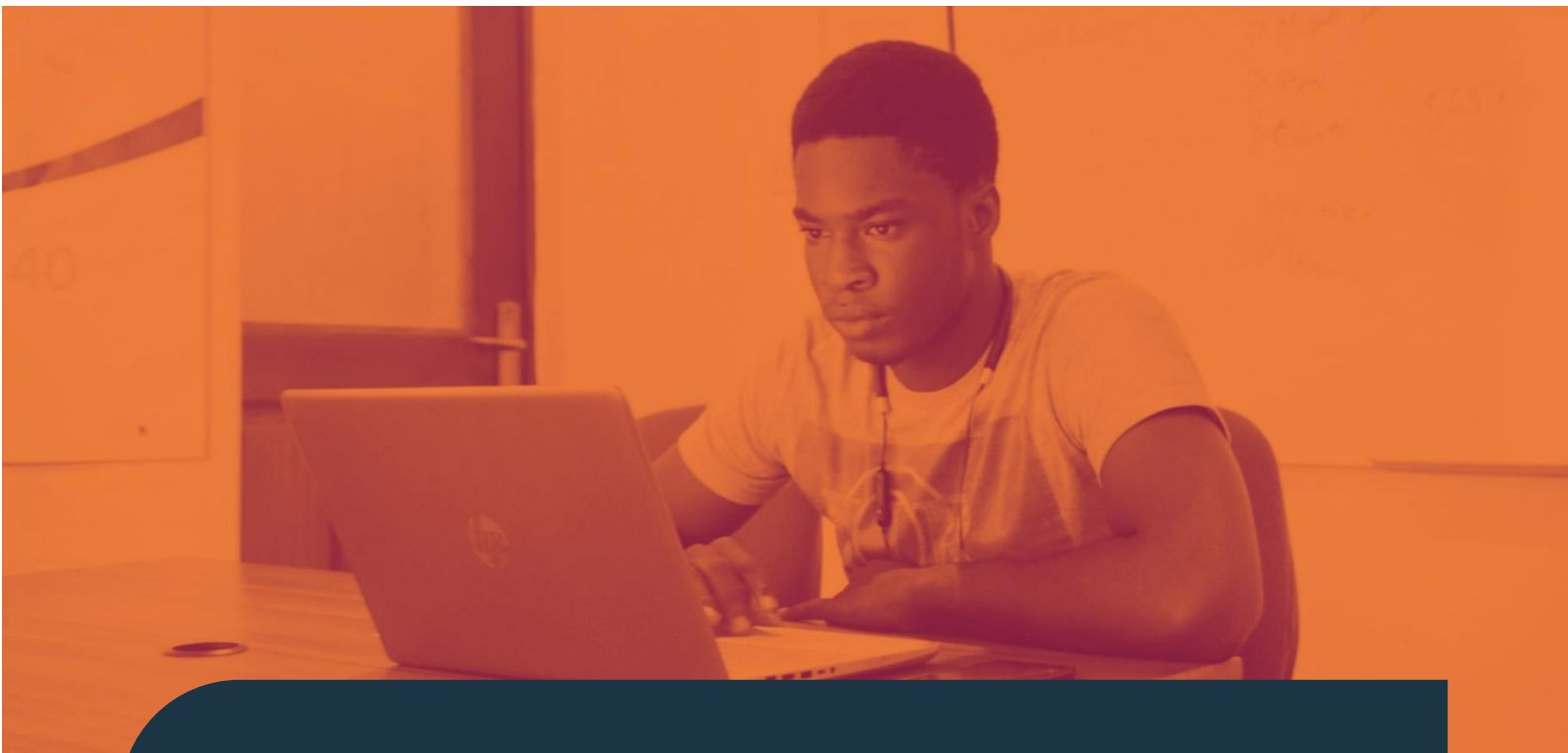




Qualification Guidance



## BIIAB Level 3 Certificate in Principles of the Creative and Cultural Sector

Level 3 Certificate – 601/6169/3



## 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](http://www.biiab.co.uk) provides access to a wide variety of information.

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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

Version	Date	Details of Change
2.0	June 2017	RoC - Addition of assessment methodology column
3.0	January 2018	Updated handbook throughout to remove reference to "QCF" - Front page, header, Section 1, 5, 8, 13
3.1	November 2023	Reformatted Qualification Guide into new branding

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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 3 Certificate in Principles of the Creative and Cultural Sector – 601/6169/3	
<b>Qualification Purpose</b>	The primary purpose of the qualification is to prepare for further learning or training by developing knowledge and/or skills in a subject area.
<b>Age Range</b>	<b>Pre 16</b> <input type="checkbox"/> <b>16-18</b> <input checked="" type="checkbox"/> <b>18+</b> <input type="checkbox"/> <b>19+</b> <input checked="" type="checkbox"/>
<b>Regulation</b>	The above qualification is regulated by Ofqual
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Portfolio of Evidence</li> <li>• Practical Demonstration/Assignment</li> </ul>
<b>Type of Funding Available</b>	See FaLa (Find a Learning Aim)
<b>Qualification/Unit Fee</b>	See BIIAB Qualifications Limited web site for current fees and charges
<b>Grading</b>	Pass/Fail To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed
<b>Operational Start Date</b>	01/06/2015
<b>Review Date</b>	31/07/2025
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	119 hours
<b>Total Qualification Time (TQT)</b>	150 hours
<b>Credit Value</b>	15
<b>BIIAB Qualifications Limited Sector</b>	Creative, Cultural and Design
<b>Ofqual SSA Sector</b>	09.2 Crafts, creative arts and design
<b>Support from Trade Associations</b>	
<b>Administering Office</b>	See BIIAB Qualifications Limited website



## Qualification Guidance

### About the BIIAB Level 3 Certificate in Principles of the Creative and Cultural Sector

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 Certificate in Principles of the Creative and Cultural Sector	601/6169/3

### Objective and Purpose of this Qualification

This qualification will help learners to develop knowledge and understanding in the principles of the creative and cultural sector.

The primary purpose of the qualification is to prepare for further learning or training by developing knowledge and/or skills in a subject area.

This qualification is the knowledge component within the suite of creative and cultural sector apprenticeships at Level 3.

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.



## Qualification Guidance

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](http://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](mailto: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)

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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 Certificate in Principles of the Creative and Cultural Sector Rules of Combination (ROC) and Structure**

To achieve the BIIAB Level 3 Certificate in Principles of the Creative and Cultural Sector learners **must** gain a **total of 15** credits. This **must** consist of:

- **Minimum total** credit: **15**
- Mandatory Group A **minimum** credit: **8**
- Optional Groups **minimum** credit: **7 (barred units apply)**

- A **minimum** of **7** credits must be achieved from **ONE** of **6** **optional pathways**:

### **Optional Group B: Community Arts**

Learners must achieve the Mandatory Unit plus a minimum of 2 credits from the Optional Units.

### **Optional Group C: Cultural Venue Operations**

Learners must achieve the Mandatory Unit plus a minimum of 2 credits from the Optional Units.

### **Optional Group D: Live Events**

Learners must achieve the Mandatory Unit plus a minimum of 3 credits from the Optional Units.

### **Optional Group E: Music Business**

Learners must achieve a minimum of 5 credits from the Optional Music Business Units plus a minimum of 2 credits from the General Optional Units.

### **Optional Group F: Costume and Wardrobe**

Learners must achieve the Mandatory Unit plus a minimum of 3 credits from the Optional Units taking account of the following barred combination: The unit 'Keep up to date with developments in the arts (R/601/7771)' is barred against the unit 'Principles of technical and production developments in the live arts (A/503/0259)'.

### **Optional Group G: Technical Theatre**

Learners must achieve the Mandatory Unit plus a minimum of 4 credits from the Optional Units.

- Guided Learning hours (GLH): **119** hours

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- 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 below are the qualification units.

### Mandatory Group A:

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CCS9	D/503/0271	Understand the Creative and Cultural Industry	3	4	23	Assessment Knowledge Module (AKM)
CCS10	D/601/7644	Principles of personal responsibilities and how to develop and evaluate own performance at work	3	4	32	Assessment Knowledge Module (AKM)

### Optional Group B: Community Arts

#### Group B Mandatory Unit

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CCS11	R/601/7771	Keep up to date with developments in the arts	3	6	48	Portfolio

#### Group B Optional Units

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CCS12	A/601/7652	Principles of project management	3	2	16	Portfolio



## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CCS13	H/601/7645	Principles of working with and supervising others in a business environment	3	3	24	Portfolio
CCS14	L/600/0659	Principles of customer service delivery	3	6	50	Portfolio

## Optional Group C: Cultural Venue Operations

### Group C Mandatory Unit

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CCS14	L/600/0659	Principles of customer service delivery	3	6	50	Portfolio

### Group C Optional Units

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CCS12	A/601/7652	Principles of project management	3	2	16	Portfolio
CCS13	H/601/7645	Principles of working with and supervising others in a business environment	3	3	24	Portfolio

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### Optional Group D: Live Events

#### Group D Mandatory Units

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CCS15	F/601/7653	Principles of budgets in a business environment	3	2	16	Portfolio
LEP31	K/601/6321	Understand the role of marketing and advertising in live events and promotion	3	2	16	Portfolio

#### Group D Optional Units

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CCS13	H/601/7645	Principles of working with and supervising others in a business environment	3	3	24	Portfolio
CCS12	A/601/7652	Principles of project management	3	2	16	Portfolio
CCS11	R/601/7771	Keep up to date with developments in the arts	3	6	48	Portfolio

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### Optional Group E: Music Business

#### Group E Optional Units

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CCS16	J/601/6679	Understand the production of promotional material for the music industry	3	3	18	Portfolio
CCS17	A/601/6663	Understand how artist agreements and contracts work	3	3	18	Portfolio
CCS18	J/601/6682	Understand record label identity and branding	3	3	18	Portfolio
CCS19	J/505/1308	Understanding the impact of emerging technology on the music industry	3	2	12	Portfolio

#### Group E General Optional Units

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CCS12	A/601/7652	Principles of project management	3	2	16	Portfolio
CCS13	H/601/7645	Principles of working with and supervising others in a business environment	3	3	24	Portfolio

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### Optional Group F: Costume and Wardrobe

#### Group F Mandatory Unit

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CCS20	Y/503/0270	Principles of Planning Costumes for a Production	3	4	21	Portfolio

#### Group F Optional Units

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CCS12	A/601/7652	Principles of project management	3	2	16	Portfolio
CCS6	J/601/6715	Awareness of health and safety in the creative and cultural sector	2	2	14	Portfolio
CCS11	*R/601/7771	Keep up to date with developments in the arts	3	6	48	Portfolio
CCS8	*A/503/0259	Principles of technical and production developments in the live arts	2	3	18	Portfolio
CCS13	H/601/7645	Principles of working with and supervising others in a business environment	3	3	24	Portfolio

**\*These two units are barred against one another.**

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### Group G Mandatory Unit

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CCS8	A/503/0259	Principles of technical and production developments in the live arts	2	3	18	Portfolio

### Group G Optional Units

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CCS12	A/601/7652	Principles of project management	3	2	16	Portfolio
CCS6	J/601/6715	Awareness of health and safety in the creative and cultural sector	2	2	14	Portfolio
CCS13	H/601/7645	Principles of working with and supervising others in a business environment	3	3	24	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 to work effectively in the Creative and Cultural Sector in a number of roles within one of the following areas: Community Arts and Cultural Venue Operations, Live Events, Music Business, Costume and Wardrobe or Technical Theatre. It also will

## Qualification Guidance

allow for a number of progression routes into Level 4 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- A Creative and Cultural Sector Intermediate Apprenticeship

## Assessment

### Overview of assessment strategy

The qualification contains knowledge units. BIIAB has developed Assessment Knowledge Modules (AKMs) for the following units:

CCS9	D/503/0271	Understand the Creative and Cultural Industry
CCS10	D/601/7644	Principles of personal responsibilities and how to develop and evaluate own performance at work

The AKMs are externally set and 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.

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.

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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, 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

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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, experienced 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.



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- 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.

## Assessment of 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:

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- 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/>

## 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.

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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 Modules (AKMs) for assessing specific units
- Assessor Guidance for assessing specific units
- Evidence matrices for the units assessed through portfolio
- 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

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- 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.



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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 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.

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### 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.

## 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:

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- 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.

## Understand the Creative and Cultural Industry

<b>Unit Reference</b>	D/503/0271
<b>BIIAB Reference</b>	CCS9
<b>Level</b>	3
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	23
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge to understand the creative and cultural industry.
<b>Learning Outcomes (1 to 4)</b> The learner will:	<b>Assessment Criteria (1.1 to 4.2)</b> The learner can:
1. Understand the cultural, economic, political and social factors associated with working in the creative and cultural industry	1.1 Explain the cultural factors associated with working in the creative and cultural industry  1.2 Explain the economic factors associated with working in the creative and cultural industry  1.3 Explain the political factors associated with working in the creative and cultural industry  1.4 Explain the social factors associated with working in the creative and cultural industry
2. Understand the issues relating to diversity and equality in the creative and cultural industry	2.1 Explain the impact of diversity and equal opportunities issues on the creative and cultural industry  2.2 Evaluate the effectiveness of legislation in resolving diversity and equal opportunities issues  2.3 Describe diversity and equality issues in the creative and cultural industry
3. Know the legal, ethical and environmental issues and	3.1 Explain legal issues and constraints affecting the creative and cultural industry



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<p>constraints affecting the creative and cultural industry</p>	<p>3.2 Explain ethical issues and constraints affecting the creative and cultural industry</p> <p>3.3 Explain environmental issues and constraints affecting the creative and cultural industry</p>
<p>4. Understand how enterprise and entrepreneurship relate to the creative and cultural industry</p>	<p>4.1 Explain the different forms of enterprise and entrepreneurship within the creative and cultural industry</p> <p>4.2 Explain the role of enterprise and entrepreneurship in contributing to the creative and cultural industry</p>

## Principles of personal responsibilities and how to develop and evaluate own performance at work

<b>Unit Reference</b>	D/601/7644
<b>BIIAB Reference</b>	CCS10
<b>Level</b>	3
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	32
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge of the principles of personal responsibilities and how to develop and evaluate own performance at work.
<b>Learning Outcomes (1 to 6)</b> The learner will:	<b>Assessment Criteria (1.1 to 6.2)</b> The learner can:
1. Understand the employment rights and responsibilities of the employee and employer and their purpose	1.1 Identify the main points of contracts of employment and their purpose  1.2 Outline the main points of legislation affecting employers and employees and their purpose, including antidiscrimination and entitlement legislation  1.3 Identify where to find information on employment rights and responsibilities both internally and externally  1.4 Explain the purpose and functions of representative bodies that support employees  1.5 Explain 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	2.1 Explain employer and employee responsibilities for health, safety and security in a business environment

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procedures in a business environment	2.2 Explain the purpose of following health, safety and security procedures in a business environment
3. Understand how to manage own work	<p>3.1 Explain the reasons for planning and prioritising own work</p> <p>3.2 Identify ways of planning and prioritising own work</p> <p>3.3 Explain the purpose of keeping other people informed about progress</p> <p>3.4 Describe methods of dealing with pressure in a business environment</p>
4. Understand how to evaluate and improve own performance in a business environment	<p>4.1 Explain the purpose of continuously evaluating and improving own performance in a business environment</p> <p>4.2 Describe ways of evaluating and improving own performance in a business environment</p> <p>4.3 Explain the purpose of encouraging and accepting feedback from others</p> <p>4.4 Explain different types of career pathways and roles available</p>
5. Understand the types of problems that may occur with own work and how to deal with them	<p>5.1 Describe the types of problems that may occur with own work</p> <p>5.2 Explain ways of dealing with problems that may occur with own work</p> <p>5.3 Explain how and when to refer problems to relevant colleagues</p>
6. Understand the decision making process	6.1 Explain key stages in the decision- making process

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	6.2 Explain the purpose of not exceeding own limits of authority in making decisions
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