BIIAB

Qualification Guidance Document

BIIAB Level 1 Award in Business Administration

England – 601/6796/8

About Us

At BIIAB Qualifications Limited we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have 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.

The system is accessed via a web browser by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Sources of Additional Information

The BIIAB Qualifications Limited website provides access to a wide variety of information.

Copyright

Specification Code

The specification code is A7059-01.

Issue	Date	Details of change
2.0	January 2018	Updated handbook throughout to remove reference to QCF Updated RoC with TQT figures

601/6796/8 – v3.1

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.
3.0	May 2025	Reformatted Qualification Guide into new branding
3.1	February 2026	Updated to new company branding

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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 1 Award in Business Administration							
Qualification Purpose	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area						
Age Range	Pre 16	✓	16-18	✓	18+		19+	✓
Regulation	The above qualification is regulated by: > Ofqual > CCEA Regulation						
Assessment	Portfolio of Evidence						
Type of Funding Available	See FaLA (Find a Learning Aim)						
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	01/10/2015						
Review Date	30/09/2027						
Operational End Date							
Certification End Date							
Guided Learning (GL)	69 hours						
Total Qualification Time (TQT)	120 hours						
Credit Value	12						
BIIAB Qualifications Limited Sector	Business Support						
Regulator Sector	15.2 Administration						
Support from Trade Associations							

Introduction

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual and CCEA Regulation. 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 1 Award in Business Administration	601/3796/8

Pre-requisites

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.

This qualification is designed to equip learners with the knowledge to work effectively within Business Administration.

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Qualification Title: BIIAB Level 1 Award in Business Administration

Learners must achieve a total of 12 credits. 7 credits must come from the mandatory units and 5 credits must come from the optional units.

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.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group Minimum Credit Target - 7				
Principles of working in a business environment	R/506/1792	1	4	25
Principles of business administration	F/506/1805	1	3	13

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group Minimum Credit Target - 5				
Principles of business communication	A/506/1804	1	3	15
Principles of personal performance and development	L/506/1791	1	3	30
Work with others in a business environment	Y/506/1793	1	2	18
Understand employer organisations	A/506/1964	2	4	40
Employee rights and responsibilities	L/506/1905	2	2	16

Aim

The BIIAB Level 1 Award in Business and Administration has been designed to allow learners to obtain and then demonstrate the skills and knowledge to work at an entry position in the Business Administration sector, with considerable supervision.

The primary purpose of the qualification is to prepare for further learning or training by developing knowledge and/or skills in a subject area. However, employers can also rely on the knowledge provided as meeting nationally recognised standards for Business Administration at this level.

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.

Target Group

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

- > Pre-16
- > 16-18
- > 19+

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Overview of assessment strategy

The qualification contains knowledge units. These units are assessed 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).

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 workplace 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

The Assessment Strategy has been designed by Skills CFA. While BIIAB Qualifications Limited has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current Skills CFA designed assessment strategy for this qualification.

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;

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.

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.

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.

Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

> Assessment Knowledge Module (AKM) for assessing specific units
> Assessor Guidance for assessing specific units
> Learner Unit Achievement Checklist

All of these resources are available on ORS.

Practice Assessment Material

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

If learners wish to take more business administration units at Level 1, they might consider taking the Level 1 Certificate in Business Administration. Alternatively, they may wish to progress into Level 2 qualifications, to employment, or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

> 601/3736/8 BIIAB Level 1 Certificate in Business Administration
> 601/3741/1 BIIAB Level 2 Diploma in Business Administration

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Mandatory Unit Details

Principles of Business Administration	
Unit Reference	F/506/1805
Level	1
Credit Value	3
Guided Learning (GL)	13
Unit Summary	This unit provides learners with an understanding of key administrative support functions within a business environment. It covers how to professionally meet and welcome visitors, manage incoming and outgoing mail services, and safely and effectively use common office equipment to support organisational activities.

Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	**The learner can**	
1. Know how to meet and welcome visitors in a business environment	1.1	State the different ways in which to make visitors welcome
	1.2	State the importance of dealing with visitors promptly and courteously
	1.3	Outline the purpose of recording visitors' arrival and departure
	1.4	Describe possible health, safety and security requirements relevant to visitors' arrival
	1.5	Describe the different types of needs that visitors may have
	1.6	Describe ways of dealing with challenging behaviour from visitors
2. Know how to provide mail services	2.1	State what is meant by "junk mail"

	2.2	State the factors to be taken into account when choosing postage methods
	2.3	Describe different methods of paying postage charges
	2.4	Outline the purpose of a franking machine
	2.5	State the different types of mail used in business
	2.6	State why it is important to distribute and dispatch mail efficiently and to the correct persons
3. Know how to use office equipment	3.1	Describe the features and uses of different types of office equipment
	3.2	State why it is important to adhere to manufacturers' instructions and organisational procedures when using office equipment
	3.3	Describe how equipment and the work area should be left after use
	3.4	Describe ways to minimise waste in the use of resources

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Principles of working in a business environment	
Unit Reference	F/506/1805
Level	1
Credit Value	4
Guided Learning (GL)	25
Unit Summary	This unit provides learners with an understanding of how business organisations operate and the responsibilities of individuals working within them. Learners will explore organisational structures and develop knowledge of how to support environmental sustainability, equality and diversity, and maintain confidentiality and security in the workplace.

Learning Outcomes (1 to 4)		Assessment Criteria (1.1 to 4.4)
The learner will		**The learner can**
1. Know the purpose and structure of business organisations	1.1	State the purposes of different types of business organisations
	1.2	Explain why it is important for a business to be financially secure
	1.3	State the purposes of an organisational chart
	1.4	Describe the role of the main functional areas of business organisations
2. Know how to contribute to environmental sustainability within an organisation	2.1	State what is meant by "environmental sustainability"
	2.2	Explain why it is important to keep waste to a minimum
	2.3	Describe practices that may be used to minimise waste in a business environment

		2.4	State the standard procedures to be followed when recycling and disposing of waste
3. Know how to support equality and diversity within an organisation		3.1	State the meaning of the terms "equality" and "diversity"
		3.2	State why it is important to support equality and diversity in the work environment
		3.3	Describe ways of behaving that show sensitivity and respect for other people
		3.4	State the legal requirements relating to equality and diversity
4. Know the requirements of confidentiality and security in an organisation		4.1	State the importance of maintaining organisational standards of confidentiality
		4.2	Outline how confidentiality requirements affect the workplace
		4.3	State the importance of maintaining organisational standards of security
		4.4	Outline how security requirements affect the workplace

Optional Unit Details

Principles of business communication	
Unit Reference	A/506/1804
Level	1
Credit Value	3
Guided Learning (GL)	15
Unit Summary	This unit provides learners with an understanding of effective communication and information handling within a business environment. Learners will develop knowledge of how to use telephone and voicemail systems, communicate with others in a professional manner, produce business documents, and store and retrieve information appropriately.

Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.5)	
The learner will	**The learner can**	
1. Know how to use a telephone and voicemail system in a business environment	1.1	State the features of a telephone and voicemail system
	1.2	State how a telephone and voicemail system should be used
	1.3	State expected standards of behaviour when using a telephone
	1.4	Identify the type of information that should be given when transferring calls and leaving messages
2. Know how to communicate with others in a business environment	2.1	Outline different methods of business communication
	2.2	State why it is necessary to use different methods of communication
	2.3	Outline the importance of accuracy and clarity when writing and speaking

3. Know how to produce business documents	3.1	State the purpose of different types of business documents
	3.2	State the different techniques for producing business documents
	3.3	Outline the importance of using correct spelling, punctuation, grammar and word order in documents
4. Know how to store and retrieve information	4.1	Describe different types of information storage and backup systems
	4.2	State the different ways in which information can be indexed and stored
	4.3	Describe the different ways in which information can be retrieved and presented
	4.4	State the purpose of cross-referencing information
	4.5	Outline the possible consequences of poor information storage

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Principles of personal performance and development	
Unit Reference	L/506/1791
Level	1
Credit Value	3
Guided Learning (GL)	30
Unit Summary	This unit provides learners with an understanding of employees' rights and employers' expectations within the workplace. Learners will also develop knowledge of how to manage their own work and identify ways to manage and improve their personal performance and professional development.

Learning Outcomes (1 to 3)		**Assessment Criteria (1.1 to 3.7)**
The learner will		**The learner can**
1. Know employees' rights and employers' expectations	1.1	State an organisation's expectations for the conduct of its employees
	1.2	State an employee's rights in relation to their employment
	1.3	State why it is important to work within employees' rights and employers' expectations
	1.4	State where to find information and advice on employees' rights and employers' expectations
2. Know how to manage their own work	2.1	Describe ways of managing allocated tasks to ensure they are completed on time
	2.2	State the purpose of keeping other people informed of progress and problems with work activities
	2.3	Explain the importance of accepting responsibility for one's own work

		2.4	State the limits of their own responsibilities at work
		2.5	State what to do when a problem arises with work activities
3. Know ways of managing and improving personal performance and development		3.1	State the purpose and benefits of personal development at work
		3.2	Describe the purpose of individual and team goals and targets
		3.3	Explain the use of personal development plans
		3.4	Explain the importance of fulfilling a personal development plan
		3.5	Outline a manager's role in an individual's personal development
		3.6	Outline relevant personal development opportunities and career paths within the organisation
		3.7	Describe how acting on feedback can benefit a team and organisation

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Work with others in a business environment	
Unit Reference	Y/506/1793
Level	1
Credit Value	2
Guided Learning (GL)	18
Unit Summary	This unit provides learners with the knowledge and skills required to work effectively with others in a business environment. Learners will develop an understanding of the importance of teamwork and demonstrate their ability to work cooperatively with colleagues to support workplace activities.

Learning Outcomes (1 to 2)		**Assessment Criteria (1.1 to 2.5)**
The learner will		**The learner can**
1. Know how to work with others in a business environment	1.1	Describe how their own role fits in with the role of others in their team
	1.2	Describe how their own behaviour can affect teamwork
	1.3	Describe behaviours that show trust, respect and consideration for others
	1.4	Outline the importance of following instructions when completing tasks
	1.5	State the importance of understanding authority at work
	1.6	State why it is important to behave in a way that does not cause conflict
	1.7	State what to do if problems occur when working with others
	1.8	Describe different ways to help colleagues with work activities

2. Be able to work with others in a business environment	2.1	Meet agreed deadlines, targets and quality standards
	2.2	Maintain expected standards of performance
	2.3	Act positively on feedback on own performance
	2.4	Treat others with courtesy and respect
	2.5	Follow organisational policies and procedures and legal requirements whilst working with others

Understand employer organisations

Unit Reference	A/506/1964
Level	2
Credit Value	4
Guided Learning (GL)	40
Unit Summary	This unit provides learners with an understanding of organisational structures and the wider organisational environment. Learners will develop knowledge of how organisations are structured, how they operate, and the factors that influence their activities.

Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.3)	
The learner will	**The learner can**	
1. Understand organisational structures	1.1	Explain the differences between the private sector, public sector and voluntary sector
	1.2	Explain the functions of different organisational structures
	1.3	Describe the features of different types of legal structures for organisations
2. Understand the organisational environment	2.1	Describe the internal and external influences on organisations
	2.2	Explain the use of different models of analysis in understanding the organisational environment
	2.3	Explain why change in the business environment is important

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Employee rights and responsibilities	
Unit Reference	L/506/1905
Level	2
Credit Value	2
Guided Learning (GL)	16
Unit Summary	This unit provides learners with an understanding of the role of organisations and industries, and the expectations placed on employees and employers. Learners will develop knowledge of how organisations operate, the rights and obligations of employees, and the standards expected in the workplace.

Learning Outcomes (1 to 2)		Assessment Criteria (1.1 to 2.4)	
The learner will		**The learner can**	
1. Understand the role of organisations and industries	1.1	Explain the role of their own occupation within an organisation and industry	
	1.2	Describe career pathways within their organisation and industry	
	1.3	Identify sources of information and advice on an industry, occupation, training and career pathway	
	1.4	Describe an organisation's principles of conduct and codes of practice	
	1.5	Explain issues of public concern that affect an organisation and industry	
	1.6	Describe the types, roles and responsibilities of representative bodies and their relevance to their own role	
2. Understand employers' expectations and employees' rights and obligations	2.1	Describe the employer and employee statutory rights and responsibilities that affect their own role	

	2.2	Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour
	2.3	Describe the procedures and documentation that protect relationships with employees
	2.4	Identify sources of information and advice on employment rights and responsibilities

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

> **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

> **Exemption** – Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.

>> Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.

>> It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

>> Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

> **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:

>> Original certificates OR

>> Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.

> **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from biiab.co.uk/for-centres/

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:
> Face-to-face meeting with a tutor
> Telephone conversation with a tutor
> Instant messaging with a tutor
> Taking part in a live webinar
> Classroom-based instruction
> Supervised work
> Taking part in a supervised or invigilated formative assessment
> The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

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.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:
> Researching a topic and writing a report
> Watching an instructional online video at home/e-learning
> Watching a recorded webinar
> Compiling a portfolio in preparation for assessment
> Completing an unsupervised practical activity or work
> Rehearsing a presentation away from the classroom
> Practising skills unsupervised
> Requesting guidance via email – will not guarantee an immediate response.