



# Qualification Handbook

## BIIAB Level 1 Award in Business Administration

601/6796/8

Version 2

<b>Version and date</b>	<b>Change, alteration or addition</b>	<b>Section</b>
Version 2 January 2018	Updated throughout to remove reference to "QCF"	
	RoC updated with TQT figures	Rules of Combination

## **Table of Contents**

<b>1. About the BIIAB Level 1 Award in Business Administration .....</b>	<b>3</b>
<b>2. Objective and Purpose of this Qualification.....</b>	<b>3</b>
<b>3. About this Handbook .....</b>	<b>4</b>
<b>4. BIIAB Customer Service .....</b>	<b>4</b>
<b>5. What are Rules of Combination (ROC)? .....</b>	<b>5</b>
<b>6. BIIAB Level 1 Award in Business Administration Rules of Combination (ROC) and Structure .....</b>	<b>6</b>
<b>7. Age Restriction.....</b>	<b>8</b>
<b>8. Entry Requirements and Progression .....</b>	<b>8</b>
<b>9. Assessment .....</b>	<b>9</b>
<b>10. Initial Assessment and Induction.....</b>	<b>14</b>
<b>11. Resources.....</b>	<b>15</b>
<b>12. Design and Delivery.....</b>	<b>16</b>
<b>13. Format of Units .....</b>	<b>17</b>
<b>14. Initial Registration.....</b>	<b>18</b>
<b>15. Qualification Review and Feedback.....</b>	<b>19</b>
<b>16. Mandatory Units .....</b>	<b>19</b>
<b>17. BIIAB Level 1 Award in Business Administration Sign-off Sheet .....</b>	<b>20</b>

## **1. About the BIIAB Level 1 Award in Business Administration**

BIIAB is regulated to deliver this qualification by Ofqual and CCEA Regulations in England and Northern Ireland respectively. 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 1 Award in Business and Administration	601/6796/8

## **2. Objective and Purpose of this Qualification**

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

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

Due to constant Regulatory, policy and funding changes users are advised to check this qualification is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

### **3. About this Handbook**

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

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

If this document is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

### **4. BIIAB Customer Service**

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org).

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: [customersupport@bii.org](mailto:customersupport@bii.org)

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

## **5. What are Rules of Combination (ROC)?**

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (ROC). The ROC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (eg Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and GLH
- Any barred units (units that cannot be taken together as part of the qualification)

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## **6. BIIAB Level 1 Award in Business Administration Rules of Combination (ROC) and Structure**

To achieve the BIIAB Level 1 Award in Business Administration learners **must** gain a **total of 12** credits. This **must** consist of:

- **Minimum total** credit: **12**
- Mandatory Group A **minimum** credit: **7**
- Optional unit Group B **minimum** credit: **5**
- A **minimum of 12** credits **must** be achieved through the completion of units at **Level 1** and above.
- GLH: **69**
- TQT: **120**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

### **Mandatory Group A**

<b>Unit No.</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment Method</b>
BA2	R/506/1792	Principles of working in a business environment	4	1	25	Assessment Knowledge Module (AKM)
BA12	F/506/1805	Principles of business administration	3	1	13	Assessment Knowledge Module (AKM)

**Optional Group B**

<b>Unit No.</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment Method</b>
BA11	A/506/1804	Principles of business communication	3	1	15	Assessment Knowledge Module (AKM)
BA1	L/506/1791	Principles of personal performance and development	3	1	30	Assessment Knowledge Module (AKM)
BA3	Y/506/1793	Work with others in a business environment	2	1	18	Portfolio
BA38	A/506/1964	Understand employer organisations	4	2	40	Assessment Knowledge Module (AKM)
BA39	L/506/1905	Employee rights and responsibilities	2	2	16	Assessment Knowledge Module (AKM)



## **7. Age Restriction**

The qualification in this handbook is appropriate for use in the following age ranges:

- Pre-16
- 16-18
- 19+.

## **8. Entry Requirements and Progression**

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

This qualification is designed to equip learners with the knowledge to work effectively within Business Administration. If learners wish to take more business administration units at Level 1, they might consider taking the Level 1 Certificate in Business Administration. Alternatively, they may wish to progress into Level 2 qualifications, to employment, or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

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

## **9. Assessment**

### **Overview of assessment strategy**

The qualification contains knowledge units. These units are assessed by Assessment Knowledge Modules (AKMs) externally set by the BIIAB. 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 will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

### **Assessment process**

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person 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 see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification 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 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 certificating the qualification. Centres should also refer to the full strategy available at [www.skillsca.org](http://www.skillsca.org).

### **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 the workplace.
- 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. Skills CFA 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.

### **Appeals**

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to [www.biiab.org](http://www.biiab.org)

## **10. Initial Assessment and Induction**

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## **11. Resources**

BIIAB provides the following additional resources for this qualification:

- Assessment Knowledge Modules (AKMs) for assessing specific units
- Assessor Guidance for assessing specific units
- a Summative Reflective account
- Access to the units.

All of these resources are available for download via The Hub on [centrezon.bii.org](http://centrezon.bii.org).

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

### **Access to the Units**

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via [centrezon.bii.org](http://centrezon.bii.org)

### **Learner Summative Reflection**

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.



## **12. Design and Delivery**

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

## **13. Format of Units**

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

### **Unit Title**

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

### **Unit Number / Unit Reference Number (URN)**

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

### **Level**

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

### **Credit**

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

### **Guided Learning Hours (GLH)**

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

### **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

## **14. Initial Registration**

### **Registration and Certification**

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://www.orcs.biiab.org). Please refer to BIIAB's Centre Guidance for using ORCS.

### **Equal Opportunities and Diversity Policy**

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

### **Reasonable Adjustment Policy**

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

## **15. Qualification Review and Feedback**

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be reviewed and revised to ensure the approach remains appropriate and that it is fit for purpose.

## **16. Mandatory Units**

The following units are mandatory for this qualification. For access to all optional units please visit [centrezone.bii.org](http://centrezone.bii.org).

## **17. BIIAB Level 1 Award in Business Administration Rules of Combination (ROC) and Structure**

To achieve the BIIAB Level 1 Award in Business Administration learners **must** gain a **total of 12** credits. This **must** consist of:

- **Minimum total credit: 12**
- Mandatory Group A **minimum** credit: **7**
- Optional unit Group B **minimum** credit: **5**
- A **minimum of 12** credits **must** be achieved through the completion of units at **Level 1** and above.
- GLH: **69**
- TQT: **120**

Learners and centres should complete the following tables to confirm when a unit is considered as complete. Only units that are a requirement of the RoC need to be completed.

**BIIAB Level 1 Award in Business  
Administration Handbook**



**Mandatory Group A**

Unit No.	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
BA2	R/506/1792	Principles of working in a business environment						
BA12	F/506/1805	Principles of business administration						

**Optional Group B**

Unit No.	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
BA11	A/506/1804	Principles of business communication						
BA1	L/506/1791	Principles of personal performance and development						
BA3	Y/506/1793	Work with others in a business environment						
BA38	A/506/1964	Understand employer organisations						
BA39	L/506/1905	Employee rights and responsibilities						

<b>Unit Title</b>	<b>Principles of business environment</b>	
<b>BIIAB Reference</b>	<b>BA12</b>	
<b>Level</b>	<b>1</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>13</b>	
<b>Unit Reference No.</b>	<b>F/506/1805</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Know how to meet and welcome visitors in a business environment	1.1	State the different ways in which to make visitors welcome
	1.2	State the importance of dealing with visitors promptly and courteously
	1.3	Outline the purpose of recording visitors' arrival and departure
	1.4	Describe possible health, safety and security requirements relevant to visitors' arrival
	1.5	Describe the different types of needs that visitors may have
	1.6	Describe ways of dealing with challenging behaviour from visitors
2 Know how to provide mail services	2.1	State what is meant by "junk mail"
	2.2	State the factors to be taken into account when choosing postage methods
	2.3	Describe different methods of paying postage charges
	2.4	Outline the purpose of a franking machine
	2.5	State the different types of mail used in business
	2.6	State why it is important to distribute and dispatch mail efficiently and to the correct persons
3 Know how to use office equipment	3.1	Describe the features and uses of different types of office equipment
	3.2	State why it is important to adhere to manufacturers' instructions and organisational procedures when using office equipment
	3.3	Describe how equipment and the work area should be left after use
	3.4	Describe ways to minimise waste in the use of resources

<b>Unit Title</b>	<b>Principles of working in a business environment</b>	
<b>BIIAB Reference</b>	<b>BA2</b>	
<b>Level</b>	<b>1</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>25</b>	
<b>Unit Reference No.</b>	<b>R/506/1792</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Know the purpose and structure of business organisations	1.1	State the purposes of different types of business organisations
	1.2	Explain why it is important for a business to be financially secure
	1.3	State the purposes of an organisational chart
	1.4	Describe the role of the main functional areas of business organisations
2 Know how to contribute to environmental sustainability within an organisation	2.1	State what is meant by “environmental sustainability”
	2.2	Explain why it is important to keep waste to a minimum
	2.3	Describe practices that may be used to minimise waste in a business environment
	2.4	State the standard procedures to be followed when recycling and disposing of waste
3 Know how to support equality and diversity within an organisation	3.1	State the meaning of the terms “equality” and “diversity”
	3.2	State why it is important to support equality and diversity in the work environment
	3.3	Describe ways of behaving that show sensitivity and respect for other people
	3.4	State the legal requirements relating to equality and diversity
4 Know the requirements of confidentiality and security in an organisation	4.1	State the importance of maintaining organisational standards of confidentiality
	4.2	Outline how confidentiality requirements affect the workplace
	4.3	State the importance of maintaining organisational standards of security
	4.4	Outline how security requirements affect the workplace



## Learner Summative Reflection



The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

**Learner Name:** \_\_\_\_\_

### Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

### Learner Reflection

Learner Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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