



**Qualification Guidance Document**

# **BIIAB Level 4 Diploma in Business Administration**

**England – 601/6786/5**  
**Wales – C00/0742/9**

## 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 D5073-04.

Issue	Date	Details of change
2.1	July 2023	Reformatted Qualification Guide into new branding

2.2	May 2025	Qualification Review Date extended for two years – no change to the content of the qualification.
2.3	June 2025	Reformatted Qualification Guide into new branding
2.4	March 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 4 Diploma in Business Administration – 601/6786/5 (England) and C00/0742/9 (Wales)							
<b>Qualification Purpose</b>	To prepare for further learning or training						
<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; Qualifications Wales</li> <li>&gt; CCEA</li> </ul>						
<b>Assessment</b>	> Practical Demonstration/Assignment						
<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>	01/09/2015						
<b>Review Date</b>	30/09/2027						
<b>Operational End Date</b>							
<b>Certification End Date</b>							
<b>Guided Learning (GL)</b>	217 hours						
<b>Total Qualification Time (TQT)</b>	400 hours						
<b>Credit Value</b>	40						
<b>BIIAB Qualifications Limited Sector</b>	Business Support						
<b>Regulator Sector</b>	15.2 Administration						
<b>Support from Trade Associations</b>							

**Administering Office**

See BIIAB Qualifications Limited web site

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

## 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

### Rules of Combination: BIIAB Level 4 Diploma in Business Administration

To achieve the BIIAB Level 4 Diploma in Business Administration learners **must** gain a total of **40** credits from the mandatory units listed below.

Unit Title	Unit Number	Level	Credit Value	GL
<b>Mandatory Group Minimum Credit Target – 40</b>				
Understand How To Manage Work Activities to Improve Business Performance	A/506/4220 BA86	4	11	43
Business Risk Management	H/506/4213 BA87	5	6	41
Communicating in a Business	D/506/4146 BA88	4	5	28
Business Administration Systems	F/506/4140 BA89	4	6	31
Managing People and Performance in a Business Environment	M/506/4215 BA90	4	6	38
Managing Self Development	T/506/4149 BA91	3	6	36

## Aim

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

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

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

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

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



## Target Group

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

- > 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.

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.

## Overview of assessment strategy

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

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

- > Meet the assessment criteria
- > Achieve the learning outcomes

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

## **Assessment Process**

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

The assessor is the person who is responsible for determining learners' competence. The assessor may be a 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

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

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

## Skills CFA Assessment Strategy

### Requirements of assessors, external and internal verifiers

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

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

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

OR

- > be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification must ensure their decisions are countersigned by a suitably qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- > be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed or demonstrated by relevant experience

and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.

- > have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

**Internal Quality Assurer (IQA)** – A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's.

**IQAs must:**

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

OR

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

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

## EQAs **must**:

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

## OR

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

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

## Evidence from Workplace Performance

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

## Assessment of the Knowledge Units

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

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

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

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

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

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

## Simulation

- > Simulation can be applied to all units listed in Appendix B of the full Skills CFA assessment strategy.
- > Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- > Simulation must be undertaken in a 'realistic working environment' (RWE). An RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in Appendix A of the full Skills CFA assessment strategy.

## Resources

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

- > Evidence matrixes for the competence / NVQ units
- > Assessment Knowledge Module (AKM)
- > Assessor Guidance for each of the AKMs
- > Purpose Statement
- > Learner Unit Achievement Checklist

## Evidence matrixes

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

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

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

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

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

## Assessment Knowledge Modules (AKMs)

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

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

## Assessment Guidance for each of the AKMs

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

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

## 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

The qualification is designed to equip learners with the knowledge and skills to work effectively in the Business Administration sector. It also will allow for a



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

Achievement of the qualification offers opportunities for progression, including:

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

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

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

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

<p>5. Understand business resilience and the management of risk</p>	<p>5.1 Analyse the relationship between risk management, disaster recovery and business continuity</p> <p>5.2 Evaluate scenario planning and crisis management risk</p> <p>5.3 Evaluate techniques used to minimise business risk</p> <p>5.4 Analyse ways in which risk management techniques can be built into routine business processes</p>
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<b>Communicating in a business</b>	
<b>Unit Reference</b>	D/506/4145
<b>Level</b>	4
<b>Credit Value</b>	5
<b>Guided Learning (GL)</b>	28
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge to understand how effective communication is used in business.
<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 the principles of effective communication in organisations	1.1 Evaluate the appropriateness and efficiency of different communication channels and tools  1.2 Explain the use of vertical, lateral or networked communication channels and tools  1.3 Explain how the use of clear and correct language supports effective communication
2. Understand the role of communication in organisations	2.1 Analyse the features of different models of business communication that support administrative services  2.2 Evaluate the strengths and weaknesses of an organisation's communications system  2.3 Justify improvements to an organisation's communications system

## Business Administration Systems

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

	3.2	Analyse the purpose of formal and informal administrative policies and procedures
	3.3	Analyse methods for evaluating the effectiveness of procedures
	3.4	Analyse the relationship between formulating policy and preparing procedures
	3.5	Analyse how to ensure the procedures meet customer requirements



## Managing People and Performance in a Business Environment

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

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

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

3. Understand how to plan development	3.1	Explain how to develop an effective development plan
	3.2	Analyse the different types of learning styles and how these contribute to own performance
	3.3	Describe development activities and how these contribute to performance
4. Understand how to monitor and evaluate development activities	4.1	Analyse how to monitor the quality of own work and progression against plans
	4.2	Explain how to evaluate your performance against the requirements of your work role
	4.3	Explain how to use feedback in your own performance

## 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.