: Drawing and Planning Software

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT29	J/502/4609	Drawing and Planning Software	1	2	15	Portfolio
IT27	A/502/4610	Drawing and Planning Software	2	3	20	Portfolio
IT28	F/502/4611	Drawing and Planning Software	3	4	30	Portfolio

Optional Group DS: Database Software

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT18	H/502/4553	Database Software	1	3	20	Portfolio
IT19	M/502/4555	Database Software	2	4	30	Portfolio
CFAQ35	T/502/4556	Database Software	3	6	45	Portfolio

Optional Group DS1: Design Software

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT30	A/502/4574	Design Software	3	5	40	Portfolio
IT31	M/502/4572	Design Software	1	3	20	Portfolio
IT32	T/502/4573	Design Software	2	4	30	Portfolio

Qualification Guidance

Optional Group IC: IT Communication Fundamentals

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT13	D/502/4292	IT Communication Fundamentals	2	2	15	Portfolio
IT14	Y/502/4291	IT Communication Fundamentals	1	2	15	Portfolio

Optional Group IP: Improving Productivity Using IT

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT101	T/502/4153	Improving Productivity Using IT	1	3	20	Portfolio
IT102	J/502/4156	Improving Productivity Using IT	2	4	30	Portfolio
IT81	L/502/4157	Improving Productivity Using IT	3	5	40	Portfolio

Optional Group IS: Imaging Software

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT36	J/502/4612	Imaging Software	1	3	20	Portfolio
IT37	L/502/4613	Imaging Software	2	4	30	Portfolio
IT38	R/502/4614	Imaging Software	3	5	40	Portfolio

Qualification Guidance

Optional Group ISF: IT Software Fundamentals

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT62	L/502/4384	IT Software Fundamentals	1	3	20	Portfolio
IT63	R/502/4385	IT Software Fundamentals	2	3	20	Portfolio

Optional Group ISU: IT Security for Users

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT43	R/502/4256	IT Security for Users	1	1	10	Portfolio
IT44	Y/502/4257	IT Security for Users	2	2	15	Portfolio
IT42	D/502/4258	IT Security for Users	3	3	20	Portfolio

Optional Group IU: IT User Fundamentals

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT73	J/502/4206	IT User Fundamentals	1	3	20	Portfolio
IT74	L/502/4207	IT User Fundamentals	2	3	20	Portfolio

Optional Group MS: Multimedia Software

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT49	Y/502/4615	Multimedia Software	1	3	20	Portfolio
IT47	D/502/4616	Multimedia Software	2	4	30	Portfolio
IT48	H/502/4617	Multimedia Software	3	6	45	Portfolio

Optional Group OP: Optimise IT System Performance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT50	D/502/4244	Optimise IT System Performance	1	2	15	Portfolio
IT51	H/502/4245	Optimise IT System Performance	2	4	30	Portfolio
IT52	K/502/4246	Optimise IT System Performance	3	5	40	Portfolio

Optional Group PI: Personal Information Management Software

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT54	Y/502/4369	Personal Information Management Software	1	2	15	Portfolio
IT53	L/502/4370	Personal Information Management Software	2	2	15	Portfolio

Optional Group PM: Project Management Software

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT56	K/502/4618	Project Management Software	1	3	20	Portfolio
IT57	M/502/4619	Project Management Software	2	4	30	Portfolio
IT55	H/502/4620	Project Management Software	3	5	40	Portfolio

Optional Group PS: Presentation Software

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT58	K/502/4621	Presentation Software	1	3	20	Portfolio
CFAQ19	M/502/4622	Presentation Software	2	4	30	Portfolio
CFAQ34	T/502/4623	Presentation Software	3	6	45	Portfolio

Optional Group SPS: Spreadsheet Software

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT70	A/502/4624	Spreadsheet Software	1	3	20	Portfolio
CFAQ18	F/502/4625	Spreadsheet Software	2	4	30	Portfolio
CFAQ33	J/502/4626	Spreadsheet Software	3	6	45	Portfolio

Qualification Guidance

Optional Group SP: Specialist Software

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT68	L/502/4398	Specialist Software	1	2	15	Portfolio
IT69	R/502/4399	Specialist Software	2	3	20	Portfolio
IT67	A/502/4400	Specialist Software	3	4	30	Portfolio

Optional Group SU: Set Up an IT System

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT66	Y/502/4209	Set Up an IT System	1	3	20	Portfolio
IT64	L/502/4210	Set Up an IT System	2	4	30	Portfolio
IT65	R/502/4211	Set Up an IT System	3	5	40	Portfolio

Optional Group UC: Using Collaborative Technologies

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CFAQ65	A/502/4378	Using Collaborative Technologies	1	3	20	Portfolio
IT16	F/502/4379	Using Collaborative Technologies	2	4	30	Portfolio
IT17	T/502/4380	Using Collaborative Technologies	3	6	45	Portfolio

Qualification Guidance

Optional Group UE: Using Email

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CFAQ42	J/502/4299	Using Email	1	2	15	Portfolio
CFAQ15	M/502/4300	Using Email	2	3	20	Portfolio
CFAQ30	T/502/4301	Using Email	3	3	20	Portfolio

Optional Group UM: Using Mobile IT Devices

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT45	H/502/4374	Using Mobile IT Devices	1	2	15	Portfolio
IT46	K/502/4375	Using Mobile IT Devices	2	2	15	Portfolio

Optional Group UTI: Using the Internet

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CFAQ61	A/502/4297	Using the Internet	2	4	30	Portfolio
IT40	F/502/4298	Using the Internet	3	5	40	Portfolio
CFAQ62	T/502/4296	Using the Internet	1	3	20	Portfolio

Qualification Guidance

Optional Group VS: Video Software

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT103	K/502/4392	Video Software	1	2	15	Portfolio
IT104	M/502/4393	Video Software	2	3	20	Portfolio
IT105	T/502/4394	Video Software	3	4	30	Portfolio

Optional Group WP: Word Processing Software

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CFAQ41	L/502/4627	Word Processing Software	1	3	20	Portfolio
CFAQ16	R/502/4628	Word Processing Software	2	4	30	Portfolio
CFAQ31	Y/502/4629	Word Processing Software	3	6	45	Portfolio

Optional Group WS: Website Software

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT78	L/502/4630	Website Software	1	3	20	Portfolio
CFAQ17	R/502/4631	Website Software	2	4	30	Portfolio
CFAQ32	Y/502/4632	Website Software	3	5	40	Portfolio

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.

The qualification is designed to equip learners with the knowledge and skills to work effectively at this level. It also will allow for a number of progression routes to employment and into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- Qualifications relating to Professional Competence for IT and Telecoms Professionals
- Qualifications relating to ICT Systems and Principles for IT Professionals
- Employment opportunities and career progression

Assessment

Overview of assessment strategy

The qualification contains competence units. Competence units are assessed following NVQ principles.
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.

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

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.

Expert Witnesses - Witnesses don't have to be "expert". They can be drawn from a wide range of people who can attest to the candidate's performance in the workplace, such as line managers, experiences workplace colleagues, customers or clients. They need to:

- provide a written statement about the quality and authenticity of the candidate's work
- have first-hand experience of the candidate's performance and understanding

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 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 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.

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.

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.

Knowledge tests and simulation

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.

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 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/

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:

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

All of these resources are available on request.

Evidence matrixes

BIIAB Qualifications Limited 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 and 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 quickly to 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 (e.g. 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.

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

Qualification Guidance

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:

Qualification Guidance

- 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.

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

BIIAB

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.