



Qualification Guidance Document

BIIAB Level 1 Award in Customer Service

England – 601/6789/0

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.

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

Specification Code

The specification code is A7045-01.

Issue	Date	Details of change
2.0	July 2017	RoC and Structure - Assessment methodology for units CS43, CS45 and CS46

3.0	January 2018	Updated handbook throughout to remove reference to QCF Updated RoC with TQT figures
3.1	July 2023	Reformatted Qualification Guide into new branding
3.2	May 2025	Qualification Review Date extended for two years – no change to the content of the qualification.
3.3	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.

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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 1 Award in Customer Service – 601/6789/0	
Qualification Purpose	To prepare for further learning or training by developing knowledge and/or skills in a subject area.
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 > Practical Demonstration/Assignment
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)	50 hours
Total Qualification Time (TQT)	70 hours
Credit Value	7
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 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 1 Award in Customer Service	601/6789/0

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.

The qualification is designed to equip learners with the skills and knowledge to work effectively within Customer Service at this level.

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 Customer Service

Learners must achieve a total of 7 credits. 3 credits must come from the mandatory unit and 4 credits must come from the optional units.

The qualification has been developed to provide skills and knowledge for learners to progress at this level.

Listed below are the qualification units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group Minimum Credit Target - 3				
Understand working in a customer service environment	L/506/2083 CS1	1	3	25

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group Minimum Credit Target - 4				
Communication in customer service	Y/506/2085 CS2	1	2	14
Deal with customer queries, requests and problems	A/506/2113 CS4	1	3	11
Contribute to effective customer service	F/601/6079 CS43	1	2	20
Employee rights and responsibilities	L/506/1905 BA39	2	2	16
The importance of appearance and behaviour in customer service	A/601/6047 CS44	Entry 3	2	15
Understand how to deal with queries and requests	R/601/6054 CS45	Entry 3	3	20
Apply legislation, regulation and organisational procedures for customer service	R/601/6071 CS46	1	3	24

Barred Unit

This Unit	Is barred against this Unit
CS4 Deal with customer queries, requests and problems (A/506/2113)	CS45 Understand how to deal with queries and requests (R/601/6054)

Aim

This qualification has been designed for learners who wish to develop skills and knowledge in Customer Service at level 1.

The primary purpose of the qualification is to prepare for further learning. However, employers can also rely on the knowledge provided as meeting nationally recognised standards for Customer Service at this level and as such the sub-purpose is to develop knowledge and/or skills in this subject area.

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 two competence units and six knowledge units. The two competence units (CS2 and CS4) must be assessed in accordance with the Skills CFA Assessment Strategy. These two units can be assessed in the workplace or in a Realistic Working Environment (RWE). This 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.

The knowledge units are assessed by Assessment Knowledge Modules (AKMs) externally set by BIIAB Qualifications Limited or Centre Devised Assessments. 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 Qualifications Limited External Quality Assurer (EQA).

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.

Unit CS43 combines knowledge and skills and as such is assessed by Assessment Activity Module (AAM). This is an internally marked assessment, containing a series of questions and tasks, marked and internally verified by the centre and with external verification by the BIIAB Qualifications Limited 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.

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 learner'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 learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Knowledge Tests

Employers can use knowledge tests to assess an employee's knowledge and understanding of, for example, an organisational procedure.

Knowledge components set out in the standards can also be assessed by knowledge tests. In this case, assessors and internal verifiers must make sure that:

- > the use of knowledge tests has been agreed with the external verifier in advance
- > the knowledge being tested matches that specified in the NOS
- > a robust assessment methodology comparable to awarding body practices is used

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment and will be based upon the achievement of all of the specified learning outcomes.

BIIAB Qualifications Limited will make every effort to ensure that it allows for assessment to:

- > be up to date and current
- > reflect the context from which the learner has been taught
- > be flexible to learner needs

Please refer to the [Instructions for the Conduct of Examinations and Other External Assessment](#) for further information.

Resources

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

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

All of these resources are available on request.

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

Achievement of this qualification will allow for a number of progression routes to employment and into other areas of learning. The recommended progression route is to the BIIAB Level 2 Diploma in Customer Service which focuses on the skills required to work in Customer Service roles at level 2.

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

Understand working in a customer service environment	
Unit Reference	L/506/2083
Level	1
Credit Value	3
Guided Learning (GL)	25
Unit Summary	The purpose of this unit is to provide the learner with the knowledge of working in a customer service environment.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)
The learner will	The learner can
1. Know the importance of customer service	1.1 State what is meant by "customer service" 1.2 State why effective customer service is important to an organisation
2. Know the factors affecting customer service	2.1 Outline the difference between an internal and an external customer 2.2 State how to identify customers' needs and expectations 2.3 List information sources needed to deliver reliable customer service 2.4 Describe the relationship between customer expectations and customer satisfaction
3. Know how to work in a customer service role	3.1 Identify personal behaviours that can positively affect customers' perceptions of an organisation and its products and/or services 3.2 Identify the job roles within a team delivering customer service

	3.3	State the standards of personal presentation and behaviour expected by customer service staff in different organisations
	3.4	State standards and practices that relate to a service offer within different types of organisation
	3.5	Describe how legislation and organisational requirements affect what can be promised or carried out in a customer service role
	3.6	Describe the procedures for protecting customers' personal information and safety
	3.7	State the importance of protecting customers' personal information and safety
4. Know how to refer customer queries and problems to others	4.1	Describe types of customer behaviour that show when a customer is dissatisfied
	4.2	State the procedures to be followed when dealing with customer queries or problems
	4.3	State to whom to refer customer queries and problems

Optional Unit Details

Communication in customer service	
Unit Reference	Y/506/2085
Level	1
Credit Value	2
Guided Learning (GL)	14
Unit Summary	The purpose of this unit is to enable the learner to understand the importance of communication in customer service.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.6)
The learner will	The learner can
1. Know how to communicate in a customer service role	1.1 Describe different methods of communicating with customers and when it is appropriate to use them 1.2 Give examples of positive and negative customer service language 1.3 State the importance of speaking clearly 1.4 Describe how tone of voice can affect how customers perceive their experience 1.5 Describe how body language conveys what someone is thinking or feeling 1.6 Define the term "active listening" 1.7 List the types of information needed to communicate effectively with customers 1.8 State why it is important to pass information and messages to colleagues
2. Be able to communicate with customers	2.1 Listen "actively" to what customers are saying

	2.2	Check their own understanding of customers' needs
	2.3	Summarise information for customers
	2.4	Check that customers are satisfied with the information provided
	2.5	Follow organisational standards of behaviour and communication when interacting with customers
	2.6	Adhere to organisational policies and procedures, legal and ethical requirements when communicating with customers

Deal with customer queries, requests and problems

Unit Reference	A/506/2113	
Level	1	
Credit Value	3	
Guided Learning (GL)	11	
Unit Summary	The purpose of this unit is to enable the learner to deal with customer queries, requests and problems.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.6)	
The learner will	The learner can	
1. Know how to deal with customer queries, requests and problems	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 deal with customers' queries and requests	2.1	Meet agreed deadlines, targets and quality standards

	<p>2.2</p> <p>2.3</p> <p>2.4</p> <p>2.5</p>	<p>Maintain expected standards of performance</p> <p>Act positively on feedback on own performance</p> <p>Treat others with courtesy and respect</p> <p>Follow organisational policies and procedures and legal requirements whilst working with others</p>
<p>3. Be able to deal with customers' problems</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p> <p>3.5</p> <p>3.6</p>	<p>Identify the nature of customers' Problems</p> <p>Communicate with customers calmly and confidently</p> <p>Resolve problems within the limits of their own authority</p> <p>Brief colleagues when referring problems</p> <p>Check that customers are satisfied with the actions taken</p> <p>Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' problems</p>

Contribute to effective customer service

Unit Reference	F/601/6079	
Level	1	
Credit Value	2	
Guided Learning (GL)	20	
Unit Summary	The purpose of this unit is to enable the learner to contribute to effective customer service.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	The learner can	
1. Know customer service terms and language	1.1	Define key customer service terms and language
	1.2	Describe the connections between customer service, customer expectations and customer satisfaction
2. Know what contributes to good customer service in an organisation	2.1	Describe how company procedures contribute to good customer service
	2.2	Describe how good teamwork contributes to good customer service
	2.3	Describe the main points in a customer service process that influence customer satisfaction
3. Be able to work effectively with colleagues in a customer service team	3.1	Describe why friendliness and helpfulness are useful in customer service teamwork
	3.2	Describe the importance of not distracting colleagues when dealing with customers
	3.3	Identify what leads to effective teamwork
	3.4	Work effectively within a team when carrying out routine customer service tasks

Employee rights and responsibilities	
Unit Reference	L/506/1905
Level	2
Credit Value	2
Guided Learning (GL)	16
Unit Summary	This unit provides the learner with the knowledge to understand the role of organisations and industries and the employers' expectations and employers' rights and obligations.
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

The importance of appearance and behaviour in customer service

Unit Reference	A/601/6047	
Level	Entry 3	
Credit Value	2	
Guided Learning (GL)	15	
Unit Summary	The purpose of this unit is to enable the learner to understand the importance of appearance and behaviour in customer service.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.6)	
The learner will	The learner can	
1. Know the dress requirements in customer service jobs	1.1	State the appropriate dress in a particular customer service job
	1.2	State inappropriate dress in a particular customer service job
2. Know how general appearance affects the way customers react	2.1	Identify customer expectations of appearance in a particular customer service job role
	2.2	Identify personal appearance that could cause negative customer reaction
3. Know how to interact with customers	3.1	State the importance of making a good first impression on customers
	3.2	Describe how to greet customers politely and positively
	3.3	State how to recognise when a customer wants or needs attention
	3.4	State how to respond when a customer wants or needs attention
	3.5	Describe how to focus on customers and avoid distractions when dealing with them

	3.6	State the importance of thanking customers for their business or for information given
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Understand how to deal with queries and requests

Unit Reference	R/601/6054	
Level	Entry 3	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	The purpose of this unit is to enable the learner to understand how to deal with queries and requests.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Know the services or products of a section or department within an organisation	1.1	List the services or products a selected section or department offers
	1.2	Describe the key features of the services or products a selected section or department offers
2. Know the types of question that customers will ask	2.1	List the most frequently asked questions about a selected section or department's services or products
	2.2	State the preferred answers to the most frequently asked questions about a selected section or department's services or products
3. Know how to recognise when a customer has a query or request	3.1	Listen closely to questions from customers
	3.2	Identify when questions from customers require a specific response or action
4. Know how to clarify details of queries or requests from customers	4.1	State how to check with customers that they have heard their questions correctly
	4.2	State the importance of keeping customers informed about actions on their queries or requests

Apply legislation, regulation and organisational procedures for customer service	
Unit Reference	R/601/6071
Level	1
Credit Value	3
Guided Learning (GL)	24
Unit Summary	The purpose of this unit is to enable the learner to apply legislation, regulation and organisational procedures for customer service.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)
The learner will	The learner can
1. Be able to follow customer service procedures for a particular job	1.1 Describe the limits of own responsibility and authority for a particular job in customer service 1.2 Carry out steps in customer service procedures for a particular job
2. Be able to protect the security of property and information when delivering customer service	2.1 Observe organisational procedures for the security of property when delivering customer service 2.2 Observe organisational procedures for the security of information when delivering customer service
3. Know the health and safety requirements of delivering customer service	3.1 Describe the health and safety rules that relate to delivering customer service 3.2 Describe the main health and safety risks for customers and colleagues when delivering customer service
4. Know other external rules that impact on customer service delivery	4.1 Describe the key legislation and external regulations relating to customer service delivery

	4.2	Describe actions to avoid because of legislation and regulation when delivering customer service
	4.3	Describe the importance of treating customers equally when delivering customer service

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 bijab.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.