



**Qualification Guidance Document**

# **BIIAB Level 2 Certificate in Principles of Business and Administration**

**England – 601/7249/6**

## 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

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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 C5070-02.

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

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
2.3	June 2025	Reformatted Qualification Guide into new branding
2.4	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 2 Certificate in Principles of Business and Administration – 601/7249/6								
<b>Qualification Purpose</b>	To prepare for further learning or training by developing knowledge and/or skills in a subject area.							
<b>Age Range</b>	Pre 16		16-18	✓	18+		19+	✓
<b>Regulation</b>	The above qualification is regulated by: <ul style="list-style-type: none"> <li>&gt; Ofqual</li> <li>&gt; CCEA Regulation</li> </ul>							
<b>Assessment</b>	<ul style="list-style-type: none"> <li>&gt; Portfolio of Evidence</li> <li>&gt; Practical Demonstration/Assignment</li> </ul>							
<b>Type of Funding Available</b>	See FaLA (Find a Learning Aim)							
<b>Grading</b>	Pass/Fail To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
<b>Operational Start Date</b>	01/10/2015							
<b>Review Date</b>	30/09/2027							
<b>Operational End Date</b>								
<b>Certification End Date</b>								
<b>Guided Learning (GL)</b>	120 hours							
<b>Total Qualification Time (TQT)</b>	150 hours							
<b>Credit Value</b>	15							
<b>BIIAB Qualifications Limited Sector</b>	Business Support							
<b>Regulator Sector</b>	15.2 Administration							

<b>Support from Trade Associations</b>	
<b>Administering Office</b>	See BIIAB Qualifications Limited web site

## Introduction

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England and CCEA Regulation in N Ireland. 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.

<b>Qualification Title</b>	<b>Qualification Number (QN)</b>
BIIAB Level 2 Certificate in Principles of Business and Administration	601/7249/6

## 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.

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 2 Certificate in Principles of Business and Administration**

Learners must achieve a total of 15 credits. These credits must come from the mandatory 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
<b>Mandatory Group Minimum Credit Target – 15</b>				
Principles of personal responsibilities and working in a business environment	L/601/7638	2	4	32
Principles of providing administrative services	R/601/7639	2	4	32
Principles of managing information and producing documents	J/601/7640	2	3	24
Principles of supporting business events	R/601/7642	2	1	8
Principles of supporting change in a business environment	L/601/7641	2	1	8
Principles of budgets in a business environment	F/601/7653	3	2	16

## Aim

This qualification will help learners to develop the knowledge needed in Business Administration. It is relevant for those who are currently employed, or are looking to become more employable, for example as a Business Support Administrator. However, only achievement of the BIIAB Level 2 Diploma in Business Administration 601/3741/1 will signify full occupational competence at this level. The BIIAB Level 2 Certificate in Principles of Business and Administration will enable the learner to progress on to the BIIAB Level 2 Diploma in Business Administration.

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:

- > 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 section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certifying 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 (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 the BIIAB Level 2 Certificate in Principles of Business and Administration qualification offers opportunities for progression, including:

- > 601/3742/3 BIIAB Level 3 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.

## Unit Details

<b>Principles of budgets in a business environment</b>	
<b>Unit Reference</b>	F/601/7653
<b>Level</b>	3
<b>Credit Value</b>	2
<b>Guided Learning (GL)</b>	16
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the principles of budgets in a business environment.
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.2)</b>
<b>The learner will</b>	<b>The learner can</b>
1. Understand the purpose of budgets in a business environment	1.1 Explain the purpose of budgets for managing financial resources to meet business requirements
2. Understand how to develop budgets	2.1 Explain the purpose of agreeing the format in which a budget will be presented
	2.2 Explain the purpose of using estimations when developing a budget and ways of doing so
	2.3 Explain the purpose of identifying timescales, priorities and financial resources needed when preparing a budget and ways of doing so
	2.4 Describe the purpose of negotiating and agreeing a budget
3. Understand how to manage budgets	3.1 Explain the purpose of monitoring, controlling and recording income and expenditure
	3.2 Describe situations in which revisions to the budget and/or plans may be needed

<b>Principles of providing administrative services</b>	
<b>Unit Reference</b>	R/601/7639
<b>Level</b>	2
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	32
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge of the principles of providing administrative services.
<b>Learning Outcomes (1 to 9)</b>	<b>Assessment Criteria (1.1 to 9.3)</b>
<b>The learner will</b>	<b>The learner can</b>
1. Understand how to make and receive telephone calls	1.1 Describe the different features of telephone systems and how to use them 1.2 Describe how to follow organisational procedures when making and receiving telephone calls 1.3 Explain the purpose of giving a positive image of self and own organisation
2. Understand how to handle mail	2.1 Explain the purpose of correctly receiving, checking and sorting incoming and outgoing mail or packages 2.2 Identify different internal and external mail services available to organisations 2.3 Describe the methods of calculating postage charges for mail or packages
3. Understand how to use different types of office equipment	3.1 Identify different types of equipment and their uses 3.2 Explain the purpose of following manufacturer's instructions when using equipment

	3.3	Explain the purpose of keeping equipment clean, hygienic and ready for the next user
4. Understand how to keep waste to a minimum in a business environment	4.1	Explain why waste should be kept to a minimum in a business environment
	4.2	Identify the main causes of waste that may occur in a business environment
	4.3	Identify ways of keeping waste to a minimum in a business environment
5. Know how to make arrangements for meetings	5.1	Identify different types of meetings and their main features
	5.2	Identify the sources and types of information needed to arrange a meeting
	5.3	Describe how to arrange meetings
6. Understand procedures for organising travel and accommodation arrangements	6.1	Explain the purpose of confirming instructions and requirements for business travel and accommodation
	6.2	Outline the main types of business travel or accommodation arrangements that may need to be made and the procedures to follow
	6.3	Explain the purpose of keeping records of business travel or accommodation arrangements
7. Understand diary management procedures	7.1	Explain the purpose of using a diary system to plan activities
	7.2	Identify the information needed to maintain a diary system
8. Understand the purpose of delivering effective customer service and how to do so	8.1	Contrast the differences between internal and external customers in a business environment
	8.2	Explain why customer service should meet or exceed customer expectations

	8.3	Identify the purpose and ways of building positive relationships with customers
	8.4	Identify how customers demonstrate their own needs and expectations
9. Understand the purpose of reception services and how to follow reception procedures	9.1	Describe the purpose of the receptionist role as the first point of contact between the public / client and an organization
	9.2	Explain how to present a positive image of self and the organisation and the purpose of doing so
	9.3	Explain how to carry out entry, departure, security and confidentiality procedures in a reception area

<b>Principles of personal responsibilities and working in a business environment</b>	
<b>Unit Reference</b>	L/601/7638
<b>Level</b>	2
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	32
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge of the principles of personal responsibilities and working in a business environment.
<b>Learning Outcomes (1 to 7)</b>	<b>Assessment Criteria (1.1 to 7.3)</b>
<b>The learner will</b>	<b>The learner can</b>
1. Know the employment rights and responsibilities of the employee and employer	1.1 Identify the main points of contracts of employment 1.2 Identify the main points of legislation affecting employers and employees 1.3 Identify where to find information on employment rights and responsibilities both internally and externally 1.4 Describe how representative bodies can support the employee 1.5 Identify employer and employee responsibilities for equality and diversity in a business environment 1.6 Explain the benefits of making sure equality and diversity procedures are followed in a business environment
2. Understand the purpose of health, safety and security procedures in a business environment	2.1 Identify employer and employee responsibilities for health, safety and security in a business environment

	2.2	Explain the purpose of following health, safety and security procedures in a business environment
	2.3	Identify ways of maintaining a safe and secure environment in a business environment
3. Understand how to communicate effectively with others	3.1	Describe different methods of communication
	3.2	Explain how to choose the most appropriate method of communicating with others
	3.3	Describe ways of actively listening
4. Understand how to work with and support colleagues	4.1	Explain the purpose of agreeing standards for own work with others
	4.2	Explain the purpose of taking on new challenges and adapting to change
	4.3	Explain the purpose of treating others with honesty and consideration
5. Know how to plan own work and be accountable to others	5.1	Explain the purpose of meeting work standards and deadlines when completing tasks
	5.2	Identify ways of planning own work
	5.3	Compare ways of keeping other people informed about progress
6. Understand the purpose of improving own performance in a business environment and how to do so	6.1	Explain the purpose of continuously improving own performance in a business environment
	6.2	Describe ways of improving own performance in a business environment
	6.3	Identify different types of career pathways that are available

7. Understand the types of problems that may occur in a business environment and how to deal with them	7.1	Identify the types of problems that may occur in a business environment
	7.2	Explain ways of dealing with problems that may occur in a business environment
	7.3	Explain how and when to refer problems to relevant colleagues

## Principles of managing information and producing documents

<b>Unit Reference</b>	J/601/7640	
<b>Level</b>	2	
<b>Credit Value</b>	3	
<b>Guided Learning (GL)</b>	24	
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge of the principles of managing information and producing documents.	
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.5)</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Understand the purpose of information technology in a business environment	1.1	Identify different types of information technology that may be used for work tasks
	1.2	Outline the benefits of using information technology for work tasks
2. Understand how to manage electronic and paper-based information	2.1	Explain the purpose of agreeing objectives and deadlines for researching information
	2.2	Identify different ways of researching, organising and reporting information
	2.3	Describe procedures to be followed for archiving, retrieving and deleting information, including legal requirements, if required
	2.4	Explain why confidentiality is critical when managing information
3. Understand the purpose of producing documents that are fit-for-purpose	3.1	Identify reasons for producing documents that are fit-for-purpose
	3.2	Describe different types and styles of documents and when they are used

<p>4. Know the procedures to be followed when producing documents</p>	<p>4.1</p> <p>4.2</p> <p>4.3</p> <p>4.4</p> <p>4.5</p>	<p>Identify reasons for agreeing the purpose, content, layout, quality standards and deadlines for the production of documents</p> <p>Describe ways of checking finished documents for accuracy and correctness, and the purpose of doing so</p> <p>Explain the purpose of confidentiality and data protection procedures when preparing documents</p> <p>Compare different types of documents that may be produced from notes and the formats to be followed</p> <p>Explain the procedures to be followed when preparing text from notes</p>
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## Principles of supporting business events

<b>Unit Reference</b>	R/601/7642	
<b>Level</b>	2	
<b>Credit Value</b>	1	
<b>Guided Learning (GL)</b>	8	
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge of the principles of supporting business events.	
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.2)</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Understand how to support the organisation of a business event	1.1	Describe the range of support activities that may be required when organising a business event
	1.2	Identify ways of providing support before, during and after a business event
2. Understand the purpose of displaying professional and helpful behaviour whilst supporting a business event and how to do so	2.1	Explain the purpose of displaying professional and helpful behaviour when supporting a business event
	2.2	Describe ways of exhibiting professional and helpful behaviour whilst supporting a business event
3. Understand how to deal with problems encountered when supporting a business event	3.1	Identify the types of problems that may occur when supporting a business event
	3.2	Identify ways of dealing with problems when supporting a business event

## Principles of supporting change in a business environment

<b>Unit Reference</b>	L/601/7641	
<b>Level</b>	2	
<b>Credit Value</b>	1	
<b>Guided Learning (GL)</b>	8	
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge of the principles of supporting change in a business environment.	
<b>Learning Outcomes (1 to 2)</b>	<b>Assessment Criteria (1.1 to 2.3)</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Understand why change happens in a business environment	1.1	Explain reasons for change in a business environment
2. Understand the purpose of supporting change in a business environment	2.1	Identify reasons for reviewing working methods, products or services
	2.2	Describe types of support that people may need during change
	2.3	Explain the benefits of working with others during change
3. Understand how to respond to change in a business environment	3.1	Explain the purpose of responding positively to changes in working methods, products or services
	3.2	Identify ways of responding positively to change

## 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/](http://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.