BIIAB Level 4 Diploma in Business Administration

Level 4 Diploma - 601/6786/5 (England)
                 - C00/0742/9 (Wales)

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
2.1	July 2023	Reformatted Qualification Guide into new branding
2.2	May 2025	Qualification Review Date extended for two years – no change to the content of the qualification.

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 4 Diploma in Business Administration	- 601/6786/5 (England) - C00/0742/9 (Wales)

Qualification Purpose	To prepare for further learning or training					
Age Range	**Pre 16**	**16-18**	**18+**	✓	**19+**	✓
Regulation	The above qualification is regulated by Ofqual					
Assessment	• Practical Demonstration/Assignment					
Type of Funding Available	See FaLa (Find a Learning Aim)					
Qualification/Unit Fee	See BIIAB Qualifications Limited web site for current fees and charges					
Grading	Pass/Fail To achieve a Pass grade, learners **must** achieve all the Learning Outcomes and Assessment Criteria in all the units completed					
Operational Start Date	01/09/2015					
Review Date	30/09/2027					
Operational End Date						
Certification End Date						
Guided Learning (GL)	217 hours					
Total Qualification Time (TQT)	400 hours					
Credit Value	40					
BIIAB Qualifications Limited Sector	Business Support					
Ofqual SSA Sector	15.2 Administration					
Support from Trade Associations						
Administering Office	See BIIAB Qualifications Limited web site					

About the BIIAB Level 4 Diploma in Business Administration

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 4 Diploma in Business Administration	601/6786/5 (England) C00/0742/9 (Wales)

Objective and Purpose of this Qualification

The Level 4 Diploma in Business Administration has been designed to enable learners to obtain the knowledge required to work effectively within a business administration role at level 4 for example as an Office Manager, Administration Team Leader, Personal Assistant, Business Development Executive.

Achievement of this qualification indicates a learner possesses the knowledge required to undertake a business administration role in the workplace. The primary purpose of the qualification is therefore to prepare for further learning or training and acts to develop knowledge in business administration at level 4.

This qualification, along with the Level 4 NVQ Diploma in Business Administration, Functional Skills and Employment Rights and Responsibilities, are designed to make up the component parts of the Higher Apprenticeship in Business & Professional Administration (Level 4).

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 Qualifications Limited 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 4 Diploma in Business Administration Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 4 Diploma in Business Administration learners **must** gain a **total of 40** credits. This **must** consist of:

- **Minimum total** credit: **40**
- Mandatory Group A **minimum** credit: **40**
- A **minimum of 34** credits **must** be achieved through the completion of units at **Level 4** and above.
- Guided Learning hours (GLH): **217** hours
- Total Qualification Time (TQT): **400** hours

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

Listed on the next page are the qualification units.

Mandatory Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
BA86	A/506/4220	Understand How To Manage Work Activities to Improve Business Performance	4	11	43	Assessment Knowledge Module (AKM)
BA87	H/506/4213	Business Risk Management	5	6	41	Assessment Knowledge Module (AKM)
BA88	D/506/4146	Communicating in a Business	4	5	28	Assessment Knowledge Module (AKM)
BA89	F/506/4140	Business Administration Systems	4	6	31	Assessment Knowledge Module (AKM)
BA90	M/506/4215	Managing People and Performance in a Business Environment	4	6	38	Assessment Knowledge Module (AKM)
BA91	T/506/4149	Managing Self Development	3	6	36	Assessment Knowledge Module (AKM)

Age Restriction

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

- 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 in the Business Administration sector. It also will allow for a

number of progression routes into Level 5 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 5 NVQ Diploma in Management and Leadership
- Career progression.

Assessment

Overview of assessment strategy

The qualification contains a mixture of competence and knowledge units. These units are respectively assessed by both Portfolio and by Assessment Knowledge Modules (AKMs) externally set by BIIAB Qualifications Limited. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). 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

All assessment must adhere to the current Skills CFA assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certificating the team building qualification.

Skills CFA 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.

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.

Qualification Guidance

External Quality Assurer (EQA) - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs must have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must**:

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

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.

- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.

- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Skills CFA and awarding organisations require all assessors, moderators and verifiers to maintain current competence to deliver these functions. BIIAB recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

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.

Assessment of the Knowledge Units

When assessing the knowledge and understanding based unit, it is important that the chosen assessment methodology is appropriate to this and is accurately recorded.

Assessment methodologies that are appropriate for the knowledge and understanding units include:
- Professional discussion
- Learner reflective accounts
- Question and answer
- Assignments and projects.

These **must** be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs **must** ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

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
- Assessment Knowledge Module (AKM)
- Assessor Guidance for each of the AKMs
- Access to the units

Qualification Guidance

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 (eg implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)
- Records of questioning
- Other.

Assessment Knowledge Modules (AKMs)

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

Qualification Guidance

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

Assessment Guidance for each of the AKMs

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

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

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 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.

Initial Registration

Registration and Certification

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

Equal Opportunities and Diversity Policy

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

BIIAB Qualifications Limited is committed to ensure that:

- approved centres operate an equal opportunities policy
- approved centres communicate the policy to staff and learners
- approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at https://www.biiab.co.uk/policies-and-procedures/

Qualification Review and Feedback

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse

effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

Mandatory Units

The following units are mandatory for this qualification.

Understand How to Manage Work Activities to Improve Business Performance

Unit Reference	A/506/4220
BIIAB Reference	BA86
Level	4
Credit Value	11
Guided Learning (GL)	43
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand how to manage work activities to improve business performance.
Learning Outcomes (1 to 4) The learner will:	**Assessment Criteria (1.1 to 4.3)** The learner can:
1. Understand the importance of business processes in delivering outcomes based on business goals and objectives	1.1 Analyse the effect of the mission, aims and objectives of an organisation on its structure and culture 1.2 Explain the methodology used to map processes to the organisation's goals and objectives
2. Understand how work plans are developed	2.1 Explain the importance of identifying and prioritising outcomes for work plans 2.2 Explain the purpose of agreeing SMART objectives that align people and other resources in an effective and efficient way 2.3 Evaluate the usefulness of techniques used to manage activities 2.4 Assess factors to be taken into account when allocating and agreeing work with team members 2.5 Explain how to produce a work plan which promotes goals and objectives

3. Understand how to monitor work plans and systems to improve organisational performance	3.1 Assess the importance of implementing quality audit systems/practice to manage and monitor quality standards
	3.2 Explain the importance of embedding a quality culture to improve organisational performance
	3.3 Explain the importance of providing leadership and direction for own area of responsibility
	3.4 Evaluate methods used to monitor progress and provide feedback to team members
4. Understand health and safety requirements when managing business activities	4.1 Explain the impact of health and safety legislation on work activities
	4.2 Explain the purpose and benefits of carrying out a risk assessment when managing work activities
	4.3 Assess the importance of reviewing organisational health and safety policies and procedures

Business Risk Management

Unit Reference	H/506/4213
BIIAB Reference	BA87
Level	5
Credit Value	6
Guided Learning (GL)	41
Unit Summary	The purpose of this unit is to provide the learner with the knowledge of all aspects of business risk.
Learning Outcomes (1 to 5) The learner will:	**Assessment Criteria (1.1 to 5.4)** The learner can:
1. Understand business risk	1.1 Describe what is meant by operational risk 1.2 Analyse the risk management lifecycle 1.3 Analyse business risk identification theories and models 1.4 Explain measures and techniques to mitigate business risk
2. Understand how a model risk policy is used	2.1 Describe what is included in a model risk policy 2.2 Analyse the use of a model risk policy
3. Understand business risk concepts	3.1 Evaluate the internal and external risk factors that an organisation faces 3.2 Analyse the potential impact of the risk factors that an organisation faces 3.3 Explain the laws and legislation relating to risk management
4. Understand how to identify risk and risk probability	4.1 Evaluate risk and risk interdependencies 4.2 Evaluate the effectiveness of methods used for calculating risk probability

5. Understand business resilience and the management of risk	5.1 Analyse the relationship between risk management, disaster recovery and business continuity
	5.2 Evaluate scenario planning and crisis management risk
	5.3 Evaluate techniques used to minimise business risk
	5.4 Analyse ways in which risk management techniques can be built into routine business processes

Communicating in a business

Unit Reference	D/506/4145
BIIAB Reference	BA88
Level	4
Credit Value	5
Guided Learning (GL)	28
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand how effective communication is used in business.
Learning Outcomes (1 to 2) The learner will:	Assessment Criteria (1.1 to 2.3) The learner can:
1. Understand the principles of effective communication in organisations	1.1 Evaluate the appropriateness and efficiency of different communication channels and tools 1.2 Explain the use of vertical, lateral or networked communication channels and tools 1.3 Explain how the use of clear and correct language supports effective communication
2. Understand the role of communication in organisations	2.1 Analyse the features of different models of business communication that support administrative services 2.2 Evaluate the strengths and weaknesses of an organisation's communications system 2.3 Justify improvements to an organisation's communications system

Business Administration Systems

Unit Reference	F/506/4140
BIIAB Reference	BA89
Level	4
Credit Value	6
Guided Learning (GL)	31
Unit Summary	The purpose of this unit is to provide the learner with the knowledge of business administration systems.
Learning Outcomes (1 to 3) The learner will:	**Assessment Criteria (1.1 to 3.5)** The learner can:
1. Understand administrative systems	1.1 Explain the features of administrative systems used in different types and sizes of organisation 1.2 Explain how organisations mange the flow of information 1.3 Evaluate the role of information and communication technology (ICT) in supporting administration
2. Understand how systems thinking affects the administrative performance of organisations	2.1 Explain the stages of systems development 2.2 Explain the contribution of systems thinking to efficient administrative performance 2.3 Analyse the drawbacks to systems thinking in an organisational context 2.4 Evaluate the benefits of implementing systems change
3. Understand the role of policies and procedures in meeting customer requirements	3.1 Explain the difference between administrative policies and procedures 3.2 Analyse the purpose of formal and informal administrative policies and procedures

	3.3 Analyse methods for evaluating the effectiveness of procedures
	3.4 Analyse the relationship between formulating policy and preparing procedures
	3.5 Analyse how to ensure the procedures meet customer requirements

Managing People and Performance in a Business Environment

Unit Reference	M/506/4215
BIIAB Reference	BA90
Level	4
Credit Value	6
Guided Learning (GL)	38
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to be able to manage people and performance in a business environment.
Learning Outcomes (1 to 5) The learner will:	**Assessment Criteria (1.1 to 5.3)** The learner can:
1. Understand workplace learning and development methods	1.1 Identify the benefits of a systematic approach to the management of learning, training and development 1.2 Analyse the importance of learning and development for organisations 1.3 Analyse the nature of learning, development and learning behaviour 1.4 Evaluate different methods of learning
2. Understand the nature of individuals' influences on their behaviour at work	2.1 Analyse the role of wants, needs and expectations in driving an individual's motivation 2.2 Analyse the impact of intrinsic and extrinsic rewards on motivation and satisfaction and their relationship to morale 2.3 Explain the way in which abilities, aptitudes, personalities and perceptions affect individuals' behaviour 2.4 Evaluate the link between motivation, morale and workplace performance

3. Understand the concept of leadership and its influence on team working	3.1 Analyse how leadership influences people and situations
	3.2 Evaluate different models and theories of leadership
	3.3 Analyse the impact of different leadership styles on leading and communicating within teams
	3.4 Evaluate the benefits and drawbacks of different types of communication network
4. Understand the factors that contribute to successful team development and performance	4.1 Analyse the nature and importance of teamwork for an organisation
	4.2 Describe the stages of group development
	4.3 Analyse the factors that influence effective team performance
	4.4 Describe the characteristics of team effectiveness
	4.5 Evaluate the relationship between different group roles and effective team performance
5. Understand problem-solving and conflict resolution when manging people	5.1 Explain the potential for conflict caused by different stakeholders' objectives
	5.2 Analyse different approaches for dealing with conflict within teams and between individuals
	5.3 Evaluate problem-solving and interpersonal skills needed to manage people

Managing Self Development

Unit Reference	T/506/4149
BIIAB Reference	BA91
Level	3
Credit Value	6
Guided Learning (GL)	36
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to manage their own self development.
Learning Outcomes (1 to 4) The learner will:	**Assessment Criteria (1.1 to 4.3)** The learner can:
1. Understand how Continuous Professional Development (CPD) influences personal effectiveness	1.1 Evaluate the role of CPD in organisations 1.2 Analyse the influence of CPD on individuals 1.3 Evaluate the effectiveness of different forms of CPD
2. Understand own values, career and personal goals in relation to a work role and professional development	2.1 Analyse the importance of considering own values, career and personal goals and how these relate to your job role and professional development 2.2 Describe how to evaluate the current requirements of a work role and how the requirements may evolve in the future 2.3 Describe how to identify gaps between current knowledge and skills required for achieving objectives 2.4 Explain how to set objectives which are SMART 2.5 Explain how to identify your own development needs
3. Understand how to plan development	3.1 Explain how to develop an effective development plan

	3.2 Analyse the different types of learning styles and how these contribute to own performance
	3.3 Describe development activities and how these contribute to performance
4. Understand how to monitor and evaluate development activities	4.1 Analyse how to monitor the quality of own work and progression against plans
	4.2 Explain how to evaluate your performance against the requirements of your work role
	4.3 Explain how to use feedback in your own performance