



BIIAB Level 4 Diploma in ICT Professional (Systems and Principles)

Level 4 Diploma – 601/6933/3



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 provides access to a wide variety of information.

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Version	Date	Details of Change
4.0	December 2022	Updated branding, contacts
4.1	March 2023	Update to IT324 level and inclusion of IT345 into optional unit table.
4.2	December 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 4 Diploma for ICT Professional (Systems and Principles) – 601/6933/3	
Qualification Purpose	To allow learners to learn, develop and practise the higher level skills required for employment and/or career progression as ICT and Telecommunications professionals.
Age Range	Pre 16 16-18 ✓ 18+ 19+ ✓
Regulation	The above qualification is regulated by Ofqual
Assessment	<ul style="list-style-type: none"> Portfolio of Evidence
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	01/08/2015
Review Date	30/09/2025
Operational End Date	
Certification End Date	
Guided Learning (GL)	475 hours
Total Qualification Time (TQT)	1230 hours
Credit Value	123
BIIAB Qualifications Limited Sector	Business Support
Ofqual SSA Sector	6.1 ICT practitioners
Support from Trade Associations	
Administering Office	See BIIAB Qualifications Limited website



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About the BIIAB Level 4 Diploma for ICT Professional (Systems and Principles)

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 for ICT Professional (Systems and Principles)	601/6933/3

Objective and Purpose of this Qualification

The BIIAB ICT Systems and Principles for IT Practitioners and Professionals qualifications have been designed to allow learners to learn, develop and practise the higher level skills required for employment and/or career progression as ICT and Telecommunications professionals.

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

About this Guidance

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

The purpose of the guidance is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this guidance is updated, centres will be notified by BIIAB Qualifications Limited.



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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.

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BIIAB Level 4 Diploma for ICT Professional (Systems and Principles) Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 4 Diploma for ICT Professional (Systems and Principles) learners **must** gain a total of **123 credits**. This consists of:

- **Minimum** total credit: **123**
- Mandatory group A **minimum** credit: **55**
- Optional groups B, C and D **minimum** credit: **68**. This **must** consist of:
 - Optional group B **minimum** credit: **38**
 - Optional groups A, B and C a **minimum** credit of: **30**, all of which **must** be additional units
 - Optional group D a **maximum** credit of: **15**
- A **minimum** of **90** credits **must** be achieved through the completion of units at Level 4 and above
- Units with the same title at different levels are barred
- Guided Learning hours (GLH): **475** hours
- Total Qualification Time (TQT): **1230** hours

Listed below are the qualification units.

Mandatory Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT405	F/506/6924	Project Management	4	15	50	Portfolio
IT406	L/503/7071	Communication Skills	4	15	60	Portfolio
IT407	L/601/0446	Computer Systems	4	15	60	Portfolio
IT408	J/506/6925	Personal and Professional Development	4	10	25	Portfolio

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Optional Unit Group B

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT350	Y/601/1244	Business Skills for e-Commerce	4	15	60	Portfolio
IT351	M/602/2251	Data Communications and Networks	4	15	60	Portfolio
IT352	R/601/0447	Database Design Concepts	4	15	60	Portfolio
IT353	Y/601/1101	E-Business Operations	4	15	60	Portfolio
IT354	Y/601/0451	Emerging Technologies	4	15	60	Portfolio
IT355	H/601/0453	Event Driven Programming Solutions	4	15	60	Portfolio
IT356	A/601/0457	Human Computer Interaction	4	15	60	Portfolio
IT357	Y/601/6881	Manage budgets in a creative and cultural organisation	4	8	40	Portfolio
IT358	J/601/0462	Management in Information Technology	4	15	60	Portfolio
IT359	D/601/0466	Mathematics for Software Development	4	15	60	Portfolio
IT360	K/601/0468	Network Operating systems	4	15	60	Portfolio
IT361	M/601/0472	Networking Technologies	4	15	60	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT362	K/601/1295	Object Oriented Programming	4	15	60	Portfolio
IT363	D/601/1293	Procedural Programming	4	15	60	Portfolio
IT364	D/601/1276	Research Skills	4	15	60	Portfolio
IT365	Y/601/1423	Routing Concepts	4	15	60	Portfolio
IT366	L/601/1984	Software Applications Testing	4	15	60	Portfolio
IT368	K/601/1281	Systems Analysis and Design	4	15	60	Portfolio
IT345	A/601/3505	Systems Architecture	4	10	80	Portfolio
IT370	J/601/1286	Website Design	4	15	60	Portfolio
IT371	R/601/1288	Website Management	4	15	60	Portfolio
IT372	M/601/1525	Distributed Software Applications	5	15	60	Portfolio
IT373	A/601/1513	Internet Server Management	5	15	60	Portfolio
IT374	A/601/1933	IT Virtualisation	5	15	60	Portfolio
IT375	L/601/1547	Local Area Networking Technologies	5	15	60	Portfolio
IT376	A/601/1964	Networking Infrastructure	5	15	60	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT377	F/601/1562	Wide Area Networking Technologies	5	15	60	Portfolio

Optional Unit Group C

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT378	R/601/3171	Creating a procedural computer program	3	12	90	Portfolio
IT409	J/601/9548	Maintaining equipment and IT systems	3	9	70	Portfolio
IT321	R/601/3509	Principles of ICT system and data security	3	9	75	Portfolio
IT317	L/601/3251	Software design fundamentals	3	10	80	Portfolio
IT324	T/601/3504	Systems Architecture	3	10	80	Portfolio
IT311	D/601/3254	Telecommunications principles	3	10	80	Portfolio
IT410	K/601/3256	Web development	3	10	80	Portfolio

Optional Unit Group D

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CFAQ35	T/502/4556	Database Software	3	6	45	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT394	A/502/4574	Design Software	3	5	40	Portfolio
IT395	H/502/4567	Desktop Publishing Software	3	5	40	Portfolio
IT396	F/502/4611	Drawing and Planning Software	3	4	30	Portfolio
IT397	R/502/4614	Imaging Software	3	5	40	Portfolio
IT398	H/502/4617	Multimedia Software	3	6	45	Portfolio
CFAQ34	T/502/4623	Presentation Software	3	6	45	Portfolio
CFAQ33	J/502/4626	Spreadsheet Software	3	6	45	Portfolio
CFAQ30	T/502/4301	Using Email	3	3	20	Portfolio
IT402	F/502/4298	Using the Internet	3	5	40	Portfolio
CFAQ32	Y/502/4632	Website Software	3	5	40	Portfolio
CFAQ31	Y/502/4629	Word Processing Software	3	6	45	Portfolio
IT343	K/601/3287	IT Fault Diagnosis and Remedy	2	10	60	Assessment Knowledge Module (AKM)
IT162	H/601/0663	Fibre Telecommunications Techniques	3	15	80	Portfolio

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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 skills to work effectively within IT. It also will allow for a number of progression routes to employment and into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- Management qualifications
- Foundation degree or other higher learning qualifications
- Employment opportunities and career progression

Assessment

Overview of assessment strategy

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

Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB Qualifications Limited for details of the Centre Devised Assessment process and procedure.

Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person

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who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

Assessors - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors must:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications must be able to demonstrate that they are assessing to the current standards;

OR

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

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

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

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

EQAs **must**:

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

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Awarding organisations require all assessors, moderators and verifiers to maintain current competence to deliver these functions. BIIAB recognises this

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can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

Knowledge tests and simulation

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

Assessment methodologies that are appropriate for the knowledge and understanding units include:

- Professional discussion
- Learner reflective accounts
- Question and answer
- Assignments and projects.

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

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

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

Simulation

- Simulation can be applied to all units listed in Appendix B of the full Skills CFA assessment strategy.

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- 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
- Learner Summative Reflection
- Access to the units

All of these resources are available on request.

Evidence matrixes

BIIAB Qualifications Limited provide a matrix that supports each competence unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes and covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) **must** be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account
- Product evidence (e.g. implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)
- Records of questioning
- Other.

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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

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and learners guidance as to the requirements of the unit for successful completion. Each unit within this guidance document will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB Qualifications Limited also assign unique unit numbers which is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

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

Guided Learning Hours (GLH)

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

Total Qualification Time (TQT)

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

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- 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

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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 unit is mandatory for this qualification.

Project Management

Unit Reference	F/506/6924
BIIAB Reference	IT405
Level	4
Credit Value	15
Guided Learning (GL)	50
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to set up, maintain, monitor and review projects.
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.2) The learner can:
1. Understand the purpose of project management	1.1 Describe the principles of project management 1.2 Explain the benefits of project management to organisations and individuals 1.3 Describe how different project management approaches might be considered for a specific type of project
2. Understand how to set up projects	2.1 Explain the considerations when reviewing project proposals 2.2 Explain how to set clear goals for projects 2.3 Analyse project resource requirements 2.4 Explain how roles and responsibilities are allocated within project teams 2.5 Identify project communication channels between stakeholders 2.6 Identify classic failures in project management 2.7 Explain how to mitigate for possible risks

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<p>3. Be able to use management tools to maintain, control and monitor projects</p>	<p>3.1 Describe different management tools for monitoring and control of projects</p> <p>3.2 Justify the use of management tools for monitoring and controlling projects</p> <p>3.3 Use management tools to monitor projects</p>
<p>4 Be able to review projects at all stages</p>	<p>4.1 Explain reasons for reviewing projects after completion</p> <p>4.2 Review a project against original proposals</p>

Communication Skills

Unit Reference	L/503/7071
BIIAB Reference	IT406
Level	4
Credit Value	15
Guided Learning (GL)	60
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to communicate effectively.
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.4) The learner can:
1. Understand how internal communication takes place within organisations	1.1 Explain the process of communication 1.2 Assess the appropriate use of different modes of communication for different purposes 1.3 Analyse barriers to effective communication within organisations
2. Understand how organisations communicate with customers	2.1 Evaluate formal communication systems used by organisations to communicate with customers 2.2 Analyse the effectiveness of using social media to communicate with customers 2.3 Assess the images organisations portray through their communications
3. Understand the factors that impact on the effectiveness of communications	3.1 Assess the impact of personal relationships on effective communications 3.2 Assess the impact of non-verbal communication on oral communications 3.3 Assess the impact of technology on oral and written communication

Qualification Guidance

	3.4 Review the use of conventions in written communications
4. Be able to present oral information effectively	<p>4.1 Design an oral presentation for a specified audience</p> <p>4.2 Present complex information orally</p> <p>4.3 Use technology to support presentation skills</p> <p>4.4 Assess effectiveness of own communication</p>
5. Be able to communicate effectively in writing	<p>5.1 Communicate complex information for specific purposes</p> <p>5.2 Document a meeting</p> <p>5.3 Use charts and graphs to convey quantitative data</p> <p>5.4 Review written communication</p>

Computer Systems

Unit Reference	L/601/0446
BIIAB Reference	IT407
Level	4
Credit Value	15
Guided Learning (GL)	60
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand the function of computer systems. They will be able to design, build and configure computer systems.
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.2) The learner can:
1. Understand the function of computer systems	1.1 Explain the role of computer systems in different environments 1.2 Explain the hardware, software and peripheral components of a computer system 1.3 Compare different types of computer systems
2. Be able to design computer systems	2.1 Produce a system design specification to meet a client's needs 2.2 Evaluate the suitability of a system design specification
3. Be able to build and configure computer systems	3.1 Build and configure a computer system to meet a design specification 3.2 Test and document a computer system
4. Be able to undertake routine maintenance on computer systems	4.1 Perform routine maintenance tasks on a computer system 4.2 Upgrade the hardware and software on a computer system

Personal and Professional Development

Unit Reference	J/506/6925
BIIAB Reference	IT408
Level	4
Credit Value	10
Guided Learning (GL)	25
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to plan their own personal and professional development.
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.3) The learner can:
1. Be able to plan for personal and professional development	1.1 Describe the benefits of personal and professional development 1.2 Analyse how the nature of the sector may impact on the requirement for continuing personal and professional development 1.3 Analyse development opportunities that may support career and personal progression 1.4 Assess the value of professional bodies and networks for professional development
2. Understand the process of learning	2.1 Explain the principles of how people learn and the relevance of different learning styles 2.2 Assess the value of different learning strategies for own learning style 2.3 Evaluate a range of learning resources that can be used to support personal and professional development
3. Be able to produce personal and professional development plans	3.1 Carry out self-audit of skills and experience 3.2 Identify targets for personal and professional development

Qualification Guidance

	<p>3.3 Use methods to track personal development</p> <p>3.4 Create a personal and professional development plan</p>
<p>4. Understand the benefits of reflective practice on personal and professional development</p>	<p>4.1 Explain the benefits of reflective practice</p> <p>4.2 Evaluate progress against development plan</p> <p>4.3 Assess specific opportunities for further development</p>