



Qualification Guidance



## BIIAB Level 3 Diploma in Employment Related Services

Level 3 Diploma – 601/7750/0



## 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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Version	Date	Details of Change
2.0	January 2018	Updated handbook throughout to remove reference to QCF  Updated RoC with TQT figures
2.1	July 2023	Reformatted Qualification Guide into new branding
2.2	July 2023	Op end date and cert end date updated in Qualification Summary

## Contents

About Us.....	1
Qualification Summary .....	3
About the BIIAB Level 3 Diploma in Employment Related Services .....	4
Objective and Purpose of this Qualification .....	4
About this Guidance.....	5
BIIAB Qualifications Limited Customer Service .....	5
What are Rules of Combination (ROC)? .....	5
BIIAB Level 3 Diploma in Employment Related Services Rules of Combination (ROC) and Structure .....	6
Age Restriction .....	11
Entry Requirements and Progression .....	11
Assessment.....	12
Initial Assessment and Induction .....	16
Resources .....	17
Design and Delivery.....	17
Format of Units .....	18
Initial Registration .....	20
Qualification Review and Feedback.....	20
Mandatory Units.....	21

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 Diploma in Employment Related Services – 601/7750/0	
<b>Qualification Purpose</b>	To confirm occupational competence
<b>Age Range</b>	<b>Pre 16</b>   <b>16-18</b> ✓   <b>18+</b>   <b>19+</b> ✓
<b>Regulation</b>	The above qualification is regulated by Ofqual
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Portfolio of Evidence</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>	01/01/2016
<b>Review Date</b>	31/12/2021
<b>Operational End Date</b>	31/08/2023
<b>Certification End Date</b>	01/09/2023
<b>Guided Learning (GL)</b>	159 hours
<b>Total Qualification Time (TQT)</b>	370 hours
<b>Credit Value</b>	37
<b>BIIAB Qualifications Limited Sector</b>	Business Support
<b>Ofqual SSA Sector</b>	01.4 Public Services
<b>Support from Trade Associations</b>	
<b>Administering Office</b>	See BIIAB Qualifications Limited web site



## Qualification Guidance

### About the BIIAB Level 3 Diploma in Employment Related Services

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 Diploma in Employment Related Services	England - 601/7750/0

### Objective and Purpose of this Qualification

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge and skills required to work effectively and flexibly within employment related services at level 3.

Achievement of this qualification indicates competence. Alongside Functional Skills and Employment Rights and Responsibilities, the qualification is designed to make up the component parts of the Apprenticeship in Employment Related Services (England).

The primary purpose of the qualification is to confirm occupational competence in roles such as that of a Personal Adviser/Job Coach, Tutor, Job Broker/Employer Engagement, and roles in Customer Liaison.

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.



## Qualification Guidance

### 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](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)

## Qualification Guidance

- 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 Diploma in Employment Related Services Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Diploma in Employment Related Services learners **must** gain a **total of 37** credits. This **must** consist of:

- **Minimum total** credit: **37**
- Mandatory Group A **minimum** credit: **20**
- Optional Unit Group B **minimum** credit: **17**
- A **minimum of 20** credits **must** be achieved through the completion of units at Level 3 and above
- Guided Learning hours (GLH): **159** hours
- Total Qualification Time (TQT): **370** hours

The qualification has been developed based upon industry feedback as to the fundamental knowledge 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
ERS1	M/503/2400	Understanding the Employment Related Services Sector	3	5	33	Assessment Knowledge Module (AKM)

## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
ERS2	K/602/1597	Providing Excellent Customer Service	3	6	40	Assessment Knowledge Module (AKM)
CFAQ80	L/600/9586	Manage Own Professional Development Within an Organisation	3	4	20	Portfolio
ERS4	H/600/9609	Ensure Compliance With Legal, Regulatory, Ethical and Social Requirements	4	5	25	Portfolio

## Optional Unit Group B

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
ERS3	R/601/1212	Communicate Effectively With Customers	2	5	33	Portfolio
ERS5	T/601/1221	Deal With Customers Face to Face	2	5	33	Portfolio
ERS6	K/601/1216	Recognise Diversity When Delivering Customer Service	2	5	33	Portfolio
ERS7	L/601/1239	Build and Maintain Effective Customer Relations	4	8	53	Portfolio
AG1	J/602/5138	Establish Communication With Clients for Advice and Guidance	3	3	20	Portfolio



## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
AG4	R/602/5210	Understand the Importance of Legislation and Procedures	3	3	24	Portfolio
AG10	M/602/5182	Negotiate on Behalf of Advice and Guidance Clients	5	5	35	Portfolio
AG11	T/602/5183	Liaise With Other Services	3	3	20	Portfolio
AG13	Y/602/5189	Manage Personal Case Load	4	4	20	Portfolio
AG15	F/602/5199	Operate Within Networks	4	3	20	Portfolio
AG16	T/602/5202	Provide and Maintain information Materials for Use in the Service	4	3	15	Portfolio
AG19	R/602/5207	Facilitate Learning in Groups	4	3	20	Portfolio
AG5	F/602/5140	Develop Interactions With Advice and Guidance Clients	3	4	25	Portfolio
AG6	J/602/5141	Interact With Clients Using a Range of Media	2	3	20	Portfolio
AG7	R/602/5143	Assist Advice and Guidance Clients to Decide on a Course of Action	4	3	20	Portfolio

## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
AG9	J/602/5172	Assist Clients Through Advice and Guidance to Review Their Achievement of a Course of Action	4	3	20	Portfolio
MS78	R/600/9587	Develop, Maintain and Review Personal Networks	4	4	25	Portfolio
CFAQ84	M/600/9628	Manage or Support Equality of Opportunity, Diversity and Inclusion in Own Area of Responsibility	3	4	20	Portfolio
CFAQ43	H/600/9660	Develop Working Relationships With Colleagues	2	3	15	Portfolio
MS57	K/600/9661	Develop Working Relationships With Colleagues and Stakeholders	4	4	20	Portfolio
R119	F/600/9715	Make Effective Decisions	3	3	10	Portfolio
CC9	J/503/0362	Use Systems and Technology During Customer Contact in a Contact Centre	2	4	24	Portfolio
CC14	K/503/0385	Deliver Customer Service Through a Contact Centre	2	5	12	Portfolio
CC25	K/503/0404	Communicate Information to Customers Through a Contact Centre	3	4	8	Portfolio

## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CC31	L/503/0413	Provide Support Through a Contact Centre for Specified Products and/or Services	2	4	18	Portfolio
CC19	L/503/0394	Carry Out Direct Sales Activities in a Contact Centre	2	5	15	Portfolio
CC20	D/503/0397	Lead Direct Sales Activities in a Contact Centre Team	3	4	8	Portfolio
CVO2	D/601/2475	Communicate in a Business Environment	2	3	18	Portfolio
CAA11	L/601/2519	Manage Own Performance in a Business Environment	3	3	12	Portfolio
ERS8	A/601/2550	Deliver, Monitor and Evaluate Customer Service to Internal Customers	3	3	12	Portfolio
MS69	L/502/8631	Preparing and Delivering a Sales Presentation	3	4	28	Portfolio
MS28	L/502/8564	Selling Face to Face	2	4	25	Portfolio
MS30	T/502/8588	Preparing and Delivering a Sales Demonstration	2	3	20	Portfolio
CFAQ10	F/502/8612	Negotiating, Handling Objections and Closing Sales	3	4	22	Portfolio

## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
MS33	H/502/8599	Generating and Qualifying Sales Leads	2	2	15	Portfolio
CFAQ50	F/502/8559	Time Planning in Sales	2	2	13	Portfolio
ET4	F/502/9548	Facilitate Learning and Development in Groups	3	6	25	Portfolio
ET3	J/502/9549	Facilitate Learning and Development for Individuals	3	6	25	Portfolio
ET23	K/502/9544	Identify Individual Learning and Development Needs	3	3	24	Portfolio
ERS9	T/502/9546	Plan and Prepare Specific Learning and Development Opportunities	3	6	20	Portfolio
ET18	F/502/9551	Engage Learners in the Learning and Development Process	3	6	30	Portfolio
ERS10	Y/503/2410	Sustaining an Employment Outcome	3	3	6	Portfolio
CA51	J/602/0103	Understand Mental Health Problems	3	3	14	Portfolio

## Age Restriction

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

- 16-18
- 19+

## Entry Requirements and Progression

## Qualification Guidance

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 opportunity to demonstrate competence in order to work effectively within Employment Related Services at this level. For learners who want to continue their learning at a higher level in this/a related area the recommended progression route is to the BIIAB Level 4 NVQ Diploma in Advice and Guidance. It also will allow for a number of progression routes into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- 601/7408/0 BIIAB Level 4 NVQ Diploma in Advice and Guidance
- 601/4601/1 BIIAB Level 4 NVQ Diploma in Management

## Assessment

### Overview of assessment strategy

The qualification contains competence units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor.

Assessments provided by BIIAB 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.

## Qualification Guidance

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 for this qualification can be seen in the sections 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 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;

## Qualification Guidance

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification must ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

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

**IQAs must:**

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

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions must be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be 'occupationally competent'. IQAs must demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal

## Qualification Guidance

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



## Qualification Guidance

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

## Simulation

- 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.

## 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.

## Qualification Guidance

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 (AKM)
- Evidence matrices for the competence 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 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

## Qualification Guidance

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 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.

## Qualification Guidance

### Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

### Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

### Total Qualification Time (TQT)

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

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

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

### Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.



## Qualification Guidance

### 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



## Qualification Guidance

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.

## Understanding the Employment Related Services Sector

<b>Unit Reference</b>	M/503/2400
<b>BIIAB Reference</b>	ERS1
<b>Level</b>	3
<b>Credit Value</b>	5
<b>Guided Learning (GL)</b>	33
<b>Unit Summary</b>	The purpose of this unit is to enable the learner to have a full understanding of the employment related services sector.
<b>Learning Outcomes (1 to 5)</b> The learner will:	<b>Assessment Criteria (1.1 to 5.2)</b> The learner can:
1. Understand the role of the employment related services sector	1.1 Describe the role of the sector 1.2 Describe the objectives of the sector 1.3 Describe the responsibilities of key stakeholders 1.4 Summarise the relationship between own organisation and key stakeholders 1.5 Explain own job role in relation to the needs of key stakeholders 1.6 Describe how to meet contractual obligations that apply to own job role
2. Understand the programmes and services delivered in the employment related services sector	2.1 Describe the aims of different types of employment related programmes 2.2 Describe the service recipients of employment related programmes 2.3 Describe services delivered in the sector 2.4 Explain the relationships that exist between programmes and services

## Qualification Guidance

<p>3. Understand the primary frameworks that underpin effective practice in the employment related services sector</p>	<p>3.1 Describe the primary frameworks</p> <p>3.2 Explain how to ensure compliance with industry standards for</p> <ul style="list-style-type: none"> <li>• ethical conduct</li> <li>• effective practice</li> </ul> <p>3.3 Explain how to ensure compliance with legislation and/or regulations relevant to delivery of employment related services</p> <p>3.4 Describe how to comply with organisational standards relating to service delivery</p>
<p>4. Understand labour market information for delivery of employment related services</p>	<p>4.1 Identify labour market information that is relevant to delivery of services in own area of responsibility</p> <p>4.2 Explain how to collect current, relevant labour market information from reliable sources</p> <p>4.3 Describe the key characteristics of the labour market for:</p> <ul style="list-style-type: none"> <li>• major industries</li> <li>• key employers and occupations</li> <li>• skills in demand</li> <li>• trends</li> <li>• other factors affecting the labour market</li> </ul>
<p>5. Understand how to improve service delivery by using labour market information</p>	<p>5.1 Identify specific improvements that could be made to the service delivery as a result of labour market information</p> <p>5.2 Describe how to use the results of labour market analysis to improve service delivery in own job role or own team</p>



## Providing Excellent Customer Service

<b>Unit Reference</b>	K/602/1597
<b>BIIAB Reference</b>	ERS2
<b>Level</b>	3
<b>Credit Value</b>	6
<b>Guided Learning (GL)</b>	40
<b>Unit Summary</b>	The purpose of this unit is to enable the learner to provide excellent customer service.
<b>Learning Outcomes (1 to 5)</b> The learner will:	<b>Assessment Criteria (1.1 to 5.5)</b> The learner can:
1. Know what makes good customer service	1.1 Explain the importance of effective teamwork for the delivery of excellent customer service  1.2 Identify methods of dealing with different types of customers to achieve customer satisfaction  1.3 Explain the importance of effective communication in the delivery of excellent customer service  1.4 Describe how customer service practitioners can ensure their communication with diverse groups of customers is effective
2. Understand the value of good customer service	2.1 Explain how customers form their expectations of customer service  2.2 Describe how customer service can contribute to best value in organisations  2.3 State how customer service can provide a competitive advantage for commercial organisations  2.4 Outline the importance of continuous improvement within customer service

## Qualification Guidance

<p>3. know about customer service offers</p>	<p>3.1 Describe how customer service offers are designed to meet customer expectations</p> <p>3.2 Identify how service offers are affected by resource limitations</p> <p>3.3 Identify the impact that service offers may have on different people in the service chain</p> <p>3.4 Outline why organisations need to balance customer satisfaction with organisational goals</p>
<p>4. Understand factors affecting the service offers of organisations</p>	<p>4.1 Explain the importance of following organisational procedures in the delivery of customer service</p> <p>4.2 Compare the different approaches to customer service across industries</p> <p>4.3 Describe features of services or products that can influence customer service delivery</p> <p>4.4 Justify ethical and value based approaches of organisations to customer service</p> <p>4.5 Explain how personal behaviour affects the success of any changes to customer service delivery</p> <p>4.6 Outline legislation that impacts on customer service</p> <p>4.7 Outline external regulation that impacts on customer service</p>
<p>5. Understand how organisational policies and procedures can impact on customer service improvements</p>	<p>5.1 Outline types of organisational policies and procedures that need to be taken into account when proposing improvements in customer service</p>

## Qualification Guidance

	<p>5.2 Explain how to gain approval to change customer service procedures</p> <p>5.3 Identify the limitations of the roles of customer service practitioners</p> <p>5.4 Identify who needs to be involved if customer service practitioners cannot authorise improvements alone</p> <p>5.5 Explain strategies that can be used to involve colleagues or service partners in the implementation of improvements</p>
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## Manage own professional development within an organisation

<b>Unit Reference</b>	L/600/9586
<b>BIIAB Reference</b>	CFAQ80
<b>Level</b>	3
<b>Credit Value</b>	5
<b>Guided Learning (GL)</b>	20
<b>Unit Summary</b>	The purpose of this unit is to enable the learner to manage their own professional development.
<b>Learning Outcomes (1 to 4)</b> The learner will:	<b>Assessment Criteria (1.1 to 4.2)</b> The learner can:
1. Be able to assess own career goals and personal development.	1.1 Identify own career and personal goals.  1.2 Assess how own career goals affect work role and professional development.
2. Be able to set personal work objectives.	2.1 Agree SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives in line with organisational objectives.
3. Be able to produce a personal development plan.	3.1 Identify gaps between objectives set, own current knowledge and skills.  3.2 Produce a development plan.
4. Be able to implement and monitor own personal development plan.	4.1 Plan activities identified in own development plan.  4.2 Explain how to monitor and review own personal development plan.

## Ensure compliance with legal, regulatory, ethical and social requirements

<b>Unit Reference</b>	H/600/9609
<b>BIIAB Reference</b>	ERS4
<b>Level</b>	4
<b>Credit Value</b>	5
<b>Guided Learning (GL)</b>	25
<b>Unit Summary</b>	The purpose of this unit is to enable the learner to be able to monitor the operational compliance of procedures with legal, regulatory, ethical and social requirements and to be able to make recommendations on areas of non-compliance.
<b>Learning Outcomes (1 to 2)</b> The learner will:	<b>Assessment Criteria (1.1 to 2.3)</b> The learner can:
1. Be able to monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements	1.1 Monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements.
2. Be able to identify and make recommendations on areas of non-compliance with procedures for legal, regulatory, ethical and social requirements relating to own area of responsibility	2.1 Identify areas of non-compliance with legal, regulatory, ethical and social procedures 2.2 Examine reasons for non-compliance with procedures 2.3 Make recommendations for corrections to ensure compliance with procedures