

Pearson BTEC Vocational Studies Units for Entry 3 Qualifications

Units

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

The QN remains the same.

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Summary of Pearson BTEC Vocational Studies Units for Entry 3 Qualifications specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	Throughout

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Group 1	1
Unit 10: Self-assessment	3
Unit 11: Career Progression	8
Group 2	14
Unit 1: Art and Design: Explore 2 Dimensions	16
Unit 1: Developing Creative Media Skills	27
Unit 5: Working in Business and Administration	33
Unit 1: IT User Fundamentals	39
Unit 1: Introduction to the Performing Arts	44
Unit 3: Communication between Children aged 0-3 years and Adults	51
Unit 5: Health Needs	60
Unit 1: Introduction to the Hospitality Industry	66
Unit 3: Health and Fitness for Public Service	73
Unit 6: Taking Part in Exercise and Fitness Activities	79
Unit 5: Researching a Tourist Destination	85
Unit 2: Decorating Household Goods	92
Unit 1: Developing Practical Skills for Maintaining Plants	99
Unit 8: Groom a Small Animal	105
Unit 1: Introduction to the Hair and Beauty Sector	113
Unit 13: Working in a Team	121
Unit 2: Art and Design: Discovering 3 Dimensions	128
Unit 3: Art and Design: A Project in 2 or 3 Dimensions	140
Unit 4: Creating Images Digitally	150
Unit 6: Professional Behaviour in an Office Environment	156
Unit 7: Using Office Equipment in a Business Environment	162
Unit 8: Using a Computer in Business Administration	167
Unit 3: Starting to Develop Performance Skills	176
Unit 2: Taking Part in a Performance	183
Unit 2: Presenting a Professional Image in a Salon	190
Unit 6: Desktop Publishing Software	198

Unit 5: Design and Imaging Software	203
Unit 3: Using Email	208
Unit 4: Using Mobile IT Devices	213
Unit 8: Spreadsheet Software	218
Unit 9: Word Processing Software	223
Unit 7: Presentation Software	227
Unit 10: The Internet and World Wide Web	232
Unit E07:Using the Internet	237
Unit 11: Digital Lifestyle	243
Unit X: Introduction to Customer Service	248
Unit X: The Importance of Appearance and Behaviour in Customer Service	255
Unit X: Understand How to Deal with Queries and Requests	263
Unit 4: Planning for the Physical Care Needs of Children aged 0-3 years	270
Unit 6: Respecting Children	279
Unit 6: Introduction to Creative and Leisure Activities for Children and Adults	285
Unit 7: The Role of the Carer at Mealtimes	292
Unit 3: Serving Food and Drink	298
Unit 2: Customer Service in the Hospitality Industry	305
Unit 4: Basic Food Preparation	312
Unit 5: Basic Cooking	319
Unit 4: Public Service Group Project	325
Unit 4: Taking Part in Sport	334
Unit 5: Assisting at a Sport or Active Leisure Event	343
Unit 6: Planning for and Taking Part in a Visit	349
Unit 7: Displaying Travel and Tourism Information	357
Unit 1: Producing a Timber Product	365
Unit 3: Developing Home Improvement Skills	373
Unit 25: Producing a Product	380
Unit 3: Understanding Soils	385
Unit 2: Horticulture: Plant Flower Bulbs for Naturalisation or Bedding	391
Unit 4: Horticulture: Introduction to Pruning Trees and Shrubs	397
Unit 5: Horticulture: Introduction to Ground Preparation	403

Unit 6: Check that a Small Animal is Healthy	409
Unit 7: Assist with Catching and Restraining a Small Animal	419
Unit 44: Shopping and Waste Management	427
Unit 46: Project in Sustainability	433
Unit X: Introduction to the Vehicle Maintenance and Repair Sector	439
Unit X: Introduction to Health and Safety	448
Unit X: Planning and Organising for Vehicle Maintenance and Repair Tasks	461
Unit X: Carrying Out Vehicle Maintenance and Repair Operations	469
Group 3	477
Unit 14: Working in Business and Administration	479
Unit 15: Communicating Electronically	485
Unit 16: Making and Receiving Calls	492
Unit 17: Welcoming Visitors	498
Unit 18: Handling Mail	504
Unit 19: Creating Business Documents	510
Unit 20: Recording Business Transactions	515
Unit 21: Supporting Business Meetings	522
Unit 31: Planning an Enterprise Activity	531
Unit 32: Running an Enterprise Activity	539
Unit 24: Job Opportunities in Business Administration	546
Unit 1: Understanding the Business of Retail	552
Unit 2: Understanding Customer Service in the Retail Sector	562
Unit 3: Understanding How a Retail Business Maintains Health, Safety and Security on its Premises	572
Unit 4: Understanding the Retail Selling Process	580
Unit 5: Understanding the Control, Handling and Replenishment of Stock in a Retail Business	587
Unit 6: Understanding how Individuals and Teams Contribute to the Effectiveness of a Retail Business	593
Unit 8: Introduction to the Hair and Beauty Sector	602
Unit 9: Presenting a Professional Image in a Salon	610
Unit 101: Improving Productivity Using IT	616
Unit 13: IT User Fundamentals	622
Unit 14: IT Communication Fundamentals	630

Unit 15: IT Software Fundamentals	635
Unit 16: Using the Internet	641
Unit 17: Using Email	649
Unit 18: Using Mobile IT Devices	654
Unit 19: Design Software	664
Unit 20: Imaging Software	670
Unit 21: Desktop Publishing Software	676
Unit 22: Multimedia Software	681
Unit 23: Presentation Software	689
Unit 24: Spreadsheet Software	695
Unit 25: Website Software	701
Unit 26: Word Processing Software	709
Unit 9: Starting Work in Construction	714
Unit 10: Health and Safety and Welfare in Construction	724
Unit 11: Working as a Team to Move and Handle Resources	731
Unit 12: Developing Construction Drawing Skills	742
Unit 13: Developing Bricklaying Skills	748
Unit 14: Developing Carpentry Skills	758
Unit 15: Developing Joinery Skills	765
Unit 16: Developing Construction Painting Skills	772
Unit 17: Developing Construction Decorating Skills	779
Unit 18: Developing Plumbing Skills	787
Unit 19: Developing Electrical Installation Skills	796
Unit 20: Developing Building Maintenance Skills	805
Unit 24: Developing Plastering Skills	814
Unit 15: Maintain the Safety of Self and Others in the Workplace	820
Unit 16: Assist with the Maintenance of Equipment	832
Unit 17: Assist with the Care of Animals	838
Unit 18: Assist with the Movement of Animals	847
Unit 19: Assist with Preparing and Maintaining Livestock Accommodation	854
Unit 20: Assist with Preparation and the Monitoring of Livestock Outdoors	862
Unit 21: Farm Animal Health	869
Unit 22: Assist with Feedstuffs for Small Animals	880

Unit 23: Assist with Animal Accommodation	891
Unit 24: Assist with the Movement and Handling of Small Animals	899
Unit 25: Assist with the Maintenance of Grass Surfaces	908
Unit 26: Soil Testing and identification	916
Unit 27: Assist with Planting and Establishing Plants	926
Unit 28: Assist with Maintaining Plants	938
Unit 29: Assist with the Vegetative Propagation of Plants	950
Unit 30: Assist with the Propagation of Plants from Seed	964
Unit 31: Assist with Identifying the Presence of, and Controlling Common Pests and Diseases	971
Unit 32: Prepare and Plant a Container for Display	981
Unit 33: Planting and Staking a Tree	989
Unit 34: Assist with Feeding and Watering Horses	1000
Unit 45: Purchasing and Waste Management	1008
Unit 47: Project in Sustainability	1014
Unit 1: Working Safely in Engineering	1020
Unit 2: Developing Skills in Making Engineering Components Using Hand Tools	1030
Unit 3: Developing Skills in Using a Bench/Pedestal Drilling Machine	1038
Unit 5: Developing Skills in Assembling Mechanical Components	1047
Unit 6: Developing Skills in Joining Materials Using Welding	1055
Unit 7: Developing Skills in Electronic Assembly	1063
Unit 8: Developing Skills in Wiring Electrical Circuits and Components	1069
Unit 9: Developing Skills in Routine Servicing of Mechanical Equipment	1076
Unit 10: Developing Skills in Routine Servicing of an Electrical/Electronic System	1083
Unit 11: Starting Work in Engineering	1091
Unit X: Introduction to the Vehicle Maintenance and Repair Sector	1099
Unit X: Principles of Health and Safety	1107
Unit X: Planning and Organising for Vehicle Maintenance and Repair Tasks	1118
Unit X: Carrying Out Vehicle Maintenance and Repair Operations	1126
Unit 6: Communication Skills with Children	1135
Unit 7: Planning for the Physical and Emotional Care Needs of Children	1144
Unit 8: Encouraging Children to Eat Healthily	1155

Unit 9: Keeping Children Safe	1164
Unit 10: Valuing Children as Individuals	1174
Unit 11: Children's Learning Through Everyday Experiences	1183
Unit 12: Physical Activities for Children	1191
Unit 13: Learning Experiences for Young Children	1198
Unit 14: Engaging Children in a Group Activity	1204
Unit 15: Supporting the Use of IT with Children	1211
Unit 16: Creative Activities for Young Children	1220
Unit 17: Musical Experiences for Children	1228
Unit 18: Books, Stories, Poems and Rhymes for Children	1235
Unit 12: Health and Social Care Needs	1246
Unit 13: Personal Care in Health and Social Care	1252
Unit 14: Creative Activities for Children	1258
Unit 15: Learning Experiences for Children and Young People	1267
Unit 16: Creative and Leisure Activities for Adults in Health and Social Care	1275
Unit 17: Promoting Healthy Eating in Care	1284
Unit 18: Communication with Adults and Children in Health and Social Care	1292
Unit 19: Job Opportunities in Health and Social Care	1298
Unit 7: Introduction to the Hospitality Industry	1305
Unit 8: Customer Service in the Hospitality Industry	1311
Unit 9: Food Service	1319
Unit 10: Preparing and Serving Drinks	1327
Unit 11: Basic Food Preparation and Cooking	1335
Unit 12: Using Kitchen Equipment	1344
Unit 13: Introduction to Food Commodities	1351
Unit 14: Introduction to Healthy Eating	1358
Unit 15: Housekeeping and Guest Services	1367
Unit 16: Front Office Operations	1375
Unit 5: Public Service Careers	1382
Unit 6: Improving Health and Fitness for Entry into the Uniformed Public Services	1388
Unit 7: Personal Skills for the Public Services	1396
Unit 9: Forensic Detection	1406

Unit 10: Introduction to Security Work in the Public Services	1416
Unit 12: Map Reading Using Ordnance Survey Maps	1426
Unit 17: Introduction to Expedition Skills	1434
Unit 18: Developing Personal Skills for Leadership	1442
Unit 11: Practical Teamwork in the Public Service	1450
Unit 14: Public Services: Assisting the Public	1459
Unit 16: Public Service Project	1469
Unit 13: Public Service Incidents	1475
Unit 11: Taking Part in Exercise and Fitness	1482
Unit 12: How the Body Works	1490
Unit 13: Planning Own Fitness Programme	1498
Unit 13: Assisting a Leader of Sports or Active Leisure Activities to Plan and Deliver an Activity	1505
Unit 15: Working in Sport and Active Leisure	1511
Unit 17: Job Opportunities in Sport and Active Leisure	1518
Unit 8: Customer Service in Travel and Tourism	1524
Unit 9: Displaying Travel and Tourism Products and Services	1532
Unit 10: Planning a Trip to a Visitor Attraction	1540
Unit 11: UK Travel Destinations	1546
Unit 12: Recommending a Package Holiday	1554
Unit 13: Schedule, Charter and Low-Cost Airlines	1564
Unit 14: The Role of Air Cabin Crew	1572
Unit 15: The Role of the Overseas Resort Representative	1581
Unit 16: Planning and Participating in an Event	1589
Unit 18: Work Experience in Travel and Tourism	1596
Unit 19: Planning for a Job in Travel and Tourism	1603
Unit 4: Art and Design: Explore Drawing	1611
Unit 5: Art and Design: Explore Painting	1623
Unit 6: Art and Design: Explore Printmaking	1636
Unit 7: Art and Design: Explore Mixed Media	1648
Unit 8: Art and Design: Explore and Create Surface Relief	1661
Unit 9: Art and Design: Explore 3D Design Crafts	1674
Unit 10: Art And Design: Explore 3D Design	1685
Unit 11: Art And Design: Explore 3D Fine Art	1698

Unit 12: Art and Design: A Personal Project	1709
Unit 13: Art and Design: An Accessory Project	1719
Unit 4: Promoting a Performing Arts Event	1731
Unit 5: Preparing Performing Arts Work	1740
Unit 6: Presenting Performing Arts Work	1747
Unit 7: Exploring Acting Skills	1753
Unit 8: Exploring Dance Skills	1760
Unit 9: Exploring Music Performance Skills	1766
Unit 10: Exploring Technical Support for Stage Performance	1772
Unit 11: Exploring Design Skills for the Performing Arts	1778
Unit 12: Exploring Musical Theatre Skills	1784
Unit 13: Performing Arts Individual Repertoire and Showcase	1791
Unit 14: Working in the Performing Arts	1799
Unit 5: Investigating Interactive Media Products	1807
Unit 6: Developing Multimedia Products	1815
Unit 8: Exploring Digital Photography	1824
Unit 10: Developing Audio Production	1832
Unit 13: Job Opportunities in Creative Media	1840
Unit 7: Developing Video Products	1848
Unit 9: Developing Animation	1854
Unit 11: Audio and Video Editing	1860
Unit 6: Growing Plants for Commercial Use	1866
Unit 10: Making and Testing Cosmetic Products	1872
Unit 21: Working in a Team	1878
Unit 20: Carrying out an Individual Project	1884
Unit 30: Safe Learning in the Workplace	1890

Group 1

Unit 10: Self-assessment

Unit reference number: L/503/2811

Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to introduce learners to the skill of self-assessment of personal strengths, weaknesses, skills and qualities in order to identify goals.

Unit introduction

The ability to set goals and assess performance in reaching them is a valuable skill in achieving success in the workplace, in training and studies, and in life in general. Learners will consider their personal strengths and weaknesses and how they may benefit from their skills and qualities. The unit also introduces learners to the process of setting long- and short-term goals and ways to achieve them.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Know personal strengths and weaknesses	1.1 List own personal strengths 1.2 Identify areas of personal weakness
2 Know the benefits of own skills and qualities	2.1 Identify own skills and qualities 2.2 Identify how own skills and qualities can be helpful for career or personal life
3 Know how to set personal goals	3.1 Identify a personal long-term goal 3.2 Identify personal short-term goals 3.3 Identify how short-term goals may be achieved

Unit content

1 **Know personal strengths and weaknesses**

Personal strengths and weaknesses: strengths eg friendly, shy, outgoing, confident; weaknesses eg over-talkative, easily upset

2 **Know the benefits of own skills and qualities**

Skills and qualities: communication skills eg speaks clearly, bilingual, multilingual; practical skills eg good at drawing, painting, cooking, good with animals, good at sport; interpersonal skills eg patient with elderly, gentle with children

How skills and qualities can be used for career or personal life: eg communication skills could assist in building good relationships with children or grandchildren, being bilingual or multilingual could help secure paid employment as an interpreter, painting skills would be useful in re-decorating own home, sports skills could help in getting fit and healthy, cooking skills could lead to enrolment on a catering or hospitality course

3 **Know how to set personal goals**

Long-term goals: eg work with children, be a chef, be financially independent, get a full-time job, give up smoking

Short-term goals: eg find some work experience, improve number skills, learn basic cooking, learn to drive

Essential guidance for tutors

Delivery

The emphasis of this unit is on enabling learners to consider their own strengths, weaknesses, skills and attributes.

For all the learning outcomes in this unit, learners will need to relate the knowledge to their personal experiences. Learners at this level may need considerable support from their tutor or line manager to be able to reflect on their own attributes and weaknesses. This might be best achieved through one-to-one discussions or tutorials.

The tutor could start delivery of this unit by exploring the generic concept of strengths and weaknesses. It could be useful for learners to watch a video, for example, of a soap opera or drama. In groups, learners could discuss and analyse the strengths and weaknesses of the different characters and then report back to the rest of the group. Recognising areas of weakness is a potentially sensitive area and should be approached with sensitivity and respect, with an emphasis on the fact that everyone has strengths and weaknesses and can accentuate their strengths whilst still recognising their weaknesses.

Learners are required to work towards identifying their own strengths and weaknesses for learning outcome 1.

For learning outcome 2, learners could undertake group or individual research on the skills and qualities of famous people, such as Richard Branson, Mahatma Gandhi, Oprah Winfrey, David Beckham, Nelson Mandela, Paula Radcliffe, Mother Teresa, and present their findings to the rest of the group. Group discussion could focus on the fact that everyone has skills and qualities which are useful in different situations but are not always recognised as important.

Tutors could invite guest speakers to talk to learners about their experiences of setting long-term and short-term goals for learning outcome 3. Learners could prepare questions to ask speakers about how they achieved their short-term goals. The different long- and short-term goals discussed could be displayed under two headings in the class for learners to refer to. Learners could complete individual research on the internet about possible long-term goals for themselves.

Learners in the workplace could prepare questions to ask more experienced colleagues about how they set and achieved their short- and long-term goals.

This could be used to inform the learner's discussion with their line manager or supervisor about appropriate goals.

Throughout this unit, learners can record their self-assessments through the completion of personal logbooks. The logbooks could take a variety of formats, depending on the needs of the individual learner.

Assessment

Evidence for all the assessment criteria could be provided in the form of a logbook. Tutors are encouraged to use a variety of methods of recording the appropriate information in the log, depending on the individual learner. Alternative methods of evidencing learning may be used. Evidence from tutorials or one-to-one discussions with the learner, verified by the tutor/line manager, may be included in the log.

Learners will need to list two personal strengths for 1.1.

For 1.2, learners need to identify two areas of personal weakness. Information for 1.1 and 1.2 should be recorded in learners' logbooks or any other tool selected to record their learning.

Criterion 2.1 requires learners to identify two of their own skills and two of their own qualities. Although learners can interpret the idea of skills and qualities in a broad sense, the two personal skills and two personal qualities must be reasonably different from each other.

For 2.2, learners should give two ways their identified skills or qualities may help them in the future.

The evidence for 3.1 will need to be an achievable long-term goal.

Two short-term goals that will help the learner achieve their long-term goal need to be identified for 3.2.

To achieve 3.3, learners should identify two ways in which they may achieve the short-term goals given in 3.2.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the WorkSkills from Pearson suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 11: Career Progression	Unit 10: Self-assessment	Unit 9: Self-assessment
Unit 16: Setting and Meeting Targets at Work	Unit 11: Career Progression	Unit 10: Career Progression
	Unit 23: Setting and Meeting Targets at Work	Unit 22: Setting and Meeting Targets at Work

Essential resources

There are no special resources needed for this unit.

Indicative resource materials

Websites

www.lifecoachexpert.co.uk

www.tellmehowto.net

Unit 11: Career Progression

Unit reference number: R/503/2812

Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to introduce learners to the concept of career progression. Learners will explore their skills and qualities for career progression and the resources available for information and guidance.

Unit introduction

Current working practices make it increasingly important for individuals to be aware of the role they play in progressing their own careers. This unit introduces learners to the concept of career progression and the skills, qualities and resources associated with it. Learners will be helped to recognise the personal skills and qualities that they can use to develop a career, as well as the benefits of doing so. They will also find out more about different sources of information and guidance for career progression.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Know the importance of career progression	1.1 Identify benefits of career progression 1.2 Identify why it is important for individuals to be involved in own career progression
2 Know skills and qualities for career progression	2.1 List types of skills and qualities relevant to career progression 2.2 Identify own skills and qualities for career progression

Learning outcomes	Assessment criteria
3 Be able to use information and guidance related to career progression	3.1 Identify different types of careers-related resources 3.2 Identify a career or area of work to match own interests from careers-related resources

Unit content

1 **Know the importance of career progression**

Benefits of career progression: eg personal satisfaction, learning new skills, promotion, pay rise

Why it is important for individuals to be involved in own career progression: to plan own future; to be in control; to find career which matches own interests

2 **Know skills and qualities for career progression**

Skills and qualities: interests and talents; previous experience, education, training, qualifications

Career progression: personal skills and qualities assisting career progression eg motivation, determination, reliability, flexibility; ongoing learning or training

3 **Be able to use sources of information and guidance related to career progression**

Sources of information and guidance related to career progression: eg college, school or community-based careers services, personal files, Jobcentres, Learndirect, Connexions, libraries, careers and jobs sections in local newspapers and on websites

Essential guidance for tutors

Delivery

Tutorial and personal social and health education sessions are ideal for delivery of this unit. It could also be integrated into a vocational qualification, delivered in a work-based setting or in whole groups. Learners should be encouraged to view their learning as the beginning of a lifetime of learning.

To make the concepts as relevant as possible, the unit should be delivered within the context of the learner's own career interests, opportunities and circumstances. Examples of career progression should be chosen with care so that they are inspirational without being beyond the learner's frame of reference.

The concept of career progression may be introduced by group discussions or the use of audio visual material (for example, documentaries about people who have successful careers). For learning outcome 1, guest speakers could be invited to speak about how they have benefited from career progression. Learners could prepare questions to ask speakers. Learners could produce posters about the benefits of career progression to display in class.

Groups could be asked to consider the skills and qualities required for different careers and report back to the whole group.

Learners could be asked to consider their personal skills and qualities related to progression in a career prior to a one-to-one tutorial.

To gain knowledge of different sources of information and guidance related to career progression, guest speakers could be invited from organisations such as Connexions or the Jobcentre. Learners could work in groups to investigate careers that interest them, using the internet, local newspapers, magazines and other appropriate sources.

Assessment

To meet 1.1, learners must identify two appropriate benefits of career progression from resources such as interviews, articles and presentations. These resources may be given to the learner and discussed with a group or tutor/line manager, but learners must identify, clearly and independently, the benefits which they have decided are linked to career progression.

For 1.2, learners need to give one reason why individuals need to be involved in their own career progression. A statement could be completed by the tutor/line manager following a tutorial/discussion to verify that the learner has achieved this criterion.

For 2.1, learners need to list generic skills and qualities required for career progression.

For 2.2, a statement could be completed by the tutor/line manager following a tutorial or discussion about how the learner identified, clearly and independently, their own skills and qualities which are relevant to career progression.

In order to achieve 3.1, learners need to identify three different career-related resources.

For 3.2, with support, learners need to identify one career or area of work of interest to them from career-related resources. Learner could participate in a discussion which could be recorded by the tutor/line manager for verification purposes.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications.

This unit forms part of the WorkSkills from Pearson suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 5: Searching for a Job	Unit 5: Searching for a Job	Unit 4: Searching for a Job
Unit 6: Applying for a Job	Unit 6: Applying for a Job	Unit 5: Applying for a Job
Unit 7: Preparing for an Interview	Unit 7: Preparing for an Interview	Unit 6: Preparing for an Interview
Unit 8: Interview Skills	Unit 8: Interview Skills	Unit 7: Interview Skills
Unit 10: Self-assessment	Unit 10: Self-assessment	Unit 9: Self-assessment
	Unit 11: Career Progression	Unit 10: Career Progression

Essential resources

Learners need access to a range of career-related resources, for example websites, publications, tutors and careers advisers.

Indicative resource materials

Websites

www.direct.gov.uk/en/EducationAndLearning

Group 2

Unit 1: Art and Design: Explore 2 Dimensions

Unit reference number: Y/502/3884

Level: Entry 3

Credit value: 3

Unit aim

Artists and designers need a range of 2 dimensional (2D) skills to create their ideas. This is a practical unit where learners will create 2D work based on a theme.

Unit introduction

Learners will focus on the use of materials and processes used in workshops and studios to record and develop 2D ideas. They will be introduced to the many ways people working in 2D experiment with different media to find original and creative ways of approaching the 2D images.

Learners will be encouraged to investigate a range of materials so they can experience the different effects that can be achieved. They will be shown techniques using both wet and dry materials and put into practice what they have seen. The activities will be based on a theme (or themes) directed by the tutor to give an initial direction to the work produced. There is no requirement to produce one, single, final outcome. Evidence for this unit may be from work produced through practical exercises, samples, studies and experiments, along with written work where appropriate.

This unit will give learners the opportunity to develop work-related skills relevant to the use of 2D visual language to record a range of creative ideas. Learners will practise self- and time-management skills whilst developing their drawing skills, learning about 2D visual language and using appropriate media, methods and technologies. The communication of ideas and intentions and problem solving will be integrated into creative drawing activities. Health and safety requirements will need to be addressed for learners to be aware of safe working practice.

On completion of the unit, this body of work could help to begin, or contribute to, learners' art and design portfolios. It will act as evidence for the appropriate work-related skills and also indicate each learner's level of practical skill in a variety of 2D methods and materials.

The unit may be delivered in a classroom or studio setting and may well be enhanced by practical activities outdoors, such as observational drawing or site visits. Educational visits related to learners' work have great value; these could be to galleries, museums and artist or designer studios.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to develop ideas for work in 2 dimensions from a set theme	1.1 Identify formal elements 1.2 Plan ideas from given sources 1.3 Present aims for chosen 2 dimensional work 1.4 Contribute to discussions about their ideas
2 Be able to produce work in 2 dimensions on a set theme	2.1 Produce 2 dimensional work using appropriate materials, methods and equipment 2.2 Demonstrate self-management skills 2.3 Identify risks and hazards in the work area
3 Be able to comment on own work.	3.1 Give own point of view about work 3.2 Respond appropriately to other's point of view about own work.

Unit content

1 **Be able to develop ideas for work in 2 dimensions from a set theme**

Formal elements: different formal elements eg line, tone, colour, shape, pattern, texture

Sources: different sources eg visits to galleries, exhibition or museum, recordings, sketches, photos, libraries, websites, scrapbook with photos, photocopies, prints, collected items, clippings, books, magazines, leaflets, TV and other formats

Present aims: methods eg verbally, written, visual such as a storyboard

Discussions: follow main points; make relevant contributions; respect others' right to speak; aids, eg presentation, thumbnail sketches, ideas worksheets, computer-aided visuals

2 **Be able to produce work in 2 dimensions on a set theme**

Methods and processes: methods eg mark making, line and texture, observational drawing, abstract drawing, geometric forms, organic forms, grids, letterforms, frottage, collage; printmaking, eg lino print, monoprint, photocopies; painting, eg wet on wet, wet on dry, texturing techniques such as splattering, dragging, rolling, opaque, translucent, wax resist; tracing, masking, resists; appropriate computer software techniques

Materials: dry materials eg graphite pencils, coloured pencils, pens, charcoal, chalks, crayons, pastels, oil sticks, wet materials eg paints, poster, powder, watercolour, sprays, gouache, acrylic, oil, ink, print and fabric dyes, glass paint, primers, masking fluid, PVA, adhesives; surfaces eg types of papers, card, fabrics, acetates, varnish

Tools and equipment: different tools and equipment eg brushes, quills, sticks, spray cans, drawing boards, easels, compass, protractor, rulers, shape maker, French curve set, flexible curve, stencils, cutting tools, cutting boards, lightbox, palettes, projectors, ICT equipment, camera

Self-management skills: attendance; punctuality; complete tasks within agreed deadlines; flexibility; take responsibility eg gathering materials, setting up, tidying up; self-motivation; assertiveness; readiness to improve own performance based on feedback

Safety: risks and hazards; appropriate dress; personal protective equipment; materials; tools; work area

3 **Be able to comment on own work**

Working methods: materials; methods; processes; correct technical terms

Discussions: own view point eg strengths, weaknesses, improvements; listening skills; responses; methods eg sketchbook annotations, written notes, verbal feedback, recordings, illustrated verbal presentations, informal discussion, tutorials, group discussions; make relevant and positive contributions; respect others' rights to speak

Essential guidance for tutors

Delivery

Tutors delivering this unit have opportunities to use a wide range of 2D materials, techniques and processes. Learners will need direction at this level. They will require support in the research and experimentation stages of their work as they gain confidence and practical skills and guidance in the organisation of their work; in folders, sketchbooks and on presentation sheets.

It is worth structuring some practical timed exercises and experiments – getting learners to log the time on the work – as this gives an understanding of time taken. It is important for learners to be aware of time spent on work, and assistance should be given in making them aware of how best to plan work to make the most of the time available. Also to further maximise time, any previous, relevant research or material can be used, such as research generated from previous units; rough sketches, ideas worksheets, drawings and paintings to aid the development of ideas.

Research using the internet and library resources will form part of the learning programme. Learners should be encouraged to look at the work of other artists to inform and inspire their own work.

The use of a common theme running through the work, such as organic forms, structures or weather, will give cohesion to the work and will enable learners to compare and contrast the results achieved by using different methods and materials. The tutor can use the theme to collect a range of appropriate contextual material and possible sources for observational studies for example shells, seed pods, flower heads and feathers. The initial presentation of the theme to learners should generate a group discussion regarding possible research opportunities, visits, outcomes etc and will help to get all learners started and keep them 'on task'.

When approaching learning outcome 2 the emphasis should be on practical exploration, on learning about the different characteristics of media and materials and the effects that can be achieved through using different methods and processes. Learners should be encouraged to try out a variety of 2D media in order to evaluate its success, combining media where appropriate to achieve creative and original outcomes. They will also need to comment on the progress of their work for example what they feel has worked well and why. Records and evidence should relate directly to the methods and processes learners use in their work, rather than being a theoretical exercise. As an alternative to written records learners could be encouraged to talk about their work, either on a one-to-one basis or as part of a group discussion. Centre-devised quizzes, handouts and other tutor-led activities may also be useful.

Technological media such as computers, printers, scanners, photography etc are useful as they often play an intrinsic part in the development and realisation of ideas, eg recording work in progress, experiments with colour, manipulation of drawings.

Working in the studio can be hazardous. Tutors will need to ensure learners are made aware of the health and safety issues relating to the media, materials and equipment they use. Learners should be shown how they reduce risks to themselves and others by thinking and working safely. A common sense approach should be emphasised, rather than merely referring to rules and regulations. Identification of the need for appropriate dress (eg tie long hair back, no hanging jewellery) and protective equipment (eg goggles, face masks, gloves, aprons, sensible footwear; materials) is important. Learners should be made aware of the necessity of following manufacturers' instructions and guidelines for tools, equipment and materials. Knowledge of good practice in the work area should also be emphasised as this kind of approach is transferable to other work spaces (eg avoid hazards in gangways, trailing leads, not obstructing fire exits, keeping work areas clean and tidy). The keeping of a health and safety logbook by learners may be beneficial.

Delivery should stimulate, motivate and inspire learners. It should be planned to help learners develop knowledge and understanding of working with a variety of 2D media and materials and their associated techniques and processes. Demonstrations of techniques may entertain, encourage and inspire. Experimentation with media and scale should be encouraged. Each medium and material has its own set of rules and methods for use. Learners will need to employ the correct techniques for using the media they choose to work with. Learners also need to be able to select and use suitable 2D materials, techniques and processes appropriate to the task and suitable for their intended outcome.

To help address learning outcome 3 regular feedback should be given to learners, both informally in day-to-day discussion and formally at pre-specified stages of development within the activities. Learners should be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal through informal discussion with the tutor, group discussion or individual presentations. Alternatively it may be written, in notes and annotation in their sketchbooks, or as final comment on their work. Summative feedback and the opportunity for improvement should be given at the deadline of an activity. Formative feedback should be given throughout the delivery of the unit.

Visits to galleries, studios and exhibitions are very much encouraged. Learners will be required to comment on their own work. Support will be needed to encourage a response to questions such as: 'Which formal elements were used? What techniques and processes? What went well and why? What did not work well and why? What new skills have you learned? What could you do to improve your work?'

Group discussions and presentation of work to the peer group and others will have great value. Even though learners are not involved in group projects, the key qualities of support, mutual respect and sharing of facilities and resources are inherent in all activities. The ability to give constructive criticism within the peer group, without negativity or giving offence, is a key skill.

Outline learning plan

The outline-learning plan has been included in this unit as guidance, and is not meant to be prescriptive. The tutor is encouraged to create outline-learning plans that will suit their own teaching style and also suit their learners.

Topic and suggested assignments/activities

Introduction to the unit

Learners will be given an overview of the unit; what they will be doing, what is expected of them and what it is they are aiming for.

Learners should consider health and safety throughout, notes could be kept in sketchbooks where appropriate, researching the theme for homework.

Quizzes, worksheets and handouts should be used throughout the unit to back up learning. Tutors should give advice on how the learner can file these for later use. It would also be helpful for learners to be shown how to compile usable research.

To help learners start the tutor should discuss possible themes with them. Suggested themes could be organic forms, geometric forms, structures, water, weather etc. Class to discuss possible research opportunities and starting points.

The initial presentation of the theme to the learners should generate a group discussion regarding possible research opportunities, visits, outcomes etc and will help to generate enthusiasm and focus in learners and get them started.

Discussion of the formal elements used in 2D work and examples of work by artists and designers to exemplify work.

Practical work on the theme using a variety of dry media and drawing from primary sources whenever possible. Eg learners draw flowers, shells, fruit, tools etc.

Learners discuss their work and ideas with their tutor and also as a group at the end to decide which drawings have been the most successful, where improvements could be made etc. Learners move on to experiments with wet media and different techniques and processes. At this stage a different theme could be introduced if appropriate.

Learners develop the drawings they made from the first stage of the unit and begin to understand how original ideas can go through processes of change in order to become more creative.

Learners look at the work of other artists and designers and learn how they can use similar techniques and ideas in their own work.

Learners discuss their work and ideas with their tutor, and also as a group, at the end to decide which paintings have been the most successful, where improvements could be made etc.

At this stage learners could choose to produce work for a 'final outcome' for their chosen theme and or could choose to continue to experiment with 2D media and consider eg mixed media, print or IT as a way of expressing their ideas.

Evidence for this unit could be work produced through a series of practical exercises, samples, studies, experiments. Learners are to be given guidance and support when organising and collating their work and the portfolio for the unit must be completed by the set deadline.

Learners are to be encouraged to present their favourite two pieces of work to the group – saying why they have chosen the work and why they feel it is successful.

Discussion topics throughout the unit could be: Which formal elements were used? What techniques and processes were used? What went well and why? What went badly and why? What could improve the work? These are key questions that will build towards summative evaluation.

Assessment

Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.

To generate assessment evidence learners will be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; in informal discussion with the tutor, in group discussions or individual presentations, and may be used as an alternative to written work. Observation records by tutors and witness statements by others involved in the delivery (such as visiting artists) are permissible forms of evidence for these. Learners' own written and visual evidence for assessment may be in sketchbooks, on worksheets and presentation sheets and in the piece of work for the optional final outcome.

To achieve assessment criterion 1.1 learners must be able to demonstrate an understanding of formal elements. These will be identified in their own work. Elements such as line and form, the use of scale, colour and texture are likely to be relevant. This knowledge can be assessed from visual, verbal and written evidence.

Learners will show evidence for 1.2 by exploring more than one example of both primary and secondary sources. For primary research, assessment will be of learners' own observational studies, supplemented by their own drawings or photographs. All other sources are secondary. For example, learners might first draw and photograph organic and marine forms, then look at books on the subject and the work of artists and designers such as ceramicist Kate Malone. Assessment will be based on how learners collect then use rudiments of the material to plan ideas that meet the needs of the given theme.

The aims provided for 1.3 will be practical and skills based, rather than conceptual, leading to the creation of a body of work and an optional final outcome. Evidence may take the form of a short written statement near the start of a brief, or a short verbal presentation.

Opportunities will occur throughout the unit for learners to demonstrate competence of 1.4 both formally and informally. Initially these ideas will be a response to the research material learners have gathered, and will continue within the development and modification of the work as it progresses. Evidence can be visual and identified within the work or verbal or written and relate to all aspects of the brief.

Learning outcome 2 may be evidenced through; sketchbooks, studies, worksheets, annotations, action plans, self-assessment checklists, organisation of portfolio, witness testimonies, observation reports, peer group assessment, one-to-one discussions or group discussions, a health and safety logbook.

For assessment criterion 2.1 learners will explore more than two different 2D materials, techniques and processes, showing some control and understanding. Some coherent work needs to be produced based on and developed from the original theme and ideas generated. An understanding of appropriate tools, material, scale and time given to the work(s) must be evidenced in more than one piece.

The learner's self-management skills in 2.2 may be assessed through their practical work and their motivation and desire to succeed. These also relate both to practical activities such as working in a tidy and responsible manner and generic skills such as attendance and punctuality, assertiveness, and willingness to respond to feedback. Assessment evidence may be by tutor observation reports, witness testimonies, action plans, self-assessment checklist, organisation of portfolio, peer group assessment, one-to-one discussions or group discussions.

For assessment criterion 2.3 learners should be encouraged to identify risks and hazards rather than quoting legislation. Observation of safe practice can be documented by tutors coupled with records by learners themselves. The keeping of a health and safety logbook by learners may be beneficial; these, and witness statements confirming tutor observation of safe practice in the workshop, are also acceptable evidence.

For learning outcome 3 learners need to demonstrate some understanding of their use of materials, methods, processes and use some correct technical terms. Comments on the strength and weakness of their work need to be made on more than one aspect of their learning and their work, and they should also be able to receive commentary from others and feedback what they have learnt from it. Final comment may be supported by ongoing evaluative comments, sketchbook annotations, reference to learning from verbal feedback, illustrated verbal presentations and written notes from informal discussion, tutorials or group discussions, witness testimonies, observation reports, peer group assessment and self-assessment checklists. The use of audio or visual recording of learners presenting their work, or individual or group critiques may also support this evidence.

Essential resources

The tutor should provide guidance on how learners can research, and how to store their findings accessibly.

Primary research is essential as ideas are often at their most original and innovative when developed from observational studies.

A full range of practical 2D resources, such as pens, pencils, brushes, crayons, pastels, inks, different papers and card will be required to fully address this unit.

A suitable working area should be provided.

Indicative resource materials

Textbooks

Charman H, Rose K and Wilson G – *The Art Gallery Handbook: A Resource for Teachers*

(Tate Publishing, 2006) ISBN 139781854376756

Cumming R – *Art (Eyewitness Companions)* (Dorling Kindersley Eyewitness Companions, 2005) ISBN 139781405310543

Graham-Dixon A – *Art: The Definitive Visual Guide* (Dorling Kindersley, Oct 2008) ISBN 9781405322430

Grosenick U – *Art Now: v.3* (Taschen, 2008) ISBN 139783836505116

(One of a series of *Now!* books from *Taschen* publications –
www.taschen.com – other specific design titles are available)

Phaidon – *The Art Book* (Phaidon Press Ltd, 1997) ISBN 139780714836256

Tribe M and Reese J – *New Media Art* (Taschen, 2006) ISBN
139783822830413

Websites

www.artcyclopedia.com/index.html

www.bbc.co.uk/arts

www.eduweb.com/insideart/index.html

www.google.co.uk/imghp

www.iamanartist.ie/index.aspx

www.teachingideas.co.uk/art/contents.htm

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the use of different media techniques and technology	1.1	Identify different types of media techniques and technology	<ul style="list-style-type: none"> □ <i>Different types of media:</i> radio; television; film; newspapers; magazines; advertisements; internet, e.g. interactive web pages
		1.2	Outline the uses of different media techniques and technology	<ul style="list-style-type: none"> □ <i>Uses:</i> entertainment; educational; informative
2	Be able to plan the production of a media product	2.1	Identify key stages of planning	<ul style="list-style-type: none"> □ <i>Key stages:</i> pre-production, e.g. gathering equipment needed, agreeing schedule, agreeing script or storyboard; production – producing recording; post-production – editing
		2.2	Develop an action plan for producing a simple media product	<ul style="list-style-type: none"> □ <i>Identify and choose:</i> media product to record; appropriate media techniques and technologies □ <i>Action plan:</i> including details of the media product to be recorded; the content of the product; the media techniques and technologies to be used; how the work will be presented; how long each stage will take; who will be involved; the cost of recording; agreeing roles, e.g. camera operator, director
		2.3	Contribute positively to the planning process	<ul style="list-style-type: none"> □ <i>Contribute to planning process:</i> agreeing actions making suggestions; type of product; purpose; target audience; resources needed; timescales

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to produce and present a media product	3.1	Contribute positively when producing and presenting a media product	<ul style="list-style-type: none"> □ <i>Contribute</i>: carrying out actions according to plan; listening to others; asking questions; asking for help when necessary; offering help when needed □ <i>Produce</i>: a media product, e.g. of news item, advertisement; following plan and script or storyboard; record; edit □ <i>Present</i>: showing work to others
4	Be able to comment on own work	4.1	Identify what went well	<ul style="list-style-type: none"> □ <i>Comment on work</i>: comments what went well; what went less well, changes that could be made to the media product; what others said about the media product
		4.2	Identify what could have been improved	

Information for tutors

Delivery

The learning experiences involved in this unit are:

- exploring media techniques and technology
- developing ideas
- action planning
- producing the product
- presenting the product to an audience
- evaluating work and recording feedback.

The first part of the unit is designed to help learners understand what the media sector is and how it is used. This part of the unit can be delivered without media technology. Learners should know about different types of media techniques and technology, including radio, television, newspapers and advertising and can discuss their own experiences of different types of media.

The second part of the unit focuses on planning, developing ideas for, and recording a media product (for example, a news item or an advertisement). Learners should develop skills in planning to make a recording of a media product. The media techniques and technology used will depend on the centre's resources.

At this level, learners will require supervisory guidance with regular review of progress, identifying knowledge and skills that have been developed and areas of knowledge, understanding and skills that need improvement.

The production of a media product will require teams to work together. However, learners must be encouraged to develop their own ideas, plans and reviews of their work. They may well use other members of their group as crew members when undertaking production. Learners should produce their own work that has involved post-production activities.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led discussion on different types of media techniques and technology and their uses.

In small groups learners discuss which media techniques and technology they use or interact with and why.

Learners name different types of media techniques and technology and outline the uses of different media techniques and technology, either through discussion or through completing a worksheet.

(learning outcome 1)

Tutor-led delivery – introduction to an assignment; for example produce a recording about a news item with vox pops/interviews.

Tutor-led discussion on how to use media techniques and technology.

Learners identify an appropriate media product.

Workshop and assignment work – planning a production.

Workshop and assignment work – production of a media product

Workshop and assignment work – post production of a media product.

Learners screen/present work to group. (learning outcomes 2 and 3)

Learners analyse feedback from others on their media products. Learners review their planning and media products in light of the views of others and complete an evaluation of their own work. (learning outcome 4)

Assessment

For assessment criteria 1.1 and 1.2, learners need to name at least two different types of media techniques and technology and at least two uses for each. This could be evidenced through a group discussion or the completion of a worksheet or proforma supported by a group discussion or a discussion with the tutor.

To achieve assessment criterion 2.1, learners must identify the stages of pre-production. To achieve assessment criterion 2.2, an action plan must be produced identifying the type of media product to be made, resources needed and timescales. To achieve assessment criterion 2.3 learners must be observed contributing to the production of a media product. Evidence for this can take the form of a signed observation report or witness statement. Learners must also complete a checklist noting their production work.

For assessment criterion 3.1, learners should be observed contributing positively as team members when producing and presenting the media product and this must be assessed through witness statements and completed checklists showing the tasks that the learner has completed. Learners must present their media product to an audience.

Assessment criteria 4.1 and 4.2 must be assessed through evidence presented by the learner of a review of their work. This can be confirmed through small-group discussions or through a one-to-one discussion with the tutor with a signed witness statement. Learners must comment on activities that went well, and activities that went less well and make at least one suggestion of what could be improved.

The following types of evidence are appropriate: observation sheets showing evidence of each member's contribution, completed task lists, records of discussions with assessors, written material, video material or computer-produced materials.

Suggested resources

Books

The following texts are not designed specifically for learners at Entry Level but they can be adapted by tutors.

Branston G and Stafford R – *The Media Student's Book* (Routledge, 2006)
ISBN 978-0415371438

Kindem G and Musburger R – *Introduction to Media Production: The Path to Digital Media Production* (Focal Press, 2009) ISBN 978-0240810829

Wall P – *Media Studies for GCSE: Pupil Book* (Collins Educational, 2007)
ISBN 000723497X

Website

www.theory.org.uk/student-tips.htm

Website offers online resources and links for media students

Unit 5: Working in Business and Administration

Unit reference number: H/600/1090

Level: Entry 3

Credit value: 2

Unit aim

The aim of this unit is for learners to develop the knowledge and skills needed to identify and complete routine tasks undertaken by administrators.

Unit introduction

This unit aims to give learners an idea of what it is like to work in business administration. Learners will be introduced to a range of administrative tasks such as answering the telephone, welcoming visitors, producing documents and collating information.

When working in business administration it is important to be able to follow instructions, and to follow them accurately. In this unit learners will need to receive and follow instructions to complete a range of administrative tasks. They will develop an appreciation of the need to listen carefully to instructions and to check for understanding and clarification, where necessary, before carrying out the task accurately.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know what activities are routinely undertaken by administrators	1.1 Identify routine administrative tasks
2 Be able to follow instructions to carry out administrative tasks	2.1 Check understanding of instructions and ask for clarification where necessary 2.2 Follow instructions to complete a limited range of administrative tasks accurately

Unit content

1 **Know what activities are routinely undertaken by administrators**

Administrative tasks: answering the telephone; filing and retrieving documents; producing documents using IT, eg letters, invoices; photocopying and collating documents; collecting, sorting and distributing mail; preparing outgoing mail; receiving visitors

2 **Be able to follow instructions to carry out administrative tasks**

Following instructions: type of task, eg photocopying papers, producing documents, collecting visitor from reception; timescales; listening, questioning when unsure, confirming understanding; who to inform once task is complete

Carrying out task: following instructions; checking for accuracy, checking instructions have been followed correctly

Essential guidance for tutors

Delivery

The purpose of this unit is to give learners the opportunity to experience different administrative tasks within a real or simulated environment. The unit will encourage learners to think realistically about what it would be like to be employed in an administrative role. It focuses on the tasks learners could carry out on completing a qualification at this level.

A guest speaker could provide a useful input on the importance of following instructions accurately and using appropriate communication and language. If possible, learners could also visit an office to observe the types of tasks that are carried out. This could be the centre's own office if no other is available. Role-play activities may enable learners to practise listening to, checking understanding of and confirming instructions. Learners will need to listen to instructions and be guided when learning about the different administrative tasks. A practise office could be used when tutors are giving guidance and instructions about filing systems, sources of information and where stationery can be found. If this is not possible, an office within the centre could be used (although access to confidential files will need to be taken into account).

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning.
Tutor-led discussion on the types of administrative activities that take place in an office.
Speaker from organisation or centre to talk about the administrative tasks that routinely need to be carried out in their office.
In small groups, learners visit an office to observe the main administrative activities such as communicating by telephone, producing documents using IT, distributing mail and receiving visitors.
Assessment – in a one-to-one discussion with the tutor, learners must identify at least four routine administrative tasks (Learning outcome 1)
Tutor-led discussion on the importance of listening to instructions and of checking for clarification.
Role-play exercises – learners practise listening to instructions and checking for understanding.
Exercises – learners practise carrying out a range of routine administrative tasks according to instructions given by the tutor. Learners practise asking

questions to clarify the instructions.

Assessment – learners to be observed carrying out at least four administrative tasks according to instructions given by the tutor. Learners must check the instructions with the tutor for clarification (Learning outcome 2).

Assessment feedback, review and evaluation of unit.

Assessment

To meet 1.1, learners need to identify at least four administrative tasks that may be carried out in an office. This is likely to be evidenced by learners providing a written or oral list of the main administrative tasks, or learners could be given a pro forma to complete.

To meet 2.1 and 2.2, learners need to be observed listening to and checking understanding of instructions, and following the instructions to carry out at least four different administrative tasks such as filing or retrieving documents, or welcoming visitors. Evidence is likely to be through observation or witness testimonies or self-assessment checklists. Witness statements or observation records should be retained for verification purposes.

Essential resources

Centres need access to typical office equipment, such as a telephone and computer, so that learners can practise and develop their skills when interacting with others.

Indicative resource materials

Ashley V and Ashley S – *Student Handbook Level 1 (Business Administration Standards)* (Council for Administration, 2006) ISBN 0955092027

Barker A – *Improve Your Communication Skills* (Kogan Page, 2004) ISBN 049432624

Website

www.cfa.uk.com

The Council for Administration

Unit 1: IT User Fundamentals

Unit reference number: T/502/0166

Level: Entry 3

Credit value: 2

Unit aim

This unit aims to provide learners with a basic understanding of computers and aspects of security.

Unit introduction

In this era of technology, most of us know how to use a computer to carry out our own tasks, but what about setting up a computer system for someone else? Understanding that individuals are not the same in their abilities and needs is important for anyone entering the workplace. This unit looks at the range of IT systems that enables different set-ups for different user needs.

Users will want to keep data safe and be able to access it quickly and easily. File management helps users to do this and is an integral part of running an efficient computer system. Part of this unit is concerned with using different storage media.

Once stored, data needs to be kept safe from unauthorised users and safe from corruption. Information security and integrity are central to any organisation. There are regular media reports about lost data files, hackers and viruses. In this unit these issues are considered as well as how to implement security features.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Interact with and use IT system to meet needs	1.1 Use correct procedures to start and shut down an IT system 1.2 Use IT systems and interface features effectively to meet needs 1.3 Use appropriate terminology when describing IT systems
2 Organise, store and retrieve appropriately	2.1 Work with files and folders so that it is easy to find and retrieve information 2.2 Identify types of storage media that can be used to store information
3 Understand the need for safety and security practices	3.1 Follow guidelines and procedures for the safe and secure use of IT 3.2 Understand the need to keep information secure 3.3 Keep information secure and manage access to information sources securely 3.4 Identify why it is important to control access to hardware, software and data
4 Maintain system and respond to common IT system problems	4.1 Respond to IT problems and take appropriate action 4.2 Identify where to get expert advice and help to solve problems

Unit content

1 **Interact with and use IT system to meet needs**

Start and shut down procedures: log in; enter password; log out; shut down menu; lock, unlock

Interface features: eg desktop, window, dialogue box, menu, sub-menu, toolbar, icon, scrollbar, button, drag and drop, zoom, minimise, maximise

IT systems: will vary according to the set-up, for example: computer eg PC, laptop; input device eg keyboard, mouse or other pointing device; processor; output device eg screen, printer; storage media eg memory, disk, CD, DVD, data/memory (USB) stick, hard drive, network drive

2 **Organise, store and retrieve appropriately**

File and folder handling: create, name, open, save, save as files; move, copy, rename, delete files; display file lists, sort, search; create and name folders and subfolders

Storage media: disk, CD, DVD, data/memory (USB) stick, media card, hard drives, network drives, mobile device

3 **Understand the need for safety and security practices**

Staying safe: protect personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination

Guidelines and procedures: set by employer or organisation eg health and safety, security, copyright, netiquette, data protection

Information security: username and password/PIN selection, online identity/profile; real name, pseudonym, avatar; what personal information to include, who can see the information; withhold personal information

4 **Maintain system and respond to common IT system problems**

IT problems: program not responding, error dialogue, storage full, paper jam and find solutions to these problems

Expert advice: limits of own understanding and skills, help menus, manufacturer's guidelines, how to follow advice

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 2: Using the Internet*, *Unit 3: Using Email* and *Unit 4: Using Mobile IT Devices*.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

MacRae K – *The Computer Manual: The Step-by-step Guide to Upgrading and Repairing a PC* (Haynes Group, 2002) ISBN 1859608884

Rathbone A – *Windows XP for Dummies, Second Edition* (Hungry Minds Inc US, 2004)
ISBN 0764573268

White R and Downs T – *How Computers Work* (Que, 2003) ISBN 0789730332

Websites

www.bbcactive.com

www.brainpop.co.uk

www.hse.gov.uk

www.opsi.gov.uk

www.outtakes.co.uk

Unit 1: Introduction to the Performing Arts

Unit reference number: D/502/3823

Level: Entry 3

Credit value: 3

Unit aim

In this unit learners will find out about local and national performance venues. They will discover the types of shows that are performed and the variety of job roles that can be undertaken within these venues.

Unit introduction

Learners will find out about local performance venues and the types of performance they can see in their own area. Initial research skills can be developed through using the internet and local press for example radio and newspaper advertisements. By looking at the promotional material for venues learners can consider the importance of roles other than performance, and that many people employed in the sector are not performers.

Where possible, learners should experience this unit through practical activities with visits to local performance spaces, backstage tours and meeting people employed in the sector. Learners can then gain an understanding of some of the job roles in the sector and identify the employability skills required.

Consideration of the employability skills necessary for performance, front of house and administration roles allows learners to see that, as well as very specific job-related skills, there are some work-related skills which are transferable. These skills can apply to all three areas looked at in this unit and also to job roles outside of the sector. The unit can, therefore, provide a link to work placement activities undertaken by the learners.

Experiencing a live performance is important for developing a greater understanding of how a performance venue can be used. Learners must be able to contribute to a discussion about a live performance they have seen.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about performance venues	1.1 List performance venues 1.2 Describe types of performances these venues may put on
2 Know about performing roles in performance venues	2.1 Identify performing roles 2.2 Describe the responsibilities and skills required to carry out selected performing roles
3 Know about non-performing roles in performance venues	3.1 Identify non-performing roles 3.2 Describe the responsibilities and skills required to carry out selected non-performing roles
4 Be able to report on a performance	4.1 Contribute to a discussion about a performance

Unit content

1 Know about performance venues

Performance venues: types eg repertory theatre, receiving house, concert hall, cinema, studio space, town hall, schools, colleges, arts centre, street theatre, park, arena, bandstand

Performance: eg pantomime, opera, play, musical, ballet, concert, variety show

2 Know about performing roles in performance venues

Performing roles: eg actor, dancer, musician, singer, magician, acrobat, comedian, clown

Responsibilities: eg learn lines, learn movements, rehearse scene, practise performance, attend rehearsals and performances, follow direction

Relevant employability skills: eg punctuality, confidence, flexibility, respecting the views of others, accepting feedback in a positive manner, acting responsibly, working as a part of a team, dressing appropriately

3 Know about non-performing roles in performance venues

Creative roles: eg director, conductor, choreographer, set designer

Front of house roles: eg box office assistant, box office manager, front of house attendant, catering assistant, security guard, cleaner

Administrative roles: eg marketing manager, publicity officer, finance director

Backstage roles: eg assistant stage manager, lighting technician, sound technician, assistant, follow spot operator

Responsibilities: creative role eg giving direction, choreographing routines, arranging musical score; front of house role eg sell programmes and refreshments, collect tickets; administrative role eg publicise the performance, manage the budget; backstage role eg operate follow spot, set up equipment

Relevant employability skills: eg punctuality, talking and listening to customers, confidence, flexibility, respecting the views of others, accepting feedback in a positive manner, acting responsibly, working as a part of a team, dressing appropriately, money handling skills

4 Be able to report on a performance

Discussion: eg listening to others, making judgements, respecting the opinions of others, giving opinion on the success of the performance, describing elements of the performance

Delivery

The availability of suitable venues to visit may vary depending on centre location. However, in order for learners to identify performance venues it may be helpful, in addition to research using brochures and the internet, to arrange group visits to local or regional venues wherever possible. The experience of seeing different venues and the way they are used would be advantageous and it may be possible to link visits to meeting people employed at the venue, finding out about their roles and the required skills.

When considering performance roles learners could be encouraged to draw on their own experience of performances they have seen and discuss these as a group. From this, they might consider what makes a good performance and identify the skills they have seen performers demonstrate on stage, in concert or on film. It may stimulate debate if the group can have a shared experience of a live performance but, if this is not possible, videos or DVDs of performances (dance, music or drama) could be a good starting point. Learners may need to be supported in differentiating between performance-related skills requiring talent and training, and the wider employability skills performers need to possess.

Through this unit learners should be encouraged to think about the range of job roles in performing arts, not just those of performers. Administration and front of house roles are no more likely to have potential for job shadowing or work experience, which may give learners a greater appreciation of what they actually involve. Interviewing or questioning job holders about their role, either in person or through questionnaires, should allow learners to select different job roles, one from each of performance, administration and backstage, describe what the job holder does and identify the skills required to carry out the roles.

It is important that learners are given the opportunity to watch live performance. It may be that the local venue does not stage professional companies or performers; if so, an amateur or semi-professional production should still be sufficient for the purposes of the unit. Before watching the performance it could be useful to discuss what learners expect of the performance using the information provided in the publicity material. Learners may want to take notes during or after the performance, including sketches of the stage, costumes, masks etc.

Outline learning plan

The outline learning plan has been included in this unit as guidance only. It is not mandatory.

Topic and suggested assignments/activities
Research local venues: internet, brochures, adverts Discussion on what types of performances can be seen Discuss venues learners have visited and performances seen Assessment: scrapbooks, observation records of discussion [1.1, 1.2]
Discussion on different performance roles and what skills and qualities performers are expected to have Consider performances learners have seen: what makes a good performance? Assessment: scrapbooks, mind map, spidergram [2.1, 2.2]
Non-performance roles: (Where possible) visit venues, backstage tours, interview FoH and/or admin staff Create, distribute and read questionnaires Group discussion Visiting speakers Assessment: photographic evidence, video/DVD evidence, scrapbooks, observation records [3.1, 3.2]
Work-related skills – learners to identify at least one role from each of performance, FoH and admin: What does the job role involve, and what are the specific skills needed for each job What skills relate to all jobs? Relate skills to any work experience placements/part time employment learners may have Assessment: scrapbooks, observation records [2.1, 2.2, 3.1, 3.2]
Before the show: discuss the expectations and hopes for the performance Watch a performance Take part in a discussion about the performance Assessment: observation records of discussion [4.1]

Assessment

This unit requires learners to identify venues and job roles. To meet criterion 1.1 learners should have a record of the venues visited or researched. To meet 1.2 learners should be able to describe the different types of performances these venues may put on. Through this research into performances, the learners should be able to identify different performing roles providing evidence to meet 2.1. Assessment evidence for this could include evidence of research, brochures, flyers and printouts included in a scrapbook and annotated as well as annotated photographs from visits. Other forms of evidence may be in the form of tutor observations, worksheets, logbooks etc. To meet 2.2 learners need to focus on the type of responsibilities of different performers, describing the kind of tasks they must carry out before and during performances.

In order to meet 3.1 learners need to be able to list the different types of non-performance jobs including creative, backstage, administrative and front of house roles. This may be evidenced through learner diaries/logbooks or through the use of worksheets/gapped handouts etc, as well as records of any discussions learners have had with those employed in the sector. To meet 3.2 learners must describe the kind of work undertaken for particular roles ie what the job holder might normally be expected to do, and identify the skills required to carry out the roles. Evidence for this may be in the form of a report, worksheets or scrapbook/diary entries and may be supported as appropriate by observations, or audio evidence, of learners having met the criterion verbally in discussion or presentation to peers.

To meet 4.1, learners will need to take part in a discussion about a live performance they have watched. Learners may use notes taken during or after the performance. Learners should be able to express their opinions about the performance and describe elements of the work. They should be able to listen to and respect the opinions of others during the discussion.

Essential resources

- Examples of venues' promotional material.
- Access to internet.

Indicative resource materials

Textbooks

Evans – *Acting and Theatre (Usborne Introduction)* (E.D.C. Publishing, 1992)

ISBN 978-0746006993

Palmer S – *Essential Guide to Stage Management (Essential Guides to the Performing Arts)* (Hodder & Stoughton, 2000) ISBN 978-0340721131

Websites

www.nationaltheatre.org.uk

National Theatre

www.rsc.org.uk

Royal Shakespeare Company

www.thestage.co.uk

The Stage

Unit 3: Communication between Children aged 0-3 years and Adults

Unit reference number: H/502/3371

Level: **Entry 3**

Credit value: **3**

Unit aim

In this unit, the learner will develop the skills required to communicate with young children.

Unit introduction

The unit introduces learners to why it is important to communicate with children aged 0-3 years. Successful communication is very important for young children aged 0-3 years to be able to function and find their place in society. In this unit learners will be introduced to the way children and adults communicate with each other, using both verbal and non verbal ways of communication. An important part of communication is listening to each other and this unit explores ways for learners to understand how to be an active listener and encourage children to express themselves.

The unit looks at the role of the adult and how they can provide a stimulating environment, giving opportunities for encouraging children to extend their language and communication skills.

Learners will need to be able to identify resources that they can use with children and will have the opportunity to make a resource that will encourage a child's communication skills. In this task they will need to research, plan, make and review the resource.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how children and adults communicate with each other	1.1 Give ways in which children communicate with adults 1.2 Give ways in which adults communicate with children
2 Know why it is important to communicate with children aged 0-3 years	2.1 Give reasons why it is important to communicate with children aged 0-3 years
3 Know the role of the adult in encouraging children's communication	3.1 Give examples of ways an adult can encourage children's communication
4 Be able to make a resource that will encourage a child's communication skills	4.1 Plan the making of a resource to encourage a child's communication skills 4.2 Produce the resource 4.3 Explain how the resource encourages a child's communication skills

Unit content

1 Know how children and adults communicate with each other

Verbal communication: talking, eg volume, tone, pitch; language, eg words the child can understand; turn taking, eg letting the child finish what s/he has to say; questioning skills, eg asking questions to encourage the child to explain; pausing, eg so the child has time to think what they want to say next; rephrasing sentences correctly back to children when in conversation with them

Non verbal communication: eye contact, eg looking at the child so they know you are talking to them; facial expression, eg smiling; body movement, eg getting down to the child's level so they can see your face; touch, eg to gain your attention; using baby signs to communicate with babies; using makaton to communicate with toddlers and children with special educational needs

Listening skills: active listening, eg appropriate facial gestures; reflecting and paraphrasing, eg summing up what has been said

Adult to children: verbal, eg talking; reading; reading stories; telling stories; sing; rhymes; finger plays; playing games, eg board games; in groups; one to one; non-verbal, eg eye contact, facial expression, on level with child, listening

Children to adult: physical contact, eg pulling at your clothing; baby talk; crying to express different needs, eg because they are hungry

2 Know why it is important to communicate with children aged 0-3 years

Talking: expressing themselves, eg emotions, hunger, hurt; showing understanding, eg what they want, what they have to do

Learning: development of concepts, eg shape, special awareness, colour, reading, writing

Exploring: confidence, eg new experiences; self-esteem, eg knowing who they are

Socialising: being able to function within the context of their world, eg using communication to socialise with other children, small groups, large groups

Expression: thoughts, ideas, feelings

3 Know the role of the adult in encouraging children's communication

Encouragement: time eg allowing time for the child to talk; verbal praise, eg 'well done'; physical praise, eg hug

Opportunity: familiar experiences, eg routines; new experiences, eg different games, stories; new environments, eg libraries, parks

Stimulating environment: displays, eg pictures on the walls; books, eg favourite ones and new ones; board games, eg matching objects and words; computer programmes; imaginative play opportunities, eg home corner, shop, dentist, doctors, hospital; exploring outside/natural environment, eg the park, the beach

4 Be able to make a resource that will encourage a child's communication skills

Types of resource: resources, eg board games, poster, book, using story props with young children

Planning the resource: research, eg computer, library, course notes; activity plan, eg what is needed, how long will it take to make, when it needs to be finished by, who can help me

Health and safety: for the learner; for the child/children

Essential guidance for tutors

Delivery

In this unit learners will need to develop an understanding of different forms of communication, both verbal and non-verbal. The unit will look at the communication between adults and children aged 0-3 years old. Learners will have the opportunity to build on these skills in other units and will need to practise their communication skills.

Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, group work, case studies, DVDs, videos and practical experiences if appropriate. As many practical activities as possible should be included to help learners relate to the unit content.

For learning outcome 1 the tutor could start by identifying what communication is and the different forms it takes. Learners could work in groups to identify non-verbal and verbal forms of communication and then feed back to the whole group. This will give learners the opportunity to practise their own communication skills. Videos of children playing and communicating could be used to reinforce the understanding.

An important part of communication is listening. Learners need to practise their listening skills. One method might be to play a whisper game. The tutor whispers a message to a learner who whispers it to the next learner and so on around the group until the last learner writes it down and feeds back to the whole group. This will demonstrate to the learners how important it is to develop listening skills. Facial expression and gestures are important when communicating. A method of demonstrating this is to get learners to work in pairs. One learner is blindfolded. The pair sit face to face and hold a conversation on a given topic or scenario. This will show learners how much facial expressions and gestures are a part of communication.

Learners need to understand how children communicate to adults, especially if they have few or no verbal skills. This can be shown in video clips, practical experience and thinking about previous experiences. Role-play could be used by working in pairs, with one learner taking the part of an adult and one learner taking the part of a child who has to communicate without talking. This can then be discussed by the group.

The adult role when working with children is to use different methods of communication to reinforce the child's learning. This needs to be observed by learners so they can fully understand the importance of communication in learning. This could be shown by a video, a visit to a setting or using the learners' practical experiences. Working in small groups, learners could discuss how the adult communicates to children in a play setting. This can then be fed back to the group and discussed.

Learning outcome 2 builds and links to learning outcome 1. This learning outcome looks at ways communication is important in the child's learning experience at different stages of development. It could be delivered in a practical way by setting up a room as an early years setting and asking

some of the learners to be children and others to take the role of the adult. The tutor will need to provide a range of activities, for example picture books and puppets, for the 'children' to take part in. The roles can be reversed so that everyone has both experiences. This learning could then be presented as a poster identifying areas of learning and the activities that can be used to reinforce it.

Learning outcome 3 is linked to learning outcome 2. Learners need to look at how the adult can encourage the child to communicate. Learners would need to identify opportunities that would encourage the child to develop their communication skills. An important part of this is the environment in which the communication is taking place. Learners need to be able to demonstrate that they understand the importance of listening to the child, responding to them and giving positive reinforcement, as well as giving time and individual attention for the communication to take place. A task that would consolidate this learning could be the production of a poster that identifies the importance of communicating with children.

Learning outcome 4 is the production of a resource. Learners need to have time built in to the delivery of this unit to allow for the planning and production of the resource. Learners need to be able to demonstrate the planning process, their research and devise an activity plan to include what materials are needed, time scales and who can help. There needs to be an explanation of how the child's communication skills will benefit from the resource. The development of the resource and health and safety issues regarding both production and use could be supported in tutorials throughout the process.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led delivery on:

- different forms of verbal communication
- different forms of non verbal communication
- listening skills/techniques
- how children communicate with adults
- how adults communicate with children
- level of language used to differing groups and ages
- positive communication
- demonstration of communication skills through scenarios and role play.

Learners observe adults and children communicating either by watching DVDs or if possible on a visit to a child care setting.

Tasks to increase awareness of communication skills:

Learners to pay attention to their everyday communication with family and friends to increase their awareness of body language.

Whisper game – tutor whispers a message to a learner who whispers it to the next learner and so on. The last learner feeds the message back to the group.

Learners work in pairs and sit back to back, one learner has a picture and the other learner has paper and a pencil. The learner with the picture will need to communicate instructions to the other learner to enable them to draw the picture free-hand. Once completed, learners swap over completing the same activity with a different picture. This enables learners to use communication for a specific purpose.

Assessment: learners record ways in which children communicate with adults, and ways in which adults communicate with children (Learning outcome 1).

Topic and suggested assignments/activities
<p>Tutor-led discussion on the importance of communication with 0-3 year olds.</p> <p>Task: learners produce a poster identifying why it is important to communicate with children aged 0-3 years.</p> <p>Assessment: learners record reasons why it is important to communicate with children aged 0-3 years (Learning outcome 2).</p>
<p>Guest speaker from suitable setting to discuss the adult's role in encouraging children's communication, or a visit to a setting such as a nursery class to observe the adult's role.</p> <p>Group discussion – how did the adult communicate with children in a play setting?</p> <p>Assessment: learners record examples of ways an adult can encourage children's communication (Learning outcome 3).</p>
<p>Tutor-led discussion – what resources can encourage a child to communicate? How to plan and research their chosen resource.</p> <p>Assessment: learners each plan and make a resource to encourage a child's communication skills, and record how the resource will do this (Learning outcome 4).</p>
<p>Assessment feedback and review of unit.</p>

Assessment

The assessment for this unit could be in two parts:

- assessment criteria 1.1, 1.2, 2.1 and 3.1 could be set as an assignment and could be assessed through question and answer sessions with the tutor, the completion of proformas, or through tasks such as the completion of posters showing methods of communication and the importance of communication with children aged 0-3 years
- assessment criteria 4.1, 4.2 and 4.3 require learners to produce a resource which encourages a child's communication skills.

To meet criteria 1.1 and 1.2 learners need to list three ways in which children communicate with adults and five ways adults communicate with children. Learners should include at least one verbal and one non-verbal method of communication for each criterion.

To meet criterion 2.1 learners need to be able to list four reasons why it is important to communicate with children. It is important that learners link this to the stages of development.

To meet 3.1 learners need to be able to give four examples of ways an adult can encourage children's communication.

To meet 4.1 learners need to plan the making of a resource which encourages a child's communication skills. There needs to be written evidence of the plan. For 4.2 learners need to produce the resource they

have planned and for 4.3 learners need to provide an explanation of how the resource will encourage a child's communication skills.

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Bradford H and Green S – *Communication, Language and Literacy in the Early Years Foundation Stage* (David Fulton Publishers, 2008) ISBN 9780415474276

Miller K – *Simple Steps: Developmental Activities for Infants, Toddlers and Two-year Olds* (Gryphon House, 2005) ISBN 09780132229937

Wolfson R C – *Small Talk: From First Gestures to Simple Sentences* (Hamlyn, 2002) ISBN 9780600602880

Websites

www.everychildmatters.gov.uk/delivering-services/commoncore/communication	Government website promoting wellbeing of children and young people; advice on communicating with children
www.kidsbehaviour.co.uk	Source of advice on communicating with children
www.literacytrust.org.uk	Articles how to support children's language
www.teachernet.gov.uk	Ideas and development of children's communication

Unit 5: Health Needs

Unit reference number: T/501/7218

Level: Entry 3

Credit value: 3

Unit introduction

Those working in health and social care must understand health needs in order to meet the health needs of individuals. In this unit learners will consider their own health needs and will learn about factors that affect health. They will learn that being healthy is about more than not being ill. They will explore the health needs of different individuals and will find out about the social care provision to meet these needs.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about own health needs	1.1 Outline own physical, emotional and social health needs
2 Know factors that affect health	2.1 Describe factors that affect health
3 Know that individuals have different health needs	3.1 Discuss different health needs of individuals
4 Know what social care is	4.1 List social care available for individuals

Unit content

1 **Know about own health needs**

Physical health needs: food; water; fresh air; exercise; medical care; safe environment; warmth; shelter; hygiene

Emotional and social health needs: love/emotional support; independence; stimulation; self-esteem; social interaction

2 **Know factors that affect health**

Factors: illness; disability; housing; poverty; unemployment; pollution; smoking; drug use; alcohol use; being overweight; exercise; diet

3 **Know that individuals have different health needs**

Life stages: children; young people; older people

Individuals: physical disabilities; learning disabilities; physical illness; mental illness; disease eg degenerative, congenital, infectious

4 **Know what social care is**

Social care: home care; day care; adult residential care eg for elderly, those with disabilities; respite care; community care eg for those with physical disabilities, those with learning disabilities, those with mental health problems; children's residential care

Essential guidance for tutors

Delivery

As many practical activities should be included as possible to help learners relate to the unit content.

Tutors could start delivery of this unit by discussing what is meant by health so that learners understand the concept of overall health. Tutors could hold question and answer sessions with learners to determine physical, emotional and social health needs and why they are important to health. Key words could be written on the board/flipchart. Learners could complete posters which could be displayed in the classroom to refer to throughout the unit. Learners could design and complete a checklist to consider their own health needs which may be used as evidence for assessment criterion 1.1.

To gain an understanding of the different factors that affect health for learning outcome 2, a mixture of tutor-led input and learner research is required.

Learners could work in groups to find out about the different factors, for example, using internet sites. Each group could share their findings with other learners.

To introduce learning outcome 3 tutors could consider the health needs of characters in soap operas.

Case studies of individuals with different health needs could be discussed by learners in groups. Learners could answer questions on a worksheet. Whole group discussion will help to consolidate learning. Evidence for this could be used for 3.1.

Learners could visit day care centres, sheltered housing and residential care homes to observe some of the provision available for individuals. On return to the centre learners could discuss how the provision met the needs of individuals.

Using the internet and visiting social care settings, learners could find out about local social care provision suitable to meet the needs of the individuals in the case studies used in learning outcome 3. Guest speakers from settings could be invited to talk to learners about their provision.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Learning outcome/*Teaching/learning strategies
<p>Introduction to unit and structure of the programme of learning.</p> <p>Group discussion – ‘What is health?’</p> <ul style="list-style-type: none">• identification of individual health needs• physical/social/emotional health needs• practical – posters of health needs• practical – checklist of health needs. <p>Assessment – learners record own health needs on checklist. (Learning outcome 1)</p>
<p>Learners watch Video/TV programme – discuss lifestyle factors of individuals which contribute to their health.</p> <p>Research – learners find images which illustrate factors in health issues eg smoking; eating fatty foods; binge drinking; anorexia.</p> <p>Tutor led feedback – discuss images and how they relate to health.</p> <p>Assessment – learners design individual poster to show factors that affect health. (Learning outcome 2)</p>
<p>Case studies – individuals at three different life stages to identify different health needs.</p> <p>Guest Speakers/learner interview with friends/family.</p> <p>Paired research or visits – social care available for individuals in each of the three life stages.</p> <p>Paired presentation of information gathered.</p> <p>Assessment – using case studies and personal interviews ask and respond to straightforward questions about the health needs of the individuals and social care available. (Learning outcome 3; Learning outcome 4) [Functional Skills, Entry 2: Speaking and Listening]</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

For 1.1, learners will need to outline their own physical, emotional and social health needs. Learners could design a checklist to complete or they could use a proforma. For example, if the learner identifies self-esteem as a need, they could write 'I need praise when I have done something well as it makes me feel good about myself'.

Learners will need to give clear information about four factors that affect health for 2.1. This may be produced as a leaflet or as a poster.

3.1 and 4.1 may be combined into one assignment task in response to four case studies of individuals with different health needs.

Learners will need to identify the particular health needs of the individuals described in each case study and suggest appropriate social care provision that may meet their needs. The evidence may be presented on one sheet of A4 paper for each case study.

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Websites

www.bbc.co.uk/health	Health page of BBC website, provides information on healthy living, health by age, gender
www.dh.gov.uk	The Department of Health
www.direct.gov.uk	Provides information on public services, including health services
www.skillsforcare.org.uk	Skills for Care and Development, the Sector Skills Council for the social care sector
www.skillsforhealth.org.uk	Skills for Health, the Sector Skills Council for the health sector

Unit 1: Introduction to the Hospitality Industry

Unit reference number: A/502/4834

Level: Entry 3

Credit value: 1

Unit aim

This unit gives learners a general introduction to the hospitality industry including: food preparation and cooking, food and drinks services, accommodation services and guest services.

Unit introduction

The hospitality industry is large and varied. It is made up of a commercial sector and a catering services sector. The industry offers many different types of employment and career opportunities.

This unit will provide learners with the opportunity to identify the types of hospitality and catering outlets that make up the industry and outline the different services they offer their customers and users.

The unit will enable learners to investigate job roles available at different levels in the industry and the training and career prospects that are available, as well as providing some knowledge of the work patterns that are expected in a service industry that operates 24 hours a day.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the main outlets in the hospitality industry	1.1 Give examples of outlets in the hospitality industry 1.2 State different services offered within the hospitality industry
2 Know the job opportunities within the hospitality industry	2.1 List job roles in the hospitality industry 2.2 List the job opportunities available in the industry

Unit content

1 **Know the main outlets in the hospitality industry**

Types of outlets: hotels eg one star to five star, budget hotels, bed and breakfast; self-catering accommodation; restaurants eg cafes, coffee shops; pubs and bars; nightclubs; hospitality provision eg catering outsourced to a contract food service provider; membership clubs

Services: food eg breakfast/lunch/dinner/snacks, fast food, children's menus; drink eg alcoholic/non-alcoholic, hot/cold drinks; room service; accommodation eg bedrooms, bar, restaurant, leisure facilities; car hire; foreign currency exchange service; travel agency; car parking; email; broadband; children's play area; babysitting service; highchairs; baby cots; baby listening devices; special events packages; drinks packages; services for disabled customers; 24-hour opening; events management

2 **Know the job opportunities in the hospitality industry**

Job roles: managers eg general manager, food and beverage manager, head chef, front office manager, housekeeping manager; supervisor; craft staff; chef, operative staff; bar staff, waiting staff, housekeeping staff, reception staff

Career opportunities: type of job contract eg part time, full time, temporary, seasonal, live in, permanent, agency staff

Working patterns: eg shift systems, weekend working, bank holidays, 24-hour coverage, standard hours, time off in lieu

Essential guidance for tutors

Delivery

This unit has been designed to give learners a broad overview of two important key topics: the hospitality industry and its scale and size, and the range and variety of job opportunities that may be available to learners.

Key topics should be delivered in as practical a way as possible. This unit also presents a good opportunity for some visits to industry and for employers to become involved.

To introduce the unit, tutors could stimulate a discussion on the experiences learners have had as customers of the industry and the types of outlets they use or go to. Learners could also undertake a survey of the hospitality outlets that are available within a specific radius of where they live or study and mark them on a map, identifying the different types of outlet.

Another option is for each learner to look at a particular type of outlet and give a short presentation to their peers on the characteristics of the outlet and the services it offers.

Learners could review a selection of local newspapers and trade journals in order to identify the types of jobs that are available. They could note the pay and conditions, hours of work and employer requirements.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Types of outlets in the hospitality industry. Whole-class, tutor-led discussion about the make-up of the hospitality industry. Learners identify different types of outlets that make up the industry.
Industry visit to outlet of choice – preparation session. A tutor-led structured visit to a hospitality outlet. This should act as a model for learners so that they can begin to identify the information they need to acquire when they are at the outlet. Learners should design a set of questions to be answered whilst they are on the visit.
Industry visit to outlet
Types of outlets exercise. Whole-class, tutor-led exercise. Learners could mark the various hospitality outlets on a large-scale map of the locality where they are studying. These could be colour-coded by style of outlet. Learners could then identify an outlet to visit enabling them to identify the characteristics of the outlet, for example type, size, style, price of services, range of facilities, type of customer. They could then give a short presentation to their peers on the characteristics of the outlet. Tutors must ensure that each type of outlet is covered and agree the format of the visits and the presentation.
Types of outlets exercise summary. Tutor-led summary to reinforce the main learning points including identification of the main outlets that make up the industry and the services that are offered by the various outlets of the industry.
Assessment criteria 1.1 and 1.2. Learners complete a table to identify three or more outlets and match the different services they offer.
Job opportunities within the hospitality industry. Whole-class, tutor-led discussion about the job opportunities available within the hospitality industry. Learners identify different types of job roles available in the industry. Learners could review a selection of local and national publications and look on various websites to highlight the range of job roles.
Talk by an employer on jobs and careers in their sector of the industry. This is a good opportunity for learners to receive first-hand information from an employer.
Job descriptions. Learners could review a range of job descriptions, for example trainee chef, chef de partie, head chef, restaurant manager, food server, bar/drinks server, room service attendant, receptionist. Learners identify the roles and responsibilities as well as the hours of work, pay and conditions.
Career opportunities and working patterns. Whole-class, tutor-led input on the types of contracts and working conditions that may be found within the industry.
Assessment criteria 2.1 and 2.2. Learners need to list at least two different job roles within the hospitality industry and list the availability of

these roles within their own area. This could be a piece of written work or a recorded question and answer session authenticated by the tutor.

Assessment

To achieve assessment criteria 1.1 and 1.2, learners must give examples of hospitality outlets and the services they offer. To achieve this, they could complete a table identifying three or more different types of outlets within their own area. They could then match the outlets to a variety of different services that they offer.

For assessment criteria 2.1 and 2.2, learners need to list at least two different job roles within the industry and list job opportunities for these roles available in their own area.

Essential resources

Learners should have access to a library and/or a learning resources centre that has a range of up-to-date materials on careers/job prospects and training opportunities available locally and further afield. This will need to include a selection of newspapers and periodicals. Learners also need access to computers and the internet to source information.

Indicative resource materials

Textbooks

Barrows C and Powers T – *Introduction to the Hospitality Industry, 7th Edition*
(John Wiley and Sons, 2008) ISBN 9780471782766

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007*
(Heinemann, 2008) ISBN 9780435465285

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.catersource.com	Education, products and news for caterers
www.connexions-direct.com	Connexions Direct – information and advice for young people
www.dcsf.gov.uk	Department for Children, Schools and Families
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 3: Health and Fitness for Public Service

Unit reference number: A/504/9149

Level: Entry 3

Credit value: 2

Guided learning hours: 20

Unit aim

This unit aims to enable learners will identify risks to personal health. They will learn how to plan a healthy lifestyle for working in a variety of public services, including emergency, non-emergency, voluntary and other public services. they will also learn about fitness testing used by uniformed public services and assess their own fitness levels against these standards.

Unit introduction

In this unit the learner will develop an understanding of personal health and wellbeing and the factors that promote this. Learners will also look at the methods they could adopt to improve their health and wellbeing and discuss some of the benefits that can be gained by this. Learners will also begin to develop an understanding of the relationships between the body, health and lifestyle.

The unit will give learners the opportunity to gain knowledge of the basic fitness tests that are required as part of the selection stages for a wide range of public services. Learners will look at different levels of fitness required by the uniformed public services as well as the fitness tests that they will undertake. It is vital for learners to understand the importance of continued fitness for the public services.

The final learning outcome will give learners the opportunity to take part in a public service fitness test to enable them to identify their own skills and abilities. Learners will then be able to explore issues relating to their own levels of fitness and produce, with support, a fitness plan designed to improve their health, wellbeing and fitness levels.

Tutors are reminded that there is a progression unit at Level 1, *Unit 6: Improving Health and Fitness for Entry into the Uniformed Public Services*.

Essential resources

The nature of the public services sector means that learners need access to the most up-to-date information. This should include internet facilities and access to newspapers and relevant trade journals.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to improve personal health	1.1	Identify factors that can affect health	<ul style="list-style-type: none"> □ <i>Personal health</i>: factors affecting personal health – positive, e.g. fresh air, food, drink, sleep, warmth, shelter, exercise, diet, clothing; negative, e.g. alcohol abuse, smoking, drug/substance misuse, poor personal hygiene, poor diet, lack of sleep, excess body fat, disease; health issues/illness, age, stress, unsafe sex, lack of exercise, adverse influence of family and peers
		1.2	Describe methods used to improve health	<ul style="list-style-type: none"> □ <i>Methods of improving health</i>: balanced diet; activities to improve fitness, e.g. fitness programme, healthy eating, active holidays; lifestyle changes; benefits, e.g. long life, improved fitness, increased self-esteem
2	Know levels of fitness required by public service workers	2.1	Describe fitness levels required for a chosen public service	<ul style="list-style-type: none"> □ <i>Fitness levels expected</i>: emergency service, e.g. fire service, police, ambulance,; armed service types, e.g. Royal Navy, Royal Marines, Army, Royal Air Force; voluntary types, e.g. Mountain Rescue, Royal National Lifeboat Institute (RNLI), Air Ambulance, St John Ambulance, Red Cross; other services: types, e.g. Prison Service, Security Services, HM Revenue & Customs, National Health Service (NHS), education; fitness testing, e.g. height, weight, body fat percentage, lung capacity, flexibility, strength, aerobic capacity □ <i>Fitness programme</i>: used by the public services for entry purposes, e.g. Army, Royal Navy, Royal Marines, Royal Air Force, police, fire service; fitness programme selected to include frequency, intensity, duration, balance of muscle groups, warm-up, cool down □ <i>Exercise needs</i>: e.g. aerobic exercise, strength training, muscle toning, weight loss, muscle groups used, flexibility work

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to undertake fitness tests required by public service workers	3.1	Participate in a fitness test for public services	<ul style="list-style-type: none"> □ <i>Public service testing</i>: job-specific public service fitness tests; purpose of tests for the services; to include cardio-vascular endurance; multi-stage fitness tests; strength and stamina; content of tests, e.g. shuttle runs, sit-ups, press-ups, flexibility, grip tests, body percentage fat measurement; performance testing; test protocol □ <i>Assessing the fitness testing</i>: including how to re-test and when, timescale of re-testing, self-evaluation of results, e.g. development of a fitness programme looking at frequency, intensity, time, type (FITT), diagnosis of personal fitness needs, instigating and following a fitness programme, rest periods, routines and variation of training methods, e.g. weights, circuits and cardiovascular training
		3.2	Identify own level of fitness	

Information for tutors

Delivery

Initially, learners are looking at factors which can affect health before moving on to look at improving health and the ways this can be achieved, the benefits of improving own health as well as the barriers that may exist. A starting point for learners could be the development of their own fitness and food diary that they can use to identify their own levels of health etc. Learners should be given the opportunity to research issues in a number of different ways, such as the internet, collecting leaflets from health centres, shops etc. They will also be able to record their findings in the most appropriate manner, such as maintaining a 'scrapbook' which could be developed to form the assessment for learning outcome 1.

The second learning outcome requires learners to understand the fitness tests of a number of public services and the minimum requirements to achieve these, as well as the importance of undertaking a warm-up prior to testing and a cool down after testing. This is the most theoretical element of the unit and every effort should be made to deliver the content in a manner which ensures learners' attention is maintained and that they understand the information to which they are being introduced; this will give tutors the opportunity to use some innovative delivery activities. This outcome could be taught in parallel with learning outcome 3.

The final outcome requires learners to undertake a fitness test that is used within the public services. This is very practical and learners will need to record their results for the fitness test they undertake, for example in the form of a checklist.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Practical session on factors that affect health, such as learners keeping diaries for food, alcohol, smoking, lack of sleep etc that could then be discussed and analysed.

Tutor-led discussion with learners' input in several key areas, such as questioning other learners, family etc on the issues.

Learners develop a questionnaire looking at the barriers to improving health and wellbeing. Learners will be able to identify with support the possible barriers that exist; this evidence could be gathered through the use of the questionnaire.

Tutor-led activity on the features involved in improving health and wellbeing. Learners could also do some internet research to see what support is available from the local authorities.

Assessment: learners produce a poster or complete a worksheet identifying factors that affect health, describing methods to improve health and the fitness levels required for a chosen public service (learning outcomes 1 and 2).

Topic and suggested assignments/activities

Learners could get involved in a sponsored activity as a way of improving their health, with the funds going to a charity of their choice.

Tutor-led session demonstrating the importance of warm-ups prior to undertaking any fitness activity and cooldowns. Learners can undertake these practically to understand the techniques that are required to do these effectively.

Once learners are aware of warmups and cooldowns, they need to understand the requirements of public service fitness tests. This initially could be tutor-led so they are aware of the minimum requirements.

Learners can practise fitness tests with support from the tutor. They will need to be individually tailored to their chosen public service focusing on the areas needed for improvement. Learners can follow this programme for a few weeks.

Assessment: learners to participate in a fitness test, then identify their own fitness levels (learning outcome 3).

Assessment debrief and feedback on unit.

Assessment

A number of assessment activities can be used to measure the achievement of this unit. Assessment evidence may be in the form of different types of assignments, including practically assessed activities, paper-based exercises, case studies, group research projects, evidence of class tasks, production of class notes, presentations, participation in a number of fitness tests and the production of a personalised fitness programme. Other activities could include using both media information and information selected by learners for research, followed by a group discussion or presentation.

Evidence is likely to be produced at learning outcome level, although opportunities exist for covering more than one learning outcome in an assignment. Evidence of learning outcomes may be in the form of research documentation, posters, video, oral presentation, observed discussions, appropriate role plays or a series of practical exercises and witness testimony. All evidence produced must be carefully assessed and validated in order to ensure compliance with the requirements of the stated learning outcomes.

To achieve outcomes 1.1 and 1.2, learners must identify the factors that affect health and describe the methods used to improve health. This can be assessed through the completion of a chart identifying factors affecting health and describing methods to improve health.

To achieve 2.1, learners will need to describe the fitness levels required for a chosen public service. The public services that learners can investigate could include emergency, armed services, voluntary and others.

To achieve 3.1 and 3.2, learners will be required to participate in a fitness test, allowing them to identify their fitness levels. Evidence could be recorded on a checklist.

Suggested resources

Journals

Fire – Pavilion Publishing and Media

Police Review – Jane's Information Group

Prison Service Journal – HM Prison Service

Soldier Magazine – British Army

Websites

www.army.mod.uk	British Army
www.baa999.co.uk/	British Ambulance Service Association
www.fireservice.co.uk	Fire Service
www.fireservice.co.uk/recruitment	Fire Service Recruitment
www.food.gov.uk	Food Standards Agency
www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively	Police Service Information (Home Office)
www.hmrc.gov.uk	HM Revenue and Customs
www.lifecoachexpert.co.uk	Provides advice in improving life including careers advice
www.nhs.uk/Livewell/healthy-eating/Pages/Healthyeating.aspx	NHS Choices – advice on healthy eating
www.raf.mod.uk/	Royal Air Force general site
www.raf.mod.uk/careers/nextsteps/index.cfm	Royal Air Force – advice on healthy living
www.royalnavy.mod.uk	Royal Navy/Royal Marines

Unit 6: Taking Part in Exercise and Fitness Activities

Unit reference number: A/504/9152

Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

This unit gives learners the opportunity to take part in a range of different types of exercise and fitness activities to improve their own fitness.

Unit introduction

The health and fitness sector employs many people with an interest and ability in sport and exercise. There are a huge range of different types of fitness classes and methods that people can undertake to improve their fitness levels, and it is important that learners are aware of some of these activities to prepare them for work in this industry.

This unit will introduce learners to a range of exercise and fitness classes and the ways in which a person can improve their fitness. The main aim of the unit is for learners to actively participate in these exercise and fitness sessions so that they understand what each type of activity entails.

Whilst undertaking a range of exercise and fitness activities, the learner will need to demonstrate work-related skills, for example, time management, appropriate dress code, ability to follow instructions, and health and safety issues. After practical participation in a range of exercise and fitness activities, learners will be able to reflect on their performance. From this, learners can then select exercise and fitness classes that they would like to continue with, which may also lead learners to consider taking exercise instructor qualifications in the future to allow them to work as exercise instructors for specific types of activities.

Essential resources

Learners will need access to a local health and fitness facility. They will also need to be able to access a range of exercise and fitness classes and a suitably equipped gym.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about different exercise and fitness activities	1.1	Identify different indoor exercise and fitness activities	<ul style="list-style-type: none"> □ <i>Gathering information:</i> e.g. local papers, Yellow Pages, internet, posters, visits to local health and exercise facilities □ <i>Indoor activities:</i> types of indoor activity, e.g. aerobic classes, yoga, Pilates, spinning, gym, swimming, trampolining, bowling, skating, Zumba®, step
		1.2	Identify different outdoor exercise and fitness activities	<ul style="list-style-type: none"> □ <i>Outdoor activities:</i> types of outdoor activity, e.g. walking, hiking, running, skiing, football, cricket, bootcamp, outdoor circuits, cycling
2	Be able to demonstrate work skills through participation in exercise and fitness activities	2.1	Actively participate in exercise and fitness activities and demonstrate: <ul style="list-style-type: none"> • time-management skills • appropriate dress for the activity • following instructions provided by the activity leader • following health and safety guidelines before, during and after activities 	<ul style="list-style-type: none"> □ <i>Active participation:</i> enthusiastic; motivated; willing to try; body language; positive attitude □ <i>Time management:</i> arrive on time and ready to begin □ <i>Dress code:</i> wearing appropriate clothing and footwear □ <i>Safety issues:</i> following instructions; health and safety, e.g. safe environment, clothing, use of equipment

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to review own performance	3.1	Identify own strengths and areas for improvement in exercise and fitness activities	<ul style="list-style-type: none"> □ <i>Review</i>: types of feedback, e.g. self-assessment, peer assessment, supervisor report, video recordings, questionnaires

Information for tutors

Delivery

Learners can be given studio timetables and leaflets from local fitness centres in order to find out about the many different types of exercise and fitness classes available. The tutor could supply a range of materials such as local papers, Yellow Pages and access to the internet.

Learners should participate in a variety of exercise and fitness sessions. These can be held at the teaching centre or off-site at exercise and fitness centres. The greater the range of classes and exercise sessions offered, the better. This will allow learners to determine which classes they enjoyed and would like to pursue. It should also give learners the confidence to go into a health facility on their own in the future. Learners should have the opportunity to demonstrate work skills throughout learning outcome 2, for example they should arrive on time and ready to begin, participate with enthusiasm and follow instructions. Peer-group observations may be a valuable tool for providing feedback to colleagues in the group.

The unit has been designed to give learners confidence and practical experience to encourage them to take part in accessible exercise and fitness sessions. Learners should be encouraged to reflect on their performance.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit content and programme of learning.

Learners could discuss how they keep fit at present, what motivates or demotivates them, what equipment they need, how much it costs.

Working in small groups, learners list where information may be obtained about exercise and fitness in their own area. Each group can then design a poster/leaflet showing activities in their area.

Group task – learners discuss possible barriers to exercise.

Learners go on a trip to a health and fitness centre, see a timetable of the different types of exercise classes available and participate in one of these classes.

Learners take part in different types of indoor exercise class.

Assessment: in one-to-one discussion with tutor, learner identifies different exercise and fitness activities (learning outcome 1).

Type of exercise and fitness classes that are held outdoors- discussion and learner research.

Learners go on a trip to an outdoor circuit or take part in an outdoor fitness activity.

Working in small groups, learners list where information can be obtained about outdoors exercise and fitness in their own area. Each group can then design a poster/leaflet showing outdoor activities in their area.

Assessment: in one-to-one discussion with tutor, the learner identifies different exercise and fitness activities that are held outdoors (learning outcome 1).

Health and safety considerations.

Group discussion on importance of dress code, importance of time keeping, e.g. missing warm-ups.

Tutor-led discussion – methods of reviewing own performance.

Practise the methods, relating them to the practical class.

Practical classes to provide experiences of activities to improve fitness. As part of the preparation for each class the following topics should be covered:

- suitable clothing
- health and safety issues
- following instructions.

Learners can then review these issues after the class.

Assessment: learner is observed participating in exercise and fitness activities and demonstrating time management, appropriate dress, following instructions and health and safety guidelines (learning outcome 2).

Assessment: in one-to-one discussions with the tutor, the learner identifies strengths and areas for improvement (learning outcome 3).

Assessment feedback and review of unit.

Assessment

To achieve 1.1 and 1.2, learners need to identify different fitness classes and what each entails. Learners must identify at least two indoor and two outdoor activities. This can be evidenced through group discussion or one-to-one discussion with the tutor.

Assessment criterion 2.1 requires learners to actively take part in two different exercise and two different fitness classes/sessions, for example, a high-impact aerobics class and a weight training session. The tutor or fitness instructors can evidence this process by completing an observation record or a witness statement.

Assessment criterion 3.1 requires learners to review their performance in the two exercise and fitness classes/sessions, and to identify own strengths and areas for improvement. This can be done via an interview with the tutor and evidenced by an observation record.

Suggested resources

Book

Sharkey B – *Fitness and Health* (Human Kinetics Europe Ltd, 2006)
ISBN 9780736056144

Websites

www.bases.org.uk	British Association of Sport and Exercise Sciences
www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx	National Health Service – advice on healthy eating
www.nutrition.org.uk	British Nutrition Foundation
www.skillsactive.com	Website of SkillsActive, SSC for the sport and active leisure sector
www.topendsports.com	Top End Sports – provides advice on different aspects of sport, including nutrition

Unit 5: Researching a Tourist Destination

Unit reference number: **A/502/3697**

Level: **Entry 3**

Credit value: **3**

Unit aim

In this unit, learners will find out about a specific tourist destination and gain an understanding of the facilities and attractions on offer there. Learners will develop research skills in order to find out about their destination.

Unit introduction

In this unit, learners will use a range of sources including websites, travel offices and libraries to research a tourist destination. They will gather information and be able to answer questions relating to the destination they have researched.

Learners will be expected to choose a destination, find out what is on offer to tourists and answer relevant questions about their research. They will then be expected to describe their tourist destination and identify what it has to offer. Learners will explain the tourist destination's main features in a presentation to the rest of the group, and answer simple questions about their findings.

Learners will have the opportunity to hear other learners' presentations and to ask questions. In completing this activity, learners will learn about the destinations that their peers have researched.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to research a tourist destination	1.1 Identify a tourist destination to research 1.2 Identify different methods of transport in the area and different places to stay 1.3 Identify areas of interest, attractions and facilities of the chosen tourist destination 1.4 Identify the advantages and disadvantages of the tourist destination 1.5 Provide evidence of the research methods used to collect information on the chosen destination
2 Be able to respond to straightforward questions about a chosen destination	2.1 Present information on a tourist destination using visual aids 2.2 Answer straightforward questions about the chosen destination
3 Be able to ask questions about the destinations researched by other learners	3.1 Ask questions about other learners' presentations

Unit content

1 **Be able to research a tourist destination**

Tourist destinations: types of destinations, eg coastal resorts, seaside resorts, area of natural beauty, towns and cities, national parks, countryside areas, areas of specific interest

Methods of transport to chosen destination: methods of transport, eg road, rail, air, boat

Places to stay: types of accommodation, eg hotels, guest houses, bed and breakfast, caravan sites, camp sites

Research methods: types of research methods, eg internet; holiday brochures; tourist literature; maps; atlases; tourist information centres; questioning people who have visited location; travel agencies; travel dictionaries; leaflets

Information: location; attractions; facilities; temperature; rainfall; types of customer attracted; transport methods; accommodation

Advantages/disadvantages: location; choice of transport; ease of transport; places to stay; nearness to facilities; suitability for different people, eg amusement parks or seaside resorts for families with young children; towns with shops, restaurants and night life for young adults, historic sites for those with special interests; area of natural beauty

2 **Be able to respond to straightforward questions about a chosen destination**

Presentation method: types of presentation method, eg poster, PowerPoint, leaflet

Communication skills: types of communication, eg verbal, speaking clearly, written, listening skills, ability to ask/receive questions

Answering questions: types of question, eg about location, how to get there, where to stay, opening times

3 **Be able to ask questions about the destinations researched by other learners**

Asking questions: types of question, eg about local area, opening times, attractions; asking questions clearly

Essential guidance for tutors

Delivery

This unit has been designed to enable learners to develop their research and communication skills. The tutor could start delivery of this unit by introducing a range of possible destinations to act as a stimulus to help learners select a destination that interests them.

Tutors could use a wide range of techniques including presentations, trips outside the centre and guest speakers to stimulate learners' interest. Tutors could stimulate discussion as to what attractions tourist destinations offer, to generate ideas.

For learning outcome 1, learners will need access to relevant research materials such as the internet, travel journals and organisational materials. These may be obtained via email or by telephone to carry out their research for learning outcomes 1 and 2. In addition, companies provide videos on destinations which may be useful to show to the class as a whole. Sky Travel television also provides up-to-date information on destinations. Visits to different destinations to gather first-hand information may be of use. Guest speakers such as holiday and company representatives may be happy to discuss the destination with learners and provide a question and answer opportunity. Some learners may have their own experiences of a particular destination and they can be encouraged to discuss it.

Learners could be provided with pro formas to complete, giving information on a particular destination to help them to find out about what is available and the advantages and disadvantages of the destination. They could even complete this on their local area as a tourist destination. They will need to provide evidence of research methods, so the information included should be cross-referenced to websites, guide books and/or brochures, etc.

For learning outcome 2, learners need to develop the information from learning outcome 1 and produce presentation notes or cue cards in order to help the presentation and respond to questions. In readiness for their presentation, learners could be encouraged to stand up in class and present information. This could be carried out in small groups and then as individuals in order to remove some of the fear of completing a presentation in front of the class. Learners could be encouraged to think of suitable questions to ask; this may help prepare them in answering questions on their own presentation.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to the unit and content overview.</p> <p>Tutor-led discussion – ‘What are tourist destinations?’ Factors to think of when deciding a tourist destination and where to find the necessary information.</p> <p>Practical – game to match tourist destinations with resort names, for example seaside resort – Blackpool, national park – Lake District.</p> <p>Video – TV travel programmes about several tourist destinations and complete tutor-prepared pro forma.</p> <p>Brainstorm – on each of the following categories: accommodation, attractions, transport, pros and cons of location, with tutor-led follow-up discussion.</p> <p>Small group research – research a tourist destination.</p> <p>Assessment – present research on chosen destination, eg leaflets, printouts, notes, transcripts of interviews (learning outcome 1).</p>
<p>Guest speaker – give presentation, with visual aids, to promote a tourist destination.</p> <p>Practical – prepare information about chosen destination to present to others.</p> <p>Assessment – present information on chosen destination, including visual aid (learning outcome 2).</p> <p>Assessment – ask and respond to straightforward questions on destination and other learners’ destinations (learning outcome 2; learning outcome 3) [Functional Skills Entry 3: Speaking and Listening].</p>
<p>Assessment evaluation, unit review and feedback.</p>

Assessment

Assessment criteria 1.1-1.5 could be evidenced as one assignment. Learners need to identify a suitable tourist destination to research, and then to complete research on that destination. The information researched should include at least:

- the name of destination and its location
- two methods of transport
- two places to stay
- one area of interest
- one attraction
- one facility
- two advantages of the area to the tourist
- two disadvantages of the area to the tourist.

Evidence of research methods should be included, for example websites and brochures used.

For assessment criteria 2.1 and 2.2, learners will need to present information on their chosen destination and to answer questions. Evidence can be presented in a variety of ways for example a written script, PowerPoint leaflet or brochure. The presentation can be evidenced through observation reports or witness testimony.

For 3.1, learners must ask questions about others' presentations. Learners could present to small groups and the tutor could complete observation sheets to show questions asked by learners and the response given from the presenter.

Essential resources

Learners will need access to the internet, travel journals and books/publicity materials to help them research towards destinations.

Indicative resource materials

Textbook

Kerr A, et al – *BTEC First Travel and Tourism, 2nd Edition* (Heinemann, 2006) ISBN 9780435402198

Journals

Travel Trade Gazette (CMP Information Ltd)

Travel Weekly (Reed Business Information Ltd)

Websites

These websites include details and reviews of different tourist destinations.

www.easyjet.com

easyJet

www.ryanair.com

Ryanair

www.thomascook.com

www.thomson.co.uk

www.visitbritain.com

Thomas Cook AG

Thomson Holidays

British Tourist Authority

Unit 2: Decorating Household Goods

Unit reference number: T/502/3682

Level: Entry 3

Credit value: 3

Unit aim

This unit introduces learners to the hand tools and materials used to decorate household goods and provides opportunities to develop the practical skills needed to decorate household goods.

Unit introduction

Emphasis is placed on the correct selection and safe use of hand tools and materials and the development of the skills needed to decorate household goods.

Learners will be given the opportunity to practise the techniques used to decorate household goods, and to use these techniques to perform a variety of practical tasks safely.

Learners will learn that they must always wear the personal protective equipment (PPE) provided and follow all instructions given, including guidance on the Control of Substances Hazardous to Health (COSHH) when they carry out practical decorating tasks.

Although learners will work independently while decorating household goods, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workplace, by working responsibly with others, and by seeking and responding to guidance from colleagues and teachers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the hand tools used to decorate household goods	1.1 Select hand tools to be used to decorate household goods
2 Know the materials used to decorate household goods	2.1 Select materials to be used to decorate household goods
3 Be able to decorate household goods and apply safe working practices	3.1 Use appropriate PPE when decorating different household goods 3.2 Use hand tools safely to decorate different household goods 3.3 Use materials according to instructions
4 Be able to work responsibly with others and seek and respond to guidance when working as part of a team	4.1 Maintain a clean and tidy workplace 4.2 Work responsibly with others 4.3 Follow instructions when working with others 4.4 Communicate appropriately with others

Unit content

1 **Know the hand tools used to decorate household goods**

Hand tools: for stripping eg blowtorch or heat gun, sanding block, abrasive paper, scraper, steel wool; for painting eg scrapers, paint brushes, paint kettles; for stencilling eg pens, stencils, masking tape, knife, cutting board, stencil brushes; for sponging eg sponges, paint kettle, palette

Household goods: eg furniture, storage chests and boxes, trays, shelving, frames, mirrors

2 **Know the materials used to decorate household goods**

Materials: for stripping eg chemical paint strippers; for painting eg wood primer, undercoat, eggshell and gloss finish paints; for stencilling eg paints, solvents; for sponging eg glazes, washes, stainers, solvents

3 **Be able to decorate household goods and apply safe working practices**

Safe working practices: use of PPE provided; compliance with instructions and COSHH guidance; safe use of tools and equipment

Decorative techniques: initial preparation eg rubbing down, cleaning; stripping paint eg chemical paint stripper, sanding, application of heat; painting, stencilling, sponging

4 **Be able to work responsibly with others and seek and respond to guidance when working as part of a team**

Behaviour: responsibility; enthusiasm; following instructions; cooperation; tidying 'as you go'

Essential guidance for tutors

Delivery

This unit will give learners their first experience of the practical skills associated with decorating household goods, together with the knowledge required to underpin the practical skills. Learners must be given opportunities to develop their practical skills through supervised practical workshop activities, group teaching and demonstrations of the tools, equipment, materials, techniques and PPE involved.

Learners and tutors are encouraged to view the unit as a 'taster', in that it provides an opportunity to experience the type of work involved in decorating household goods. The learner will need to discuss the materials, tools, equipment, PPE and techniques to be used with a responsible and competent person and should respond positively to any advice given. They should then select the tools, equipment, materials and PPE appropriate for the task in hand, and use them to perform the specified tasks.

A wide range of different household goods in need of decoration must be provided. Old furniture would be ideal. If the furniture was provided by learners, they could then enjoy the finished objects at home.

Health and safety is, of course, paramount. The risks associated with decorating household goods are generally not high, but learners must be carefully instructed in the use of blowtorches and heat guns, and should be closely supervised while using such equipment. Tutors must produce COSHH risk assessments for the use of chemical paint strippers and organic solvents. Learners must be familiar with these risk assessments and should be closely supervised when using both strippers and solvents.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the hand tools used to decorate household goods</p> <p>The tools to be used will depend on the type of decoration chosen. There is no requirement for the learner to know about any tools that they will not be using.</p> <p>Whole-class, tutor-led discussion about tools. Individual work on tool identification sheets. Evidence of either selection or de-selection required. This can be achieved using in-house requisition forms.</p>
<p>Know the materials used to decorate household goods</p> <p>The materials to be used will depend on the type of decoration chosen. There is no requirement for the learner to know about any materials that they will not be using. The resources are clearly implied by the tasks and are too numerous to mention here. Delivery as for hand tools above.</p>
<p>Practise using safe working practices to decorate household goods</p> <p>Practical demonstration of how to keep individual work areas tidy. The skills associated with decorating household goods are best taught by the tutor demonstrating the skills required, followed by learners practising the skills. The tutor should monitor learners as they practise and provide guidance, advice, correction or praise, as appropriate.</p>
<p>Be able to decorate household goods and apply safe working practices</p> <p>Assessment. Two hours to demonstrate knowledge of the tools and materials to be used in practical assessment tasks. Ten hours for learners to demonstrate the use of safe working practices to decorate different household goods. The appropriate PPE must be made available, must be properly maintained and must be worn at all times. Assessors must suspend assessment if and when learners do not wear the PPE provided or fail to comply with COSHH guidance.</p>
<p>Be able to work responsibly with others and seek and respond to guidance when working as part of a team</p> <p>Use of health and safety videos/DVDs to demonstrate the dangers of a dirty and untidy workplace. Discussion of importance of behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical sessions. Question and answer sessions to monitor and promote enthusiasm for learning. Other than the video/DVD/discussion session, this requires no formal allocation of time.</p>

Assessment

Achievement of the assessment criteria should be evidenced through contextualised, vocationally related, practical experiences with tasks designed with the assessment criteria in mind. The use of one assessment instrument is suggested as being sufficient to allow full coverage of the learning outcomes. The single assessment instrument would therefore comprise 1.1, 2.1, 3.1, 4.1, 4.2, 4.3 and 4.4.

For 1.1, the learner must select commonly used hand tools. This will be most clearly evidenced by completion of appropriate requisition orders.

For 2.1, the learner must select the correct materials to be used to decorate household goods. This will be most clearly evidenced by completion of appropriate requisition orders.

For 3.1, 3.2 and 3.3, the learner must use the selected tools and materials, and the PPE provided, to decorate two items of household goods to an acceptable standard. It is anticipated that learners will be given reasonable guidance.

For 4.1, 4.2, 4.3 and 4.4, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors as and when appropriate, and by following the instructions received. They should communicate appropriately with tutors and other learners at all times. They should 'tidy as they go' when performing their chosen decorative tasks. The evidence could take the form of a witness statement.

Essential resources

Learners will require access to hand tools, PPE and materials of a nature and standard typical of those used to decorate household goods to an acceptable standard. The tasks must be undertaken in a safe place of work with sufficient space, adequate ventilation and access to both washing and first aid facilities. Learners will also require access to a technical library with current textbooks and reference material on decorating household goods. Internet access will give learners the opportunity to develop skills in e-learning but this will need careful management by the tutor.

There is an obvious requirement for a wide range of different household goods to be decorated. Old furniture, in need of some refurbishment, would be ideal. It would be useful, but must not, of course, be made mandatory if the goods were provided by learners so that they could use and enjoy the finished objects at home.

Indicative resource materials

Textbooks

Better Homes and Gardens – *Painted Furniture: Decorating Ideas and Projects* (Meredith Books, 2001) ISBN 9780696211980

Innes J – *Paint Magic* (Frances Lincoln Ltd, 2003) ISBN 9780711222724

McGraw S – *Painting and Decorating Furniture* (Firefly Books, 2001) ISBN 9781552093801

Wagstaff L – *Furniture Facelifts* (Quadrille, 2006) ISBN 9781844002771

Websites

www.artsparx.com/paintingfurniture.asp

www.doityourself.com/stry/qnapaintfurniture

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to safely carry out plant maintenance operations using correct tools and equipment	1.1	Select the correct tools and equipment used to undertake specific plant maintenance operations	<ul style="list-style-type: none"> □ <i>Tools and equipment:</i> types and uses of, e.g. secateurs, edging shears, half moon, spade, shovel, fork, draw hoe, Dutch hoe, rake, wheelbarrow, gardening gloves; methods used to clean and store correctly after use □ <i>Safely carry out:</i> simple risk assessment forms; reason for and methods of keeping work area free of potential hazards that could cause injury to the group or others; current, relevant legislation; PPE
		1.2	Assist with completing a simple risk assessment for a plant maintenance activity	
		1.3	Maintain a safe and tidy working environment	
		1.4	Clean and correctly store tools and equipment used in plant maintenance	
2	Be able to assist in correctly deadheading plants	2.1	Assist with the deadheading of a variety of plant material	<ul style="list-style-type: none"> □ <i>Deadhead:</i> reasons for deadheading, e.g. remove faded and dead flowers, encourage further flowering; angled cuts above a node without leaving excessive stems to die back □ <i>Plants:</i> shrubs, herbaceous perennials, bedding plants and bulbs

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to correctly weed, mulch and edge established beds and borders	3.1	Carry out weed removal from established beds and borders	<ul style="list-style-type: none"> □ <i>Weed</i>: methods of hoeing annual weeds and seedlings; methods of digging out and removing perennial weeds
		3.2	Spread mulch to the specified density on beds and borders	<ul style="list-style-type: none"> □ <i>Mulch</i>: reasons for mulching; materials used; methods of ensuring even thickness and density over area; reasons why mulch must not be left on top of or touching plant material
		3.3	Edge a bed or border to a specified standard	<ul style="list-style-type: none"> □ <i>Edge</i>: methods of cutting back long grass, re-cutting bed

Information for tutors

Delivery

This unit is intended to give learners their first experience of using the basic plant maintenance skills needed to keep established borders at full flowering potential, together with the background knowledge required to underpin these practical skills. Learners must have opportunities to develop their knowledge and practical skills through the use of supervised classroom and outdoor activities, group teaching, and demonstrations of the equipment and techniques involved.

For all practical tasks being undertaken, emphasis must be placed on safe and effective working practices. Use of machinery is not a requirement of this unit. Manual techniques should help learners to improve their hand-to-eye coordination. Working as part of a team should help the learners to improve their social and problem-solving skills.

Use of all tools listed in the *Unit amplification* should be encouraged, although a Dutch hoe and a draw hoe provide similar results if only one is available. Also, depending on how well maintained the beds are, half-moon edgers or edging shears can be used.

Tutors should demonstrate the knowledge, skills and techniques associated with weeding and pruning various plant material and mulching established planting, and learners must practise all these techniques.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Be able to safely carry out plant maintenance operations using correct tools and equipment.

Learners to be shown the appropriate tools and equipment. Tutor-led discussion on uses and safety of all relevant tools and equipment. Learners to work individually on tool and equipment identification sheets. Videos or presentations can be shown on relevant health and safety issues. Learners can contribute to a group risk assessment or fill out simple risk assessment sheets individually. Learners to put away, clean and store tools after practical sessions. Tutor-led discussion on why this is an important part of the job.

Assessment: Identification test with tools and equipment laid out and numbered. Learners to have a sheet with pictures/names of tools on it and match number to picture/name. Alternatively, learners could, as individuals, prepare a presentation showing their understanding and identification of plant maintenance tools and equipment.

Be able to assist in correctly deadheading plants.

Tutors could verbally explain and demonstrate correct techniques across a variety of plant material. This could be followed by learners practising. The tutor should monitor learners as they develop new skills and provide guidance, correction and praise, as appropriate.

Topic and suggested assignments/activities

Be able to correctly weed, mulch and edge established beds and borders.

Tutors could explain why weeding is important in established beds and borders. Learners could research and list perennial and annual weeds that are commonly found in gardens. A demonstration on the use of a Dutch hoe and a draw hoe should be shown, also the method for removing perennial weeds. This could be followed by learners practising carrying out weeding.

Tutors could verbally explain the task of mulching, using group discussion to ensure the reasons for using mulches are understood. An example of a completed task could be shown. This could be followed by learners practising carrying out mulches.

Tutors could demonstrate the use of the correct tools, either edging shears or half-moon edgers. This could be followed by learners practising using these tools. On all tasks the tutor should monitor learners as they develop new skills and provide guidance, correction and praise, as appropriate.

Assessment: This can be evidenced by photographs of learners undertaking weeding, mulching and edging tasks, learners could keep a diary of tasks they have carried out, in the form of pictures with notes or mind maps. To accompany this, the tutor could complete a marking sheet that shows the specific outcomes achieved.

Be able to safely carry out plant maintenance operations using correct tools and equipment.

Learners to be shown the appropriate tools and equipment. Tutor-led discussion on uses and safety of all relevant tools and equipment. Learners to work individually on tool and equipment identification sheets. Videos or presentations can be shown on relevant health and safety issues. Learners can contribute to a group risk assessment or fill out simple risk assessment sheets individually. Learners to put away, clean and store tools after practical sessions. Tutor-led discussion on why this is an important part of the job.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Learners can build a small portfolio of evidence showing the tasks being undertaken that match the assessment criteria.

Several assessment criteria need to be assessed directly by the tutor during practical maintenance activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. However, some of the criteria may be assessed through the correct completion of forms or paperwork. Where this is the case, the forms or paperwork should be marked and signed by the tutor and added to the portfolio. Guidance on the use of observation records and witness statements is provided on the Pearson website.

Although there is no time limit for assessment, it is assumed that assessment of individual tasks should take no longer than one hour.

To achieve 1.1, learners must select the correct tools and equipment required for at least two specific plant maintenance operations, such as weeding or pruning.

To achieve 1.2, learners must be able to assist with the completion of a simple risk assessment relating to a plant maintenance activity.

To achieve 1.3, learners must demonstrate that they can maintain a safe and tidy working environment. This may be evidenced by a witness statement signed by the tutor.

To achieve 1.4, learners must clean and correctly store at least two different tools or pieces of equipment that they have used.

To achieve 2.1, learners must be able to assist with deadheading at least two different types of plant.

To achieve 3.1, learners must demonstrate the ability to remove weeds from a bed or border.

To achieve 3.2, learners must spread mulch to the density instructed on a bed or border.

To achieve 3.3, learners must create a neat edge to a bed or border, either by clipping with edging shears or by using a half-moon tool.

Employer engagement and vocational contexts

Part of the knowledge base learners need to complete this unit could be developed by visiting local gardens. A talk by the head gardener, explaining the importance of good plant and garden maintenance, would place this unit in its vocational context. This may also alert learners to future employment prospects within the chosen industry.

Suggested resources

Books

Bird R – *Pruning* (Hamlyn, 2004) ISBN 9780600610243

Hessayon Dr D G – *The Pest and Weed Expert* (Expert Books, 2007) ISBN 9780903505628

Ryrie C – *Soil* (Gaia Books Ltd, 2001) ISBN 9781856751223

Ryrie C – *Weeds* (Gaia Books Ltd, 2001) ISBN 9781856751322

Website

www.rhs.org.uk/advice

This website is updated and changed on a monthly basis and contains useful information.

Unit 8: Groom a Small Animal

Unit reference number: D/502/0615

Level: Entry 3

Credit value: 2

Unit aim

The learner will be able to groom a dog or cat or rabbit restrained by the supervisor.

Unit introduction

Developing the knowledge, understanding and practical skills needed to assist with the grooming of small animals will be essential for learners hoping to find employment in the animal care industries. This unit will enable learners to begin to develop the necessary skills and underpinning knowledge to be able to operate effectively under close supervision when in employment or to progress onto a Level 1 course, providing the necessary criteria are met.

Practical ability, underpinning knowledge and an awareness of health and safety and animal welfare when grooming will be developed.

For the purposes of this unit learners may work with a number of different 'small animals' but the term is narrowed to include only dogs, cats and rabbits to meet the assessment criteria.

The unit will also give learners opportunities to develop other skills such as improving own learning and communication.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to groom a small animal	1.1 Give a reason for grooming a small animal 1.2 Recognise items of grooming equipment 1.3 Restrain a small animal for grooming

	<ul style="list-style-type: none">1.4 Groom a small animal1.5 Use, clean and store PPE, tools and equipment safely1.6 Maintain the safety of self, others and animals during the operation1.7 State why PPE needs to be worn
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Unit content

1 **Be able to groom a small animal**

Grooming equipment: correct equipment for animal eg slicker brush, comb, soft brush, scissors, undercoat rake, de-matter, nail clippers; grooming table

Restraint: methods of restraint eg carrying boxes, slip leads, grooming arm; correct restraint techniques

Grooming: reasons eg health checks, relationships, moulting, mats; systematic technique; signs of stress; welfare of the animal

Health and safety: safe use and storage of equipment; PPE; cleaning surfaces and equipment; safety of self, others and animals

Essential guidance for tutors

Delivery

Delivery of this unit is likely to be through a series of practical grooming activities, with a range of small animals, which can be taught, practised and assessed in an animal unit where grooming can be carried out safely.

Naturally occurring opportunities should be exploited to put learners in a realistic situation, for example moving dogs, cats and rabbits from the holding area to the grooming area. Learners will need to develop appropriate skills and knowledge during formative practical sessions and may practise on any small animal species while close supervision.

Assessment is likely to take place on a continuous basis during the programme, taking place when learners have developed the appropriate level of skill, but assessment must involve grooming a dog, cat or rabbit. The particular species should be agreed with learners in advance but, where possible, similar species should be used for all learners to ensure fairness.

Learners can discuss with the tutor and peer group appropriate methods for grooming and restraining animals while ensuring the welfare of the animal. The standards and methods discussed and agreed can then be implemented during practical work, which will be an essential part of the delivery of this unit.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Discussions to highlight the reasons for grooming small animals and the appropriate techniques.
Discussions on maintaining animal welfare and common signs of stress.
Identification of grooming equipment and suitable methods of restraining small animals.
Demonstration of grooming and restraint techniques by tutor.
Identifying areas of risk during grooming and restraint of small animals and suitable methods of controlling risks.
Practical work on the animal unit to assist with catching and moving small animals from the holding area to the grooming facilities and demonstrating appropriate restraint methods.
Practical work on the animal unit demonstrating grooming techniques appropriate to specific small animals restrained by the supervisor.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally relevant practical experiences, with the tasks designed specifically with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. Authenticated photographic evidence is likely to form part of a portfolio of evidence for this unit.

For 1.1, learners need to give a reason for grooming a small animal. This is likely to be assessed through oral questions and answers with a written record of the answers being maintained as evidence. This criterion could be assessed at the same time as 1.7.

For 1.2, learners need to recognise items of grooming equipment. A minimum of two items of equipment should be identified, which should be appropriate for the animal they are about to groom. This criterion could be assessed at the same time as 1.3, 1.4, and 1.5 and could be evidenced through observation records including photographs and/or video.

For 1.3, learners need to restrain a small animal for grooming. This can be assessed after periods of training and practise followed by formative feedback, and can be assessed at the same time and in a similar manner to 1.2. Clear instructions should be given to learners and these should be recorded in the observation records if video evidence is not used.

For 1.4, learners need to groom a small animal. This should follow the same process as for 1.3 and can be assessed at the same time as 1.2 and 1.3. During this assessment the animal can be restrained by the supervisor.

For 1.5, learners must use, clean and store PPE, tools and equipment safely. This should follow the same process as for 1.3 and can be assessed at the same time as 1.2, 1.3 and 1.4. Learners should also adhere to the protocols of the animal unit in which they are working.

For 1.6, learners must maintain the safety of self, others and animals during the operation. This should be evidenced through continual assessment during the periods of training and practise as well as during the final practical. Formative assessment should be given to help learners to improve and verification could be in the form of observation records.

For 1.7, learners need to state why PPE should be worn. This is likely to be assessed in a similar manner to 1.1 and could be assessed at the same time.

Essential resources

Access to a variety of suitable animals (including dogs, cats and rabbits) and grooming equipment is essential, with appropriate levels of supervision available to support learning. Transport for visits to animal care establishments may be required for centres not able to provide sufficient opportunities to meet the assessment requirements in house. A range of books, pet care magazines, CD ROMs and DVDs should be available. Access to ICT and the internet is recommended. Learners must have access to and use correct PPE.

Employer engagement and vocational contexts

Learners at this level are likely to be learning in an animal unit attached to a college or similar training provider. On completion of the programme of study, learners may be ready to progress to a higher level of study in an animal-related subject or to employment or voluntary work in a supervised situation.

Indicative resource materials

Textbooks

The textbooks listed below are indicative only. Centres are encouraged to use other resources that suit the needs of their learners.

Alderton D – *The Illustrated Practical Guide to Small Pets and Pet Care* (Southwater, 2008) ISBN 9781844765959

Dallas S, North D and Angus J – *Grooming Manual for the Dog and Cat* (Blackwell Publishing Ltd, 2006) ISBN 9781405111836

Evans J and White K – *Catlopaedia* (Ringpress Books Ltd, 2006) ISBN 9781860540189

Evans J and White K – *Doglopaedia* (Ringpress Books Ltd, 1998) ISBN 9781860540745

RSPCA – *Care for your Rabbit* (Collins, 2004) ISBN 9780007182708

Taylor D – *The Ultimate Cat Book* (Dorling Kindersley, 1994) ISBN 9780863183713

Taylor D – *Ultimate Dog* (Dorling Kindersley, 2005) ISBN 9780751333947

Journals

Cat World

Dogs Monthly

Pet Focus

Websites

www.bluecross.org.uk	The Blue Cross
www.defra.gov.uk Rural Affairs	Department for Environment, Food and Rural Affairs
www.dogstrust.org.uk	The Dogs Trust
www.petcare.org.uk	The Pet Care Trust
www.rspca.org.uk	The Royal Society for the Prevention of Cruelty to Animals
www.thebrc.org	The British Rabbit Council
www.the-kennel-club.org.uk	The Kennel Club

Unit 1: Introduction to the Hair and Beauty Sector

Unit reference number: A/502/3800

Level: Entry 3

Credit value: 2

Unit aim

This unit should enable learners to gain a general introduction to the sector and understand the range of services and treatments offered in hair and beauty.

Unit introduction

The aim of this unit is to give learners an insight into the main job roles within the hairdressing and beauty therapy sector and the types of career opportunities available.

According to a work-related survey, hairdressers and beauty therapists are the happiest people in the workplace, possibly because of the variety of positions available in each area, from junior to management, from therapist to specialist. Equally, services and treatments can be carried out in a number of different places, including homes, salons and cruise ships. Often learners will express an interest in either hairdressing or beauty therapy. This unit is designed to explore both working environments so learners can make an informed decision on whether to train further in one or both areas. The knowledge gained in this unit will give learners a foundation within their chosen field they can build on. This unit introduces learners to the types of jobs available, and the different types of places hairdressers and beauty therapists work in. Learners will explore aspects of the services and treatments offered within the industry.

Learners will have the opportunity to identify the main workplaces, including salons, spas, gymnasiums, department stores, mobile hairdressers, mobile therapists, cruise ships and holiday complexes. Learners will also develop an awareness of the wide variety of services and treatments offered within each establishment, giving them with the necessary skills to make appropriate decisions.

Finally, this unit gives learners an opportunity to develop a sound knowledge and understanding of what life is like within the hair and beauty sector.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the career opportunities within the hair and beauty sector	1.1 State job roles in the hair and beauty sector 1.2 State the main career opportunities available in the hair and beauty sector
2 Know the main hairdressing services and beauty treatments	2.1 Identify different types of salon 2.2 List the main hairdressing services offered by salons 2.3 List the main beauty treatments offered by salons.

Unit content

1 **Know the career opportunities within the hair and beauty sector**

Job roles in hairdressing: receptionist; hairdresser; barber; colour technician; retail sales representative

Job roles in beauty therapy: receptionist; beautician; beauty consultant; beauty therapist; masseur; nail technician; retail sales representative

Career opportunities in hairdressing: career pathways eg trainee, salon receptionist, junior stylist, senior stylist, colour technician, salon owner, salon manager, mobile hairdresser, retail sales representative; opportunities eg hairdresser in ladies salons, unisex salon, barber shop, salon on cruise ship or in hotel

Career opportunities in the beauty therapy: career pathways eg assistant therapist, junior therapist, junior nail technician, make-up consultant, nail consultant, make-up artist, senior therapist, mobile therapist, retail sales representative; opportunities eg beauty salon, health spa, nail bar, tanning shop, resort spa on cruise ship or in hotel

2 **Know the main hairdressing services and beauty treatments**

Types of salon: hairdressing salon; barber shop; beauty salon; nail bar; tanning shop health spa; day spa; resort spa; clinic

Hairdressing services: shampooing; conditioning; cutting; styling; blow drying; colouring; perming

Main beauty treatments: manicures; pedicures; eye treatments; make-up application; hair removal treatments (waxing, sugaring) manual facial; body treatments

Delivery

Successful delivery of this unit requires that learners have opportunities for learners to research and investigate selected job roles and types of organisations in the hair and beauty sector, exploring aspects of career choices and working environments. Learners will need advice and guidance from tutors with suitable expertise in order to draw on their own experiences. Delivery can be through tutor-led discussions, visiting guest speakers and visits to different salons.

Tutors should discuss job roles, career pathways, types of salons, and the services and treatments available. Access to the internet and trade journals would be useful for learners to research different job roles and career structures. Guest speakers could talk to learners about the structures of both small and large businesses to help them develop their knowledge and understanding of the sector. Group work and discussion should be encouraged to present and discuss findings.

Tutors should explore links with local businesses when selecting organisations to investigate. Tutors should inform the organisations of the aims and structure of the unit, and the type of information required to meet the learning outcomes.

Learners need to be aware of the different types of salons, services and treatments offered. Learners should investigate a variety of salons then focus on one type, for promotional purposes, demonstrating an understanding of the types of businesses, services and treatments that could be available within that establishment.

Learners should be encouraged to reflect on their own experiences in salons, and to visit salons in order to collect lists of treatments and prices.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion on different job roles.</p> <p>Classroom activity – learners research job roles within the hair and beauty sector through internet searches and in trade press.</p> <p>Learners investigate career opportunities.</p> <p>Visit from guest speaker to talk about career opportunities, or visit to a salon.</p> <p>Practical exercises – learners carry out a survey/questionnaire on careers, collating results on graph/chart.</p> <p>Completion of task sheets to show salon’s organisational structure.</p> <p>Assessment – learners to display findings on job roles and main career opportunities in the hair and beauty sector as a PowerPoint presentation or poster. (Learning outcome 1)</p>
<p>Tutor-led discussion or guest speaker exploring different types of salon.</p> <p>Learner exercises – produce mind map or booklet to show differences between types of salon.</p> <p>Activity – learners create a flyer/leaflet for a salon.</p> <p>Tutor-led discussion and/or group discussion on own experiences of hairdressing services.</p> <p>Learners visit local hairdressing salons to collect treatment/price lists.</p> <p>Learners produce own treatment/price list for a hairdressing salon.</p> <p>Tutor-led discussion and/or discussion of own experiences of beauty treatments.</p> <p>Learners visit local beauty salons to collect treatment/price lists.</p> <p>Learners produce own treatment/price list for a beauty salon.</p> <p>Assessment – learners to display information on different types of salon, and the main hairdressing services and beauty treatments offered by salons, in the form of a completed worksheet, booklet or advertisement poster. (Learning outcome 2)</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

The unit is assessed by the centre and will be subject to external verification.

Achievement of the assessment criteria should be evidenced through contextualised vocationally-related experiences, with tasks specifically designed with the assessment criteria in mind. The use of one assignment is suggested as being sufficient to allow full coverage of the learning outcomes. The single assignment would therefore comprise 1.1, 1.2, 2.1, 2.2 and 2.3.

For 1.1, learners must state two job roles in the hairdressing sector and two job roles within the beauty therapy sector. This will be evidenced by learners presenting the findings on job roles of their research, for example as a PowerPoint presentation or wall poster or through a question and answer session with the tutor.

For 1.2, learners must state one career opportunity in the hairdressing sector and one in the beauty therapy sector. This will be evidenced by learners carrying out research and finding out about career pathways. Learners can carry out a survey on the different career pathways including job roles and progression opportunities. This information can be collated in the form of a graph or chart.

For 2.1, learners must complete an assignment task to identify at least three different types of salon. Evidence for this criterion can be information presented by the learners such as a task sheet or booklet showing the different types of salon or flyers/leaflets advertising the different salons. Alternatively, the criterion may be evidenced through discussion or question and answer sessions with the tutor, with an observation record or witness statement signed by the tutor.

For 2.2 and 2.3, learners must identify the types of hairdressing services and the types of beauty treatments offered in two of the salons investigated in 2.1. Learners must create and produce a list of services offered for a hairdressing salon and a beauty salon with a minimum of five services/treatments for each. This could be an advertisement or poster to promote the hair and beauty salon they chose in 2.1.

Witness statements and observation reports should be retained for verification purposes.

Essential resources

Learners will need access to a library with current textbooks, trade publications and reference material on job roles, career opportunities and the types of salons, services and treatments offered in the hair and beauty sector. Internet access will give learners the opportunity to develop skills in an e-learning environment; but this will need careful management by the tutor. Visits to local salons, or guest speakers invited in to give presentations on careers would be beneficial.

Indicative resource materials

Textbooks

Cressy S – *Business Management for Hairdressers and Therapists*
(Heinemann, 2003) ISBN 0435456415

Cressy S – *The Beauty Therapy Fact File, Fourth Edition* (Heinemann, 2004)
ISBN 0435451421

Journals

Guild of Professional Beauty Therapist Magazine

Health and Beauty Salon Magazine

Top Santé

Websites

www.babtac.com	The British Association of Beauty Therapy and Cosmetology
www.beautyguild.com	Beauty Guild
www.beautytherapycareers.co.uk	Ten cosmetics solutions
www.connexions.org.uk	Connexions
www.fhbf.org.uk	Freelance Hair and Beauty Federation
www.habia.org.uk	Habia, the Sector Skills Council for the Hair and Beauty Therapy sector
www.hairandbeautyjobs.com	Hair and beauty jobs
www.hairrecruitment.com	Hair Recruitment
www.media-courses.com	London Academy of Media, Film and TV
www.professionalbeauty.co.uk	Professional Beauty

Unit 13: Working in a Team

Unit reference number: D/503/2814

Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

This unit looks at how to be a team member. Learners will identify their strengths and match them to the needs of the team task as well as identifying the rules of working in a team.

Unit introduction

Being able to work as part of a team is widely regarded as a key requirement for employability. The aim of this unit is to help the learner understand how to work as a team member. Learners will learn about the rules for working in a team effectively. They will consider their own strengths and interests and what they could do well, and, with guidance, apply these to a team task. Through involvement in a team task, learners will develop an understanding of their role in a team and how to interact appropriately with other team members. They will determine how well they are able to work in a team and consider where their teamwork skills could be improved.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Know about team working	1.1 List rules for team working 1.2 List skills individuals need for teamwork
2 Know how to match their strengths and interests to a team task	2.1 Identify strengths and interests relevant to the task 2.2 List aspects of a team task that, with support, could be achieved
3 Know their own role and responsibilities in relation to a team task	3.1 Identify what the team is working to achieve in the team task 3.2 Identify their own role and responsibilities in the team task
4 Be able to work positively as a member of a team	4.1 Listen to ideas and suggestions of other team members without interrupting them 4.2 Give their own ideas and suggestions when prompted 4.3 Offer help to other team members when prompted 4.4 Follow instructions to complete the aspects of the task they were allocated
5 Know own performance as a member of a team	5.1 Identify areas where they worked well as a team member 5.2 Identify areas where they could improve their ability to work as part of a team

Unit content

1 Know about team working

Team working rules: every member should contribute; listen to views of all team members; consult with other team members; make decisions as a group; follow group decisions

Individual team working skills: eg be a good listener, have practical skills, be considerate of views of others, be able to work effectively with others, be unselfish, be reliable, be polite, be punctual

2 Know how to match their strengths and interests to a team task

Matching individual strengths and interests to tasks: taking on a role to suit interest/ability eg ability to cook well could be matched to making biscuits for a coffee morning to raise funds for charity, good communication skills could be matched to giving presentation on the team's work

3 Know their own role and responsibilities in relation to a team task

What the team is working to achieve: working together to complete a task eg prepare a display for a workplace or college conference, give a presentation on wellbeing at work, run a pancake stall to raise funds for a local children's charity

Own role and responsibilities in relation to a team task: take on own role eg make two posters for the team's display by the end of next week, print off and bind 10 copies of the notes before the team presentation on Monday morning, buy a pint of full cream milk and six large eggs for the pancake sale and remember to bring them on Tuesday

4 Be able to work positively as a member of a team

Listen to ideas and suggestions of others: allow other team members to offer their ideas and suggestions without interrupting them; listen carefully to the ideas and suggestions of other team members; carry out suggestions of others if they are appropriate

Offer own ideas or suggestions: participation in a team eg respond appropriately to a question asked by a team member, suggest a solution to a problem faced by the team, suggest a better way of doing something

Offer to help other team members: support others in the team eg offer to show team member how to do something, offer to help another team member who has fallen behind in their task

Follow instructions: facilitate completing task through following instructions eg written, verbal

Complete own task: meet deadline/working to the required standard eg complete all aspects of the task, complete task on time, complete task to a satisfactory standard

5 Know own performance as a member of a team

Effective performance as team member: perform to the required standard eg tasks completed without help, tasks completed on time, tasks completed successfully, helped other team members, accepted help or guidance from other team members, effective communication

Areas for improvement: eg being patient with other team members, asking for help when needed, checking time allocated for the team task

Essential guidance for tutors

Delivery

The emphasis of this unit is on enabling the learner to participate in a team task.

Knowledge and understanding of team working for learning outcome 1 could be explored using practical group activities. An example could be for learners to put up a display within a specified timescale. In groups, learners could identify the team working skills needed to complete the task and then report back to the rest of the group. For learners with access to the workplace, opportunities to participate in team tasks might occur naturally as part of the job. Alternatively, the tutor or line manager could assign the learner to an appropriate team task for the purposes of assessing learning outcome 1.

A teamwork task needs to be identified for learning outcomes 2, 3, 4 and 5. Teams should be made up of three to five people who have the potential to complete the task set. Learners could be involved in selecting the task. However, learners at this level will need guidance in selecting a task which is manageable, achievable and matches the skills and interests of the team members.

For learning outcome 2, learners need to identify their own strengths and interests that match the task. They may need some encouragement and prompting to do this. Tutorials will provide an opportunity for tutors to offer guidance. Within the workplace, appraisals or one-to-one discussions with a line manager or supervisor could provide opportunities for identifying learners' strengths and interests.

For learning outcome 3 teams could work to design a poster, document or presentation which identifies what the team is working to achieve in the team task and the roles and responsibilities of each team member. The posters, document or presentation could be displayed in the class or working area and would act as a reminder for learners as they complete the team task for learning outcome 4.

Tutors/line managers will need to provide opportunities for learners to listen to the ideas and suggestions of other team members, give their own ideas and suggestions and offer help to other team members while they are participating in the team task for learning outcome 4.

Learners could work as a group to consider the performance of the team as a whole. They could discuss the task together, watch recordings of some of their activities and comment on their performance, as well as taking on board the comments of any observers for learning outcome 5.

Assessment

For 1.1 and 1.2, learners are required to identify at least two key rules for teamwork and identify at least two skills individuals need for teamwork. Evidence could be in the form of a leaflet or a discussion recorded by the tutor for verification purposes.

For 2.1 and 2.2, the tutor needs to complete a statement to verify that the learner has achieved the criteria. The statement could be completed after a tutorial during which the learner identified at least two aspects of the given team task that they thought they could do well, based on their strengths and interests.

Evidence for 3.1 and 3.2 could be a leaflet, a poster or a discussion between the learner and the tutor/line manager, supported by a statement from the tutor/line manager. To meet the criteria, learners need to state clearly the aim of the team task and identify their specific role and responsibilities in the task.

Evidence for 4.1, 4.2, 4.3 and 4.4 is best provided in the form of a witness statement completed by the tutor. Alternative methods of evidencing learning may be used. For 4.1, 4.2, 4.3 and 4.4, learners must demonstrate at least two examples of each type of behaviour specified in the assessment criteria.

A chart which identifies two areas where the learner worked well as a team member and two areas where they could improve their ability to work as part of a team could provide the evidence required for 5.1 and 5.2. Alternative methods of evidencing learning may be used.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the WorkSkills from Pearson suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 12: Conduct at Work	Unit 17: Working in a Team	Unit 16: Working in a Team
	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
	Unit 19: Building Working Relationships with Colleagues	Unit 18: Building Working Relationships with Colleagues

Essential resources

Learners will need the opportunity to participate in a team working task.

Indicative resource materials

Websites

www.lifecoachexpert.co.uk

www.tellmehowto.net/career

www.worksmart.org.uk/career

Unit 2: Art and Design: Discovering 3 Dimensions

Unit reference number: H/502/3886

Level: Level 3

Credit value: 3

Unit aim

This unit aims to introduce learners to 3 dimensional (3D) art and design, developing knowledge, creative and work-related skills within a practical and exploratory context.

Unit introduction

Learners will be introduced to the many ways people working in 3D develop ideas for different purposes; for example, a fine art sculpture, a piece of jewellery or a mobile phone design. Learners will participate in activities involving the use of materials and methods commonly used in workshops and studios to develop ideas.

Learners will explore how 3D design literally shapes our environment. Investigating both resistant and non-resistant materials, learners will experiment with a range of creative activities such as cutting, carving, moulding, casting and constructing. They will be introduced to craft and function and will learn some of the language used to define 3 dimensional art and design. Learners will also explore the use of formal elements, such as scale, form, structure, texture and balance. Some activities will be based on a theme given by the tutor or negotiated between learners and tutor to give unity to the activities.

On completion of the unit learners will have created a body of visual and written work; a series of artefacts, models or maquettes together with appropriate developmental work. It is not a requirement that one substantial final project piece is produced, as a range of studies will also be appropriate and will incorporate evidence of work-related skills such as self- and time-management, communicating ideas and intentions, problem solving and working safely.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to develop ideas for work in 3 dimensions from a set theme	1.1 Identify formal elements 1.2 Plan ideas from given sources 1.3 Present aims for chosen 3 dimensional work 1.4 Contribute to discussions about their ideas
2 Be able to produce work in 3 dimensions on a given theme	2.1 Produce 3 dimensional work using appropriate materials, methods and equipment 2.2 Demonstrate self-management skills 2.3 Identify risks and hazards in the work area
3 Be able to comment on own work.	3.1 Give own point of view about work 3.2 Respond appropriately to other's point of view about own work.

Unit content

1 **Be able to develop ideas for work in 3 dimensions from a set theme**

Formal elements: different formal elements eg line, tone, colour, shape, pattern, texture, size

Sources: different sources eg visits to galleries, exhibition, museums, own recordings, sketches photos; secondary sources eg libraries, websites, scrapbook with photos, photocopies, prints, collected items, clippings, books, magazines, leaflets, TV and other formats

Present aims: methods eg verbally, written, storyboard

Discussions: follow main points; make relevant and positive contributions; respect others' rights to speak; aids eg presentation, thumbnail sketches, ideas worksheets, computer-aided visuals

2 **Be able to produce work in 3 dimensions on a given theme**

Methods and processes: different methods eg carving, joining, forming and shaping, constructing from materials or found objects, surface decoration, painting, collage, use of technological media, computers, video/stills photography; processes eg modelling, casting, moulding, firing clay or glass, setting plaster

Materials: different materials eg thick card, metals, plastics, wood, stone, 'Thermalite®' block, glass, plaster, soap, wax blocks, found objects, scrap materials, papers, thin card, papier-mâché, modroc, wire, clay, wet plaster, latex, textiles, foam, scrap materials, string, tape

Tools and equipment: different materials eg ICT, 3D software, printers, scanners, cameras; hand and machinery tools eg hammers, saws, soldering irons, welding tools, craft knives, scalpels, chisels, drills, files, vacuum former, stapler; clay tools eg bust peg, kiln, potter's wheel, banding wheel; soft sculpture eg sewing needles, knitting needles, scissors, shears and sewing machines; test pieces eg samples, maquettes, models

Self-management skills: attendance; punctuality; complete tasks within agreed deadlines; flexibility; take responsibility eg gathering materials, setting up, tidying up; self-motivation; assertiveness; readiness to improve own performance based on feedback

Safety: risks and hazards; appropriate dress; personal protective equipment; materials; tools; work area

3 **Be able to comment on own work**

Working methods: materials; methods; processes; correct technical terms

Discussions: own view point eg strengths, weaknesses, improvements; listening skills; responses; methods eg sketchbook annotations, written notes, verbal feedback, recordings, illustrated verbal presentations, informal discussion, tutorials, group discussions; make relevant and positive contributions; respect others' rights to speak

Delivery

The emphasis of this unit will be on practical exploration; learning about the different characteristics of materials and the effects that can be achieved through using different methods, equipment and processes. In 3D it is often the case that more than one solution to a problem is appropriate (for example, joining two materials together by taping, stapling, soldering, gluing, fusing or tying.) Learners will be encouraged to trial more than one method, and to select the most appropriate. All trials and maquettes could be retained or photographed as they could form part of the assessed body of work.

It is recommended that learners should experience at least two types of 3D art and design using a common theme for a variety of techniques such as cutting, carving, moulding, casting and constructing. For example, organic forms could inspire a fine art sculpture, a ceramic tealight holder and a fashion accessory.

At this level of study learners will need to be directed in their activities. It is suggested that themed contextual material is made readily available by the tutor. Working in 3D is a very time-consuming activity and this will maximise time available to generate ideas for the investigation of materials, methods and processes. Research generated from any other units; rough sketches, ideas worksheets, drawings and paintings, and so on, may be utilised in the development and transition of ideas.

The use of a common theme running through the work, such as seed pods, insects or mechanical parts, will give cohesion to the work and will allow learners to compare and contrast the results achieved by using different materials. The introduction of such a theme to learners will be an ideal opportunity to imitate studio practice, discussing possible research opportunities, visits, outcomes, and the role of the individual within the group.

Records will relate directly to methods and processes learners use in their own work, in the way that a practitioner would keep a technical notebook to record details for future reference. This can be done using storyboard techniques or labelled photographs as an alternative to a written report. Centre-devised quizzes, writing frames handouts may also be employed to supplement learners' own notes, sketchbooks, design sheets, maquettes and (optionally) a final outcome.

The search for images using the internet and library resources is encouraged. The use of technological media (such as computers, printers, scanners and video and stills photography) is important as in professional practice this often plays an intrinsic part of the development and realisation of ideas (for example a visual record of safe practice, or mocking up a sculpture maquette 'in situ').

Learners will need to understand that working safely is a crucial part of self-management. This involves the elimination of risk to self and others, thinking and working safely with materials, tools and equipment. A common sense approach should be emphasised, rather than mere reference to rules and regulations.

For learning outcome 2, tutors are encouraged to present the chosen theme in manageable, self-contained activities, so that results can be assessed (and a sense of achievement fostered) in an on going manner. For example, if the theme is flowers then there could be a number of activities which explore what materials are best used for this task, and how to use them. Facilities do not need to be sophisticated but a range of approaches and experiments is recommended to assess practical skills and creative awareness. A varied approach to delivery is recommended; demonstrations of techniques will entertain and inspire, and practical 'taster' sessions will build confidence and knowledge of techniques.

Experimentation with materials and scale should be encouraged. Each material has its own qualities and methods for use. Learners will need to employ the correct techniques for using chosen materials. Although the majority of learners' work will be carried out in a workshop environment, links with contemporary professional practice could be made to inform and inspire the work. This could be by inviting a local practitioner to work with learners. Visits to galleries, studios, commercial premises and exhibitions are very much encouraged.

Regular tutor feedback to learners is essential. This may be informal, within day-to-day discussion as work progresses, providing learners with the encouragement and support to comment on their own work and that of the peer group. Discussion topics could be: Which formal elements were used? What techniques and processes were used? What went well and why? What went badly and why? What could improve the work? These are key questions that will build towards summative evaluation.

Feedback can also be via interim deadlines within the activities and at the end of a project. Group discussions and presentation of work to the peer group and others are encouraged. Even if learners are not involved in group projects, the key qualities of support, mutual respect and sharing of facilities and resources are inherent in all activities. A vocational scenario, putting learners in a fictional situation as an artist or designer could enliven the work, but at this level the opportunity to improve and resubmit work will be more constructive than rigid deadlines.

Outline learning plan

The outline-learning plan has been included in this unit as guidance, and is not meant to be prescriptive. The tutor is encouraged to create outline-learning plans that will suit their own teaching style and also suit their learners.

Topic and suggested assignments/activities
<p>Introduction to the unit</p> <p>Learners will be given an overview of the unit; what they will be doing, what is expected of them and what it is they are aiming for.</p> <p>Learners should consider health and safety throughout, notes could be kept in sketchbooks where appropriate, researching the theme for homework.</p> <p>Quizzes, worksheets and handouts should be used throughout the unit to back up learning. Tutors should give advice on how the learner can file these for later use. It would also be helpful for learners to be shown how to compile their findings, from research and trial work, in accessible way.</p>
<p>For learning outcome 1 the tutor could show a selection of 3D work, historical and contemporary, to illustrate and inspire diversity across art and design. Describe in terms of the artist or designer's intentions, the formal elements, and what techniques and processes have been used.</p> <p>Learners should be encouraged to keep an ongoing 'scrapbook' of examples they like, and why. (Cuttings maybe provided by tutor, added to by learners.)</p> <p>Throughout the unit the following questions should be asked and addressed; Which formal elements were used? What techniques and processes were used? What went well and why? What didn't go as planned and why? What could improve the work? These are key questions that will build towards summative evaluation.</p> <p>Introduction to practical activities: Negotiate a theme for portfolios (this may vary from learner to learner). Eg insects, organic forms, machine parts. Provide readily available research materials for sketchbooks if a new theme is introduced.</p> <p>At this stage the learner will need to present possible ideas that will be explored</p>
<p>For learning outcome 2 the tutor will need to structure exploration of materials carefully. This may involve the whole class using the same material and method for a lesson, or could be a 'round robin' approach, with learners in pairs or small groups. The tutor could demonstrate use of each material and method as they are introduced, show samples and highlight safe practice. Learners will carry out practical explorations; produce trials and maquettes across art and design contexts. Techniques may include carving, joining, forming and shaping: constructing from materials or found objects: modelling, casting, moulding: surface decoration, painting, collage: use of technological media. Processes may include firing clay or glass, setting plaster. Follow tutor guidelines, but with individuality wherever possible.</p> <p>After this stage learners could choose to produce work for a 'final outcome' for their chosen theme specialising in their favourite material, eg clay, or</p>

could choose to continue their range of experiments, comparing and contrasting findings.

Trials to be presented neatly in a box or as a display at the end of the unit. Large scale pieces (eg from scrap materials) may be photographed showing indication of scale, then discarded, if storage is difficult.

Throughout the unit earners will discuss their work and ideas at pre-agreed stages with their tutor and also as a group.

Topic and suggested assignments/activities

At the culmination of the unit, learning outcome 3, learners will discuss their work and give an overview as to which trials were the most successful, where improvements could be made etc.

Learners should present their favourite piece(s) of work to the group –give an evaluation and say why they have chosen the work and why they feel it is successful.

Written evaluation should also be produced.

Assessment

Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.

To generate assessment evidence learners will be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; in informal discussion with the tutor, in group discussions or individual presentations, and could be an alternative to a written report. Observation records by tutors and witness statements by others involved in the delivery (such as visiting artists) are permissible forms of evidence for these. Learners' own written and visual evidence for assessment may be in sketchbooks, on worksheets and presentation sheets, maquettes and optional final outcome.

To achieve assessment criterion 1.1 learners must be able to demonstrate an understanding of formal elements. These will be identified in learners' own work. Elements such as line and form, the use of scale, colour and texture are likely to be relevant. This knowledge can be assessed from visual, verbal and written evidence.

Learners will show evidence for 1.2 by exploring more than one example of both primary and secondary sources. For primary research, assessment will be of learners' own observational studies, supplemented by their own drawings, photographs or both. All other sources are secondary. For example, learners might first draw and photograph organic and marine forms, then look at books on the subject and at the work of artists and designers. Assessment will be based on how learners collect and then use material to plan ideas that meet the needs of the given theme.

The aims provided for 1.3 will be practical and skills based, rather than conceptual, for example aiming to create drawings for a structure and finding possible materials to use after trials to find the best for the task. This will lead to the creation of a body of work and a possible, optional, final outcome. Evidence may take the form of a short written statement near the start of a brief, or a short verbal presentation.

Opportunities will occur throughout the unit for learners to demonstrate competence of 1.4 both formally and informally. Initially these ideas will be a response to the research material learners have gathered, and will continue within the development and modification of the work as it

progresses. Evidence can be visual within the work, verbal or written and relate to all aspects of the brief.

Learning outcome 2 may be evidenced through; sketchbooks, studies, worksheets, annotations, action plans, self-assessment checklists, organisation of portfolio, witness testimonies, observation reports, peer group assessment, one-to-one discussions or group discussions, health and safety logbook.

For assessment criterion 2.1 learners will explore more than two different 2D materials, techniques and processes, showing some control and understanding. Some coherent work needs to be produced based on and developed from the original theme and ideas generated. An understanding of appropriate tools, material, scale and time given to the work(s) must be evidenced in more than one piece.

The learner's self-management skills in 2.2 may be assessed through their practical work and their motivation and desire to succeed. These also relate both to practical activities such as working in a tidy and responsible manner and generic skills such as attendance and punctuality, assertiveness, and willingness to respond to feedback. Assessment evidence may be by tutor observation reports, witness testimonies, action plans, self-assessment checklist, organisation of portfolio, peer group assessment, one-to-one discussions or group discussions.

For assessment criterion 2.3 learners should be encouraged to identify risks and hazards rather than quoting legislation. Observation of safe practice can be documented by tutors coupled with records by learners themselves. The keeping of a health and safety logbook by learners may be beneficial; these, and witness statements confirming tutor observation of safe practice in the workshop, are also acceptable evidence.

For learning outcome 3 learners need to be able to make relevant and positive contributions and respect others' rights to speak. Learners must be able to comment on the strengths and weaknesses of their work and on feedback given to them. This may be assessed through ongoing evaluative comments, in a final evaluation or by using both. The use of audio or visual recording of learners presenting their work, or individual or group critiques may also support this evidence. Witness testimonies, observation reports, peer group assessment, self-assessment checklist, one-to-one discussions and group discussions will all provide assessment evidence.

Essential resources

The tutor should provide guidance on how learners can research, and how to store their findings accessibly.

Primary research is essential as ideas are often at their most original and innovative when developed from observational studies.

A suitable working area should be provided. A full range of practical resources, such as are usually available within an art department, will be required to fully address this unit. Sophisticated machinery is not deemed necessary, but working with both hand and machine tools is encouraged

Indicative resource materials

Textbooks

Burkhard Riemschneider B – *Art Now!* (Taschen, May 2001) ISBN 9783822811603

(One of a series of *Now!* books from *Taschen* publications – www.taschen.com – other specific design titles are available)

Charman H, Rose K and Wilson G – *The Art Gallery Handbook: A Resource for Teachers*

(Tate Publishing, 2006) ISBN 139781854376756

Cumming R – *Art (Eyewitness Companions)* (Dorling Kindersley, Jan 2006) ISBN 9781405310543

Graham-Dixon A – *Art: The definitive visual guide* (Dorling Kindersley, Oct 2008) ISBN 9781405322430

Phaidon – *The Art Book* (Phaidon Press Ltd, 1997) ISBN 139780714836256

Websites

The following three websites are of considerable help in finding work of contemporary practitioners. They also contain 'teaching and learning' information:

www.artscouncil.org.uk

www.craftscouncil.org

www.designcouncil.org.uk/en/About-Design

Unit 3: Art and Design: A Project in 2 or 3 Dimensions

Unit reference number: K/502/3887

Level: Level 3

Credit value: 3

Unit aim

This is a practical unit which is project focused. Learners will develop and apply creative skills within the context of a 2 or 3 dimensional (2D/3D) art and design project.

Unit introduction

Learners will be guided by the tutor and helped to draw on knowledge and experiences they may have gained through working in 2D or 3D media to explore ideas and select appropriate materials for their project. They will have opportunities to work with both wet and dry materials and explore mixed media when making their 2D or 3D responses. The activities will focus on a given theme.

The unit will introduce learners to the process of planning, gathering information, trying out ideas, choosing appropriate techniques and materials and completing a project in art and design. Learners will explore and apply the use of formal elements, such as line, colour, shape, form, pattern and texture to visualise and achieve the 2D or 3D realisation of their own work.

The activities will incorporate generic work-related skills such as self- and time-management, communicating ideas and intentions, commenting on their own work, problem solving and working safely.

The work produced will act as evidence for learners' levels of practical skill and ability to apply practical skills in a variety of 2D or 3D materials. It will also identify relevant formal elements within the work and indicate the use of correct terminology to describe working with materials and processes. It will demonstrate learners' ability to reflect upon their own work and that of others, with regard to each artistic and practical considerations.

The unit will be delivered in a classroom or studio setting. Practical outdoor activities such as photography or observational drawing or site visits will benefit learners. Educational visits to galleries, museums and artist or designer studios related to learners' work will add further value.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to work in 2 or 3 dimensional design from a set theme	1.1 Identify formal elements 1.2 Plan ideas from given sources 1.3 Present aims for work in 2 or 3D design 1.4 Contribute to discussions about their ideas
2 Be able to produce a 2 or 3 dimensional design on a given theme	2.1 Produce 2 or 3 dimensional design work using appropriate materials, methods and equipment 2.2 Demonstrate self-management skills 2.3 Identify risks and hazards in the work area
3 Be able to comment on own work.	3.1 Give own point of view about work 3.2 Respond appropriately to other's point of view about own work.

Unit content

1 **Be able to develop ideas for work in 2 or 3 dimensional design from a set theme**

Formal elements: different formal elements eg line, tone, colour, shape, pattern, texture, size

Planning: methods, eg brainstorming, development exercises, materials, techniques, scale of work(s)

Sources: primary sources eg visits to galleries, exhibitions or museums, sketches, own photos; secondary sources, eg libraries, websites; photocopies, prints, collected items, clippings, books, magazines, leaflets, TV and other formats

Present aims: methods eg verbally, written, storyboard

Discussions: follow main points; make relevant contributions; respect others' rights to speak; methods eg presentation, thumbnail sketches, ideas worksheets, computer-aided visuals

2 **Be able to produce a 2 or 3 dimensional design on a given theme**

Methods and processes: methods eg carving, joining, forming and shaping, constructing from materials or found objects, surface decoration, painting, collage, use of technological media, computers, video/stills photography; processes eg modelling, casting, moulding, firing clay or glass, setting plaster

Materials: different materials eg thick card, metals, plastics, wood, stone, 'Thermalite[®]' block, glass, plaster, soap, wax blocks, found objects, scrap materials, papers, thin card, papier-mâché, modroc, wire, clay, latex, textiles, foam

Tools and equipment: ICT eg computers, 3D software, printers, scanners, cameras; hand and machinery tools eg hammers, saws, soldering irons, welding tools, craft knives, scalpels, chisels, drills, files, vacuum former, stapler; clay tools eg bust peg, kiln, potter's wheel, banding wheel; soft sculpture eg sewing needles, knitting needles, scissors, shears and sewing machines; test pieces eg samples, maquettes, models

Self-management skills: attendance; punctuality; complete tasks within agreed deadlines; flexibility; take responsibility eg gathering materials, setting up, tidying up; self-motivation; assertiveness; readiness to improve own performance based on feedback

Safety: risks and hazards; appropriate dress; personal protective equipment; materials; tools; work area

3 **Be able to comment on own work**

Working methods: materials; methods; processes; correct technical terms

Discussions: own view point eg strengths, weaknesses, improvements; listening skills; responses; methods eg sketchbook annotations, written notes, verbal feedback, recordings, illustrated verbal presentations, informal discussion, tutorials, group discussions; make relevant and positive contributions; respect others' rights to speak

Essential guidance for tutors

Delivery

This unit helps learners identify and build on any prior experience they may have. It builds on and develops knowledge, skills and understanding and seeks to extend capability through the learning experiences offered.

The tutor needs to identify previous experiences and skills that learners may have, maybe through a questionnaire, and find out what they believe their level to be. This will make teaching and practical time more effective for each learner, as it will highlight skills and knowledge gaps. Topics such as relevant formal element will need to be discussed to contextualise them.

It is worth structuring some timed practical exercises – getting learners to log the time on the work – as this gives an understanding of duration. It is important for learners to be aware of time spent on work, and assistance should be given in making them aware of how best to plan work to make the most of time available. These practical exercises will give learners a feel for some materials available, and maybe present a preferred route.

The approach to this unit is thematic. A theme should be selected that can be explored in 2D or 3D, or both. Learners need to be able to select and use suitable materials, techniques and processes appropriate to the task and suitable for their intended outcome. They will also need to comment on the progress of their work – what they feel has gone well and why. They will need guidance in their decisions.

A theme may encourage responses in relation to advertising such as promoting, publicising, marketing or decorating with adornment or embellishment. Alternatively, themes could be on celebrating such as carnival, commemorating, honouring or remembering. Exploration and development of ideas should be encouraged.

For example, learners could be asked to work within the following fictional scenario as an artist or designer; a large film production company *Circle Scene* has asked for a design for a logo. The company is seeking to use the design in its advertising to promote and market their services. The company would like to use the same logo design for decorative purposes to embellish the walls and open spaces of the offices with carpeting, wallpaper, ceramic tiling, paintings, sculpture and shallow reliefs etc. Workers at *Circle Scene* have achieved outstanding successes over the years and the company would like to acknowledge and celebrate individual achievements by presenting them with a trophy that is inspired by the company logo. Learners should use a process of research, generation of ideas, development of ideas and produce one final outcome. For example, final outcomes could comprise one or all of the following, such as; logo design for the company letterhead (2D), design for carpet, curtain, wall tiles, painting, sculpture, shallow relief (2D, 3D or a combination) or design for trophy (3D).

In developing their work learners should discuss their ideas and choices. At this level, learners should be guided by their tutor in understanding and using a relevant plan and should be encouraged to regularly seek and use help and advice. Learners will benefit from supervisory guidance and regular review of progress identifying knowledge and skills that have been developed and areas of knowledge understanding and skills that need improvement.

Although the majority of learners' work will be carried out in a studio or classroom environment, it will be helpful to include group discussions and visits to galleries or exhibitions. Research using the internet and library resources will form part of the learning programme. Learners should be encouraged to use the work of professional practitioners to inform and inspire their own work.

Working in the studio can be hazardous. Tutors will need to ensure learners are made aware of the health and safety issues relating to the media, materials and equipment they use. Learners should be shown how they reduce risks to themselves and others by thinking and working safely. A common sense approach should be emphasised, rather than merely referring to rules and regulations. Identification of the need for appropriate dress (eg tie long hair back, no hanging jewellery) and protective equipment (eg goggles, face masks, gloves, aprons, sensible footwear; materials) is important. Learners should be made aware of the necessity of following manufacturers' instructions and guidelines for tools, equipment and materials. Knowledge of good practice in the work area should also be emphasised as this kind of approach is transferable to other work spaces (eg avoid hazards in gangways, trailing leads, not obstructing fire exits, keeping work areas clean and tidy). The keeping of a health and safety logbook by learners may be beneficial.

Outline learning plan

The outline-learning plan has been included in this unit as guidance, and is not meant to be prescriptive. The tutor is encouraged to create outline-learning plans that will suit their own teaching style and also suit their learners.

Topic and suggested assignments/activities
<p>Introduction to the unit</p> <p>To address learning outcome 1 learners will be given an overview of the unit; what they will be doing, what is expected of them and what it is they are aiming for.</p> <p>Learners should consider health and safety throughout, notes could be kept in sketchbooks where appropriate, researching the theme for homework.</p> <p>Quizzes, worksheets and handouts should be used throughout the unit to back up learning. Tutors should give advice on how the learner can file these for later use. It would also be helpful for learners to be shown how to compile their findings, from research and trial work, in accessible way.</p> <p>To help learners start the tutor should discuss possible themes with them.</p>

Suggested themes could be organic forms, geometric forms, structures, water, weather etc. Class to discuss possible research opportunities and starting points.

The initial presentation of the theme to the learners should generate a group discussion regarding possible research opportunities, visits, outcomes etc and will help to generate enthusiasm and focus in learners and get them started.

Discussion of the formal elements used in 2D and 3D work and examples of work by artists and designers to exemplify work.

Discuss sample creative project briefs and show examples of solutions.

Introduce the defined or outline creative project brief or choice of briefs.

Gather visual research from appropriate primary and secondary sources (Observational studies, books, magazines, internet, visits to galleries, sites, working with practitioners).

Throughout the unit the following questions should be asked and addressed; 'Which formal elements were used? What techniques and processes were used? What went well and why? What didn't go as planned and why? What could improve the work?' These are key questions that will build towards summative evaluation.

Topic and suggested assignments/activities

In learning outcome 2 learners will explore and experiment with materials and techniques, exploring their initial ideas, and could produce trials or maquettes.

The tutor can give time exercises on trials of each material, giving the learner the opportunity to put the technique into practice.

Together the tutor and learner(s) will decide the most promising direction for progress of initial idea to final solution.

Develop and modify potential solution by producing new and improved trials, maquettes or both.

Describe, discuss, develop and produce ideas for final piece of work/end product using appropriate materials, methods and techniques.

Present work at the end of unit.

Assessment

Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.

To generate assessment evidence learners will be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; in informal discussion with the tutor, in group discussions or individual presentations, as an alternative to written reports. Observation records by tutors and witness statements by others involved in the delivery (such as visiting artists) are permissible forms of evidence for these. Learners' own written and visual evidence for assessment may be in sketchbooks, on worksheets and presentation sheets and in the optional final outcome.

To achieve assessment criterion 1.1 learners must be able to demonstrate an understanding of formal elements. These will be identified in learners' own work. Elements such as line and form, the use of scale, colour and texture are likely to be relevant. This knowledge can be assessed from visual, verbal and written evidence.

Learners will show evidence for 1.2 by exploring more than one example of both primary and secondary sources. For primary research, assessment will be of learners' own observational studies, supplemented by their own drawings, photographs or a combination. All other sources are secondary. For example, learners might first draw and photograph organic and marine forms, then look at books on the subject and the work of artists and designers. Assessment will be based on how learners collect then use material to plan ideas that meet the needs of the given theme.

The aims provided for 1.3 will be practical and skills based, rather than conceptual, leading to the creation of a body of work and an optional final outcome. Evidence may take the form of a short written statement near the start of a brief, or a short verbal presentation.

Opportunities will occur throughout the unit for learners to demonstrate competence of 1.4 both formally and informally. Initially these ideas will be

a response to the research material learners have gathered, and will continue within the development and modification of the work as it progresses. Evidence can be verbal or written and relate to all aspects of the brief. Visual references can also be used from learners' work to illustrate ideas and development when in discussions.

Learning outcome 2 may be evidenced through; sketchbooks, studies, worksheets, annotations, action plans, self-assessment checklists, organisation of portfolio, witness testimonies, observation reports, peer group assessment, one-to-one discussions or group discussions, health and safety logs.

Learners will explore more than two 2D or 3D materials, techniques and processes, showing some control and understanding. Some coherent work needs to be produced based on and developed from the original theme and ideas generated. An understanding of appropriate tools, material, scale and time given to the work(s) must be evidenced in more than one piece. A final project outcome is needed for this unit.

For criterion 2.2 assessment will be based on learners' approach to their practical work and their motivation and desire to succeed. These also relate both to practical activities such as working in a tidy and responsible manner and generic skills such as attendance and punctuality, assertiveness, willingness to respond to feedback, and an ability to reflect the set theme. Assessment evidence may be by tutor observation reports, witness testimonies, action plans, self-assessment checklist, organisation of portfolio, peer group assessment, one-to-one discussions or group discussions.

For assessment criterion 2.3 learners should be encouraged to identify risks and hazards rather than quoting legislation. Observation of safe practice can be documented by tutors coupled with records by learners themselves. The keeping of a health and safety logbook by learners may be beneficial; these, and witness statements confirming tutor observation of safe practice in the workshop, are also acceptable evidence.

For assessment criterion 3.1 learners need to demonstrate some understanding of their use of materials, methods and processes and show knowledge of some correct technical terms. Comments on the strength and weakness of their work need to be made on more than one aspect of their learning and their work. Final comment may be supported by ongoing evaluative observations, sketchbook annotations, reference to learning from verbal feedback, illustrated verbal presentations, written notes from informal discussion, tutorials or group discussions. The use of audio or visual recording of learners presenting their work, or individual or group critiques may also support this evidence. Witness testimonies, observation reports, peer group assessment, self-assessment checklist, one-to-one discussions and group discussions will all provide assessment evidence.

For assessment criterion 3.2 learners need to be able to make relevant and positive contributions to discussions regarding their work and respect others' rights to speak. Learners must be able to add positive comment on feedback given to them.

Essential resources

Due to the broad nature of this unit learners will require access to specialist workshops and equipment.

Indicative resource materials

Textbooks

Lefteri C – *Materials for inspirational design* (Rotorvision, 2006) ISBN 139782940361502

Pipes A – *Drawing for designers* (Laurence King Publishing, 2007) ISBN 139781856695336

Polster B, Neumann C and Schuler M – *The A-Z of Modern Design* (Merrell Publishers Ltd, 2006) ISBN 139781858943305

Websites

www.the-artists.org

www.designnation.co.uk

www.thedesigntrust.co.uk

Unit 4: Creating Images Digitally

Unit reference number: F/601/2162

Level: Entry 3

Credit value: 3

Unit aim

In this unit learners will have the opportunity to develop the knowledge and skills needed to produce digital images for specific purposes. They will use a variety of hardware to capture images. Learners will also create and edit images digitally in a variety of formats for different uses and be able to comment on their own work.

Unit introduction

Images are captured and edited digitally in the media sector for a variety of purposes including print production and the worldwide web. This unit will introduce learners to image capture techniques such as scanning and basic digital photography, basic digital image creation and editing techniques. Sophisticated image manipulation software is not required at this level as documents can be created in programmes such as Paint, Word and Photoshop Elements.

This unit will form a basis for developing image capture and editing skills.

Learners will gain knowledge of different types of digital images and their uses and will use hardware and software to create and edit digital images. Learners will then comment on their own work, identifying where improvements could be made.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know uses of digital images	1.1 Identify at least two types of digital images 1.2 Describe at least two different uses of digital images
2 Be able to use hardware and software to create and edit digital images	2.1 Use different types of hardware to create digital images 2.2 Use software to create digital images 2.3 Edit images for different purposes
3 Be able to comment on own work	3.1 Identify what went well 3.2 Identify what could have been improved

Unit content

1 Know uses of digital images

Types: images created on computer using scanner paint tool, drawing tools; images imported into computer using clip art, scanner

Uses: types of uses eg print, web, decorative, illustrative

Document types: types eg bmp, gif, tiff, jpg

2 Be able to use hardware and software to create and edit digital images

Using hardware: types of hardware eg digital camera, scanner, computer; use eg camera (point of view, frame, focus, view image), scanner (position image to be scanned correctly, scanning to correct software), computer (insert, positioning image, ensuring image is correct size)

Using image editing software: uses eg to colour scanned drawings, pixel editing, to edit brightness and contrast on photographs; creating and saving bitmap images eg gif, tiff, jpg in paint programme; using simple drawing tools to create and save images

Purposes: eg print poster, website

3 Be able to comment on own work

Identify how to improve work: what went well; what was difficult; changes that could be made to the plan; what others said about their work

Essential guidance for tutors

Delivery

Learners will be able to use chosen software and hardware to demonstrate their image capture, creation and editing skills to produce outcomes that suit their own purpose, or the purpose of a group of learners.

At this level, learners will require some guidance and supervision, and a regular review of their progress in order to identify knowledge and skills that have been developed and areas of knowledge, understanding and skills that need improvement.

Examples showing the use of digital images would be useful for discussion, as well as demonstrations showing how digital images can be created and imported for discussion.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning and outline of skills to be used. Assessment – group discussion on types of digital images and their uses. Learners complete worksheet to identify types of digital images and their uses (Learning outcome 1)
Practical workshops to create digital images. Practical workshop – using scanner. Practical workshops – using drawing and painting tools. Practical workshop – using digital cameras.
Introduction to Assignment 1 – for example, creating a poster advertising a school event. Work towards Assignment 1 – for example, hand drawing simple image for poster, scanning and colouring on computer. Work towards Assignment 1 – create simple graphic elements for poster using drawing tools. Work towards Assignment 1 – assembling elements to create final poster. Assignment 2 – take and edit photographs for a website about the local area. (Learning outcome 2)
One-to-one meeting with the tutor to receive feedback and comment on own work. (Learning outcome 3)

Assessment

To achieve assessment criteria 1.1 and 1.2, learners must identify two types of digital image and describe the uses of each. This can be evidenced through completion of a worksheet or proforma or through a discussion with the tutor with a signed witness statement.

To achieve assessment criteria 2.1, 2.2 and 2.3, learners could be observed using different hardware and software to create at least two digital images for different purposes, and editing the image.

Assessment criteria 3.1 and 3.2 could be evidenced through a discussion with the tutor. The learner must mention one aspect that went well and one aspect that went less well. Observation records and witness statements must be retained for verification purposes.

The following types of evidence are appropriate: observation sheets, records of discussions with assessors, written material, video material and computer-produced materials.

Essential resources

So that learners can meet the learning outcomes, resources should include computers, scanners, digital cameras and appropriate software.

Indicative resource materials

Textbooks

Binder K – *Teach Yourself Adobe Photoshop CS4 in 24 hours* (Sams, 2009) 978-0672330421

Daly T – *The Digital Photography Handbook* (Amphoto Books, 2004) 978-0817437930

Joyce, J and Moon, M – *Microsoft Office Word 2007 Plain & Simple* (Microsoft Press, 2007) ISBN 978-0735622937

Lessing P – *The First Week with My New Digital Camera: A Very Basic Guide to Understanding, Editing and Saving Digital Photographs* (Capital Books, 2004) ISBN 978-1931868174

Wooldridge M & L – *Teach Yourself Visually Photoshop Elements 8* (John Wiley, 2009) ISBN 978-0470566909

Website

www.teachingideas.co.uk/ict/usingpaint.htm Teaching ideas – guidance sheets on using Microsoft Paint.

Unit 6: Professional Behaviour in an Office Environment

Unit reference number: L/600/1097

Level: Entry 3

Credit value: 2

Unit aim

The aim of this unit is for learners to develop appropriate behaviour when working in a business environment.

Unit introduction

When working in an administrative role it is important to behave professionally and meet the expectations of employers, colleagues and customers. In this unit learners will develop their knowledge of how to behave appropriately in an office environment, including the appropriate types of communication and language needed to present themselves professionally in an administrative role.

Most people working in administration have some responsibility for confidential information, and for security of either information or property. Learners will learn about the importance of the rules of confidentiality and security which are important for many administrative roles.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to behave in an office environment	1.1 Communicate appropriately with colleagues 1.2 Use appropriate language for the workplace
2 Know about the rules that organisations have relating to confidentiality and security	2.1 Give examples of rules that relate to confidentiality and security

Unit content

1 **Know how to behave in an office environment**

Behaviour: being polite; tactful; not aggressive, eg when listening to instructions, asking and answering questions, giving relevant and appropriate answers to questions, listening and responding to feedback or requests

Communication: verbal communication, eg one-to-one discussions with colleagues, small group discussions, taking or making telephone calls; written communication, eg notes, written messages, emails, letters; non-verbal communication, eg posture, eye contact; the need for clear, accurate communication

Language: using informal language, eg in workplace discussions with colleagues, chatting with work-mates, emails to colleagues or workmates; using formal language, eg with senior managers, customers, in meetings; using polite, courteous language; avoiding inappropriate or offensive language, eg slang, swearing

2 **Know about the rules that organisations have relating to confidentiality and security**

Confidentiality: types of confidential information, eg employee personal contact details, payment details, customer personal contact and payment details, company-sensitive information, overheard conversations; rules relating to confidential information, eg not opening envelopes labelled 'confidential', not giving personal contact details over the telephone, not giving out customer information without checking first

Security: security of information, eg ensuring employee or customer details are stored securely, rules regarding who is permitted to have access to confidential and company-sensitive information; security of property, eg ensuring all employees wear a security pass, ensuring all visitors sign in and have a badge

Essential guidance for tutors

Delivery

This unit may be delivered in the workplace, as part of a work placement or volunteering commitment or in the centre. For learning outcome 1, learners would benefit from the opportunity to take part in a wide range of different exchanges, from chatting with colleagues during breaks to making phone calls to taking part in a formal meeting.

Learners could be given familiar scenarios to encourage one-to-one discussions. Employers could be invited to discuss the importance of communication in the context of administrative roles. These could include people in different administrative roles where, for example the type of communication may vary in a call centre, a receptionist or team administrator. During the discussions and exchanges it may be appropriate to encourage informal peer assessment.

Learners should be encouraged to think about the type of language they use, their body language and their tone of voice. Learners could also be encouraged to think about how they can show courtesy, or politeness, to others in the workplace. This may help to raise awareness that communication with employers, managers and customers tends to be more formal than that with peers or colleagues.

Learners may find it helpful to watch clips from videos or popular television programmes to help them understand communication techniques and the use of formal and informal language. It may be helpful for tutors to provide examples of notes, emails and letters which demonstrate formal and informal language in a written context.

Learners should know the rules relating to confidentiality and security, for example not to repeat personal information, not to give out private details over the phone, and the need to save confidential information securely. Learners could be encouraged to think of some details about themselves that they would not wish others to know and to reflect on how they would feel if they were to be made public.

A knowledge of legislation is not required for this unit.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led delivery on different types of communication.</p> <p>In small groups learners to thought scatter all the types of communication they might use in an office and then feed back to the group in a wider discussion.</p>
<p>Tutor-led delivery on the type of behaviour expected in an office environment.</p> <p>Learners to watch DVDs giving examples of appropriate and inappropriate types of communication and behaviour in an office.</p>
<p>Guest speaker to talk about the type of behaviour expected in their office, or learners visit an office to observe behaviour.</p>
<p>Tutor to provide examples of notes, emails and letters showing formal and informal language.</p> <p>Role-play exercises – learners practise communicating with peers in a number of scenarios provided by the tutor.</p> <p>Assessment – learners to be observed either in role-play situations, a work placement or model office communicating appropriately with colleagues and using appropriate language. Tutors must keep an observation record or assessment checklist (Learning outcome 1).</p>
<p>Tutor-led discussion</p> <ul style="list-style-type: none">• What is confidentiality?• What type of information is confidential?• What rules would relate to confidential information? <p>Learners to think of some information about themselves they would prefer others not to know – how would they feel if this were made public?</p> <ul style="list-style-type: none">• How can confidential information be kept secure?• What other rules are there that relate to security?
<p>Guest speaker from an office to talk about the types of confidential information they deal with and the rules in place relating to confidential information.</p> <p>Learners complete a chart of types of information and indicate which would be confidential.</p> <p>Assessment – one-to-one discussion with the tutor. Learners must show they know at least one rule relating to confidentiality and one rule relating to security. A tutor observation record must be kept of the discussion (Learning outcome 2).</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

Learners can be assessed during a work placement with employers or with colleagues or in a model office in the centre. If neither of these are possible, simulated situations are acceptable where learners deal with topics relevant to an administrative role.

Assessment criteria 1.1 and 1.2 require learners to demonstrate appropriate communication and the use of appropriate language with colleagues.

Learners should demonstrate at least two types of behaviour, for example informally discussing work or more formally in a meeting. A witness statement or assessment checklist should be used to record competence.

For 2.1 learners must give examples of rules relating to confidentiality and security. At least two rules should be given, one relating to confidentiality and one relating to security. This criterion can be evidenced through a one-to-one discussion or question and answer session with the tutor (with witness statement or observation record), or through the completion of a worksheet or proforma.

Witness statements and observation records must be retained for verification purposes.

Essential resources

There are no essential resources for this unit. However, DVDs, videos and guest speakers can provide useful examples of how to behave professionally in an office.

Indicative resource materials

Ashley V and Ashley S – *Student Handbook Level 1 (Business Administration Standards)* (Council for Administration, 2006) ISBN 0955092027

Barker A – *Improve Your Communication Skills* (Kogan Page, 2004) ISBN 049432624

Websites

www.cfa.uk.com

The Council for Administration

www.chalkface.com

Worksheets on practical communication skills in the workplace

Unit 7: Using Office Equipment in a Business Environment

Unit reference number: R/600/1098

Level: Entry 3

Credit value: 3

Unit aim

The aim of this unit is for learners to develop the knowledge and skills to use office equipment in a business environment.

Unit introduction

All administrative roles need office equipment to carry out tasks such as producing documents, storing information and taking calls, and it is essential to understand the purpose of office equipment and how to use it safely and efficiently.

In this unit learners will develop their knowledge of the different types of office equipment that are available and how to use the equipment to carry out administrative tasks. Learners will also develop their understanding of how to use equipment safely and efficiently. The types of equipment used will reflect a typical modern workplace and are likely to include the telephone, fax machine, franking machine, photocopier and scanner.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know what equipment and resources are needed to carry out a range of routine office tasks	1.1 Select the correct equipment and/or resources from a given range
2 Be able to use key equipment under supervision	2.1 Use key equipment under supervision and following given instructions relating to: <ul style="list-style-type: none">• functional requirements• health and safety

- | | |
|--|--|
| | <ul style="list-style-type: none">• environmental sustainability |
|--|--|

Unit content

1 **Know what equipment and resources are needed to carry out a range of routine office tasks**

Equipment: electronic, eg computer, photocopier, scanner, printer, shredder, fax machine, telephone equipment, calculator, data projector, franking machine; manual, eg binder, guillotine

Resources: types of resource, eg paper, toner, binders; operator manuals, user instructions

Routine office tasks: types of task, eg printing, photocopying, collating, storing, scanning, faxing documents, franking post, making and taking telephone calls

2 **Be able to use key equipment under supervision**

Following instructions: listening; checking when unsure; asking questions to clarify understanding; checking instructions have been carried out correctly

Functional requirements: types of requirement, eg ensuring equipment connected correctly and turned on, ensuring there is enough paper or toner in the photocopier or printer, following operator's manual or user's instructions

Health and safety: proper use of equipment; seating; posture; lifting; identification of hazards

Environmental sustainability: ways of minimising waste, eg copying back to back, copying with facing pages, recycling paper and toner, saving binders for reuse

Essential guidance for tutors

Delivery

The purpose of this unit is to give learners the opportunity to use different types of equipment to carry out administrative tasks in an office environment. The unit should focus on tasks learners could carry out on completing a qualification at this level.

There are many different types of office equipment, and only examples are given. Standard equipment, for example, a photocopier will be supplemented by more specialised equipment such as scanners and data projectors. Learners will need to be introduced to the types of equipment, learn how to use them, and understand the importance of following safety procedures and manufacturers' instructions so that they do not injure themselves or damage the equipment.

Learners should be aware of the problems they are likely to experience with the equipment and how they should be dealt with. Visits to an administrative office, such as the centre's own or that of a local business, would help learners investigate how the work area is organised and the types of equipment used to support office activities.

Learners should be aware of how to avoid waste when using office equipment, such as copying documents back to back to save paper and using recycling bins.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning. Tutor-led discussion – what type of work takes place in an office? What type of equipment is needed to carry out this work? Learners to create a poster, or a complete worksheet, showing different office tasks and the different equipment needed to complete them.
Tutor-led discussion – what needs to be checked before using the equipment? Learners to begin compiling a checklist including: <ul style="list-style-type: none">• what needs to be checked before using the equipment to ensure it works• how to use the equipment safely• how to minimise waste while using the equipment.
Tutor demonstrates using different types of office equipment. Learners to practise carrying out different tasks using office equipment.

Topic and suggested assignments/activities

Assessment: tutors to give learners instructions for carrying out at least three different routine administrative tasks.

Learners must select the correct equipment and resources to carry out the task

(Learning outcome 1).

Learners must then be observed carrying out the tasks using equipment.

Learners must show they have paid attention to checking that the equipment is able to function, health and safety requirements and minimising waste while using the equipment. Learners may use their checklist for this purpose (Learning outcome 2).

Assessment feedback, review and evaluation of unit.

Assessment

To achieve 1.1 assessment criterion learners must select the correct equipment and resource from a range provided by the tutor, and carry out at least three routine office tasks, also provided by the tutor. This can be evidenced through a verbal discussion or a question and answer session, or through the completion of a pro forma.

To achieve 2.1, learners must follow instructions to use the equipment in order to carry out the three tasks given for 1.1. Learners must be observed showing an awareness of the functional requirements of the equipment (for example checking a photocopier has enough paper and that this is loaded correctly), health and safety (for example paying attention to posture, ensuring there are no hazards), and sustainability (for example copying back to back).

Essential resources

Centres need to have access to typical office equipment, such as a telephone and computer, so that learners can practise and develop their skills when interacting with others.

Indicative resource materials

Ashley V and Ashley S – *Student Handbook Level 1 (Business and Administration Standards)* (Council for Administration, 2006) ISBN 0955092027

Websites

www.cfa.com The Council for Administration

www.hse.gov.uk Health and Safety Executive information on health and safety in the workplace

Unit 8: Using a Computer in Business Administration

Unit reference number: **M/501/7234**

Level: **Entry 3**

Credit value: **3**

Unit introduction

This unit will introduce learners to the main administrative tasks carried out on the computer: producing documents and sending and replying to emails. Learners will learn to use the basic functions of a computer and to understand its operating system in an administrative context. Learners will develop an understanding of the IT desktop environment and will have the opportunity to learn how to create and save simple business documents and how to create, send and reply to business emails.

Unit introduction

Most people working in a business administration environment must be able to use a computer. This unit will introduce learners to the main administrative tasks carried out on the computer: producing documents and sending and replying to emails.

In this unit learners will learn how to use the basic functions of a computer and to understand its operating system in an administrative context. Learners will develop an understanding of the IT desktop environment and have the opportunity to create and save simple business documents and to create and send a business email.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to log on to the computer	1.1 Demonstrate logging on to the computer
2 Be able to create and save a business document	2.1 Create a business document using a computer by: <ul style="list-style-type: none">• planning, drafting, organising and sequencing writing• writing logically and clearly• using spell check 2.2 Print the business document
3 Be able to create and send a business email	3.1 Create a business email by: <ul style="list-style-type: none">• planning, drafting, organising and sequencing writing• writing logically and clearly• using spell check 3.2 Send the email 3.3 Save the email

Unit content

1 **Be able to log on to the computer**

Key tasks: starting up; shut down; reboot; logging on; passwords

Desktop and desktop configuration: start menu; taskbar; clock; control panel; screen settings, eg colour scheme; screensaver options; setting date and time

Text/dialogue boxes: open; close; move; re-size; select from drop-down lists

2 **Be able to create and save a business document**

Types of document: letters; memos; agendas; notices; purpose – to give information; to request information; to confirm arrangements

Document layout: structure; style; layout

File functions: creating; opening; saving; naming; printing; filing

Editing: inserting; deleting; cutting; copying; pasting; spell/grammar check; undo; redo

3 **Be able to create and send a business email**

Purpose of emails: to communicate; to give information, to request information, to confirm arrangements

Emails: creating; checking clarity, appropriateness of language, grammar and spelling; sending; receiving; replying; saving

Essential guidance for tutors

Delivery

This unit is designed for learners who have never used ICT or who have little experience of using ICT in an administrative environment.

Learners will need to work in a suitable environment that offers opportunities for them to practise computer skills relevant to a junior business administration role. Learners will need to cover all practice activities in the unit content. Records of achievement will be needed. This will be an integral part of the required evidence and tutor observation sheets will outline achievements and levels of ability.

This unit supports the development of skills related to a chosen role, which could be explored and developed in work teams. Alternatively, specific skills can be approached and developed individually. The learner needs to be able to recognise their individual starting point in the skill development process and to recognise the improvements they make during the unit. The tutor may need to use a series of small 'signposts' to recognise the learner's work and its development.

This is essentially a practical unit and a set of activities based around a realistic scenario will benefit learners. Activities can focus on the needs of a user logging onto their PC, creating and saving documents and creating and sending emails. A presentation for the user could then take place in order to familiarise them with the desktop settings.

Learners may have their own email accounts set up by the centre as part of their user account profile. They could set up a third party email account using a web-based browser (for example Hotmail).

The business document and emails should be completed in line with the Entry 3 Level Functional Skills in writing, with appropriate language and correct spelling and grammar. Learners need to become used to checking their own work for grammar, punctuation and spelling, and could complete activities identifying errors and correcting them. They could also check each others' work.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>(Tutor to organise student login and passwords in advance).</p> <p>Introduction to unit and structure of the programme of learning.</p> <p>Activities – learners to undertake a range of tasks to practise logging on to the computer and identify different desktop configuration and text/dialogue boxes.</p> <p>Assessment – learner to demonstrate logging on to the computer, following given tasks. Tutor to assess against a checklist for feedback (Learning outcome 1).</p>
<p>Tutor-led discussion of a range of documents used in business including business layout, and the need to plan documents in advance.</p> <p>Tutor to demonstrate creating a business document.</p> <p>Practical – learners practise creating and saving short documents using a template, and check their own work for clarity of language and spelling errors.</p> <p>Assessment – each learner to create a business document demonstrating:</p> <ul style="list-style-type: none">• planning, drafting, organising and sequencing of writing• writing logically and clearly [Functional Skills, Entry 3: Writing]• use of spellcheck. <p>Learners should then print out the document for assessment evidence (Learning outcome 2).</p>
<p>(Tutor to set up individual email accounts for learners in advance).</p> <p>Tutor-led demonstration on setting up and sending and saving emails, including the importance of planning, drafting and checking emails for clarity and spelling errors, following correct protocols when saving and saving to correct file.</p> <p>Practical activity – learners to practise sending emails, for example from the library or home computer to a business requesting information (this could be the college if appropriate).</p> <p>Practical activity – learners to undertake role-play scenarios sending, receiving and saving business emails, either to each other or to the tutor. They should then print and proof read each other's work.</p> <p>Assessment – learners to create a business email and send it to the tutor. There must be evidence of:</p> <ul style="list-style-type: none">• planning, drafting, organising and sequencing of writing• writing logically and clearly [Functional Skills, Entry 3: Writing]• use of spell check. <p>The tutor will then send the email back to the learners for them to save.</p>

Assessment feedback, review and evaluation of the unit.

Assessment

This is essentially a practical unit and the methods of assessment used should take this into account. Assessment would normally be a collection of tasks that ensure the assessment criteria are covered. Most of the assessment criteria can be confirmed by tutor observation and printouts.

To achieve the assessment criteria, learners will need to understand the fundamentals of logging on to a computer, creating and saving documents and creating, sending and replying to emails while working in a safe and responsible way.

To achieve 1.1, learners will need to be observed logging on to a computer according to procedures.

To achieve 2.1 and 2.2, learners need to create and save a short business document, for example a short letter confirming attendance at a conference, or a simple agenda with five items. The document should follow a recognised format (such as a short letter, agenda or notice). Learners could be given a pro-forma or template to copy/use. Learners will need to be observed using simple editing techniques such as deleting, cutting and pasting. Learners should demonstrate that they have followed the correct procedures in saving the document including naming protocols, saving to the correct files.

To achieve 3.1, 3.2, and 3.3 learners will need to create and save a short email (for example it could be agreeing to, or confirming, meeting arrangements). Learners will need to send the email, for example to one of their peer's college accounts or to their tutor's account. This email should then be returned to them. Learners should demonstrate that they have followed the correct procedures in saving the email including naming protocols, saving to the correct files.

Essential resources

The most significant resource for this unit would be contact with organisations that use IT and/or need to employ IT professionals in a variety of administrative roles. Both would offer a perspective on the nature of work in the business administration sector. The learner could have contact with a range of such organisations. Visits to, or representatives from, these organisations will be valuable for learners.

Care should be taken over appropriate support reading or internet materials. They need to be focused on the work of the unit and at an appropriate level for development of the learner. Internet and library information is useful but care should be taken that information is current.

Suggested reading should reflect the focus of the learner group and support developing understanding and practice related to the group's study area.

Indicative resource materials

Useful learning resources are online help functions, supplier manuals and easy-to-follow books:

Ashdown A – *Essential Computers: File Management* (Dorling Kindersley, 2000) ISBN 0751364304

Beattie R – *Essential Computers: Personalizing Your PC* (Dorling Kindersley, 2000) ISBN 0613329414

Doyle S – *Information Systems* (Nelson Thornes, 1999) ISBN 0748772782

CD ROM

Getting Started on your PC Deluxe (Focus Multimedia Ltd)

Websites

www.cfa.uk.com

The Council for Administration

www.microsoft.com/atwork/getwork
done

Microsoft provides advice on how to
construct written documents

Unit 3: Starting to Develop Performance Skills

Unit reference number: F/502/3829

Level: Entry 3

Credit value: 3

Unit aim

No performer can perform without developing and practising essential skills. In this unit learners will identify and start to develop these skills.

Unit introduction

Developing performance skills is integral to the study of performing arts. Professional performers spend many years developing and practising their skills to reach the required high standard. In this unit learners will identify some of the essential skills required within different disciplines and, through workshops and practical activities, start to develop their own performance skills.

Through tutor-led activities and workshops learners will develop confidence in the use of rhythm and some vocal and movement skills, and a sense of spatial awareness.

After this introduction to performance skills, learners may decide to focus on one area of dance, acting or musical skills. However, they may decide to work on a short performance piece which incorporates two or possibly all three of these.

A short performance piece, presented to peers or an invited audience of family and friends, will allow learners to demonstrate the skills they have developed through the unit.

This unit provides a skills base for learners that can be used and developed in other units such as *Taking Part in a Performance*, and Level 1 units *Exploring Acting Skills*, *Exploring Dance Skills*, *Exploring Musical Theatre Skills*, *Exploring Musical Performance Skills*, *Exploring Performing Arts Production Skills*, *Exploring Design Skills for the Performing Arts*, *Preparing Performing Arts Work* and *Presenting Performing Arts Work*.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know performance skills	1.1 Identify the skills needed to perform
2 Be able to demonstrate preparatory skills in group activities	2.1 Demonstrate preparatory skills in group activities
3 Be able to demonstrate performance skills	3.1 Show performance skills to an audience

Unit content

1 **Know performance skills**

Vocal skills: eg projection, clarity

Movement skills: eg spatial awareness, coordination

Music skills: eg sense of timing, stage presentation

Dance skills: eg musicality, rhythm

2 **Be able to demonstrate preparatory skills in group activities**

Preparatory skills: eg warm ups; physical and mental preparatory exercises/routines; collaborative working; other preparatory skills eg line learning, taking direction/choreography, trust exercises, vocal skills, movement memory

Group activities: eg team building games, workshops, ice breakers, character development exercises, devising activities, choral singing

3 **Be able to demonstrate performance skills**

Group size: eg solo, small groups, whole group

Context: eg drama, music, dance, musical

Delivery

In order to meet learning outcome 1, learners should participate in a range of workshops and practical sessions in order to begin to develop their performance skills. Learners should be encouraged to express different ideas and feelings through voice, movement and music. It is suggested that learners have opportunity in this unit to sample a range of performance skills. Depending on the individual requirements of the group, and available teaching resources there may be a stronger emphasis in one or two areas.

Practical drama activities might include warm ups (both vocal and physical), vocal exercises to develop clarity of speech and voice projection, and the use of gestures to express emotion, action and reaction. Ice breakers and drama games can develop group working and form a basis for work on character development. Exercises on developing spatial awareness should be encouraged.

Dance skills activities might include activities designed to develop an understanding of the effectiveness of change of pace, rhythm, direction and levels. These skills may be practised through repeating and extending sequences. Exercises on posture, balance and movement memory could be included.

Music skills may be developed alongside the dance activities or separately. Activities could include the use of percussion, singing skills, for example exercises on pitch, breath control and choral singing, and following a straightforward rhythm with some changes in tempo.

At this level learners will need considerable tutor support and direction to develop confidence in demonstrating their skills development.

Learners should be encouraged to demonstrate their performance skills within the practical sessions and then through a short skills performance to their peers or an invited audience, focusing on one or more selected skills form.

Outline learning plan

The outline learning plan has been included in this unit as guidance only. It is not mandatory.

Topic and suggested assignments/activities
Workshops Team building games Drama games Discussions on skills required in acting, dance, singing, music Assessment: observation records, photographic evidence, worksheets, mind maps [1.1, 2.1]
Select or devise short performance piece(s) Learn lines, movement, lyrics, music Focus on selected skills Rehearse individually/in small groups/whole group as appropriate Learners comment on own skills development Assessment: observation records, photographic evidence, DVD or video evidence, learner notes [2.1, 3.1]
Final preparations for demonstration of skills to peers Technical rehearsal Demonstrate skills to selected audience Assessment: observation records, photographic evidence, DVD or video evidence [3.1]

Assessment

Assessment of this unit is based on tutor observation of the development and demonstration of performance skills. Detailed tutor observation records and witness statements are an essential assessment tools as they provide evidence of the development process. It is good practice for at least some of these observations to be reviewed with the learner, discussing and recording individual areas for development. These may be short-term individual targets and at, this level, may need to be broken into small steps. From these discussions the learner can be encouraged to comment, either verbally or in writing, on what they understand about the individual skills and to monitor their own improvement.

To achieve 1.1 learners must have taken part in practical activities and identified the skills needed to perform. These activities could cover the whole range of performance skills in the unit content and delivery guidance or a selection of them, depending on available resources. The identification of skills needed to perform is likely to take place verbally during workshops and can be evidenced by tutor observation. These observations may also support assessment of 2.1, commenting on whether the learner has participated actively in group activities.

Having participated in performance skills activities learners should be able to perform skills to their peers. 3.1 may be assessed through the demonstration of skills as part of activities and workshops. It may also be evidenced through a short performance of one or more skills selected by the learner to develop further.

Other forms of evidence to support the development and demonstration of performance skills are videos/DVDs of practical activities and demonstrations of skills, annotated digital photographs and learner diaries and logbooks.

Essential resources

Resources required for this unit might include:

- a resource bank of suitable drama games and activities
- rehearsal space appropriate for drama, dance and music-based activities
- access to percussion instruments
- video/DVD recorder.

Indicative resource materials

Textbooks

Allen A and Coley J – *Dance for All: Book 3* (David Fulton Publishers, 1995)
ISBN 978-1853463709

Farmer D – *101 Drama Games and Activities, Second Edition* (Lulu.com, 2007)
ISBN 978-1847538413

McCurrach I and Darnley B – *Special Talents, Special Needs: Drama for People with Learning Disabilities* (Jessica Kingsley Publishers, 1999) ISBN 978-1853025617

Novelly M – *Theatre Games for Young Performers* (Meriwether Publishing, 1991)
ISBN 978-0916260316

Unit 2: Taking Part in a Performance

Unit reference number: A/502/3828

Level: Entry 3

Credit value: 3

Unit aim

This unit will give learners experience of taking part in a performance as a performer, designer or in a technical role.

Unit introduction

This unit aims to give learners experience of undertaking a role within a performance. Learners may choose the role of performer but they also have the opportunity to develop technical or design skills.

The unit focuses on the need for teamwork and to work collaboratively on a performance piecing supporting others through the rehearsal process. The development of communication skills, as learners interact and give peer feedback, is an integral part of the rehearsal process.

Through carrying out rehearsal activities learners can be supported in identifying the individual performance or technical support skills relevant to their chosen role. These skills can then be developed through practical activities and further rehearsals.

The rehearsal process should allow learners to develop self-confidence and a sense of working as a part of a team.

The final performance can be to an audience of peers or an invited audience of family and friends.

This unit gives learners the opportunity to develop their performance skills further and has clear links with *Starting to Develop Performance Skills* unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to take a positive role in preparing for a performance	1.1 Rehearse a performance or production role 1.2 Work collaboratively with others
2 Be able to undertake a role in a performance for an audience	2.1 Carry out the role with focus and commitment

Unit content

1 Be able to take a positive role in preparing for a performance

Performance role: eg actor, dancer, musician, singer

Production role: eg lighting operator, sound operator, costume maker, props maker and collector, mask maker

Work collaboratively: eg punctuality, teamwork, listening to others, respecting others' opinions, turn taking in discussion, providing feedback to peers in a positive way

2 Be able to undertake a role in a performance for an audience

Focus: eg prepared for cues, awareness of other performers, awareness of audience

Commitment: eg cooperation, supporting others, reliability, respect

Essential guidance for tutors

Delivery

The performance piece presented to an audience may be a devised or scripted piece, a piece of musical theatre, a dance performance, showcase or concert. Whichever form is chosen learners should be encouraged to develop ideas and work collaboratively to create a piece of work. The chosen performance piece may depend on the resources available as well as learners' own preferences. It may be that, to accommodate this, all learners take part in one performance piece or two or more different performances take place.

As this unit is practically based, the development of collaborative working skills will be a central part of the rehearsal process. Learners should be encouraged to reflect on their teamworking skills, as well as their performance or production skills.

Learners who choose to take on a production role may still be involved in the devising and rehearsal process, taking part in peer observations in addition to setting up the rehearsal space, providing working props, making notes for lighting changes, preparing and recording sound effects etc, as appropriate to their chosen role.

The final performance could be to an audience of peers or an invited audience of family and friends.

Outline learning plan

The outline learning plan has been included in this unit as guidance only. It is not mandatory.

Topic and suggested assignments/activities
Select performance piece, either scripted or topic for devising: Tutorial/group discussion on individual roles Auditions for roles if necessary Devising of individual scenes (if not a scripted piece) or the selection of suitable music/lyrics Character development/vocal/instrumental or dance rehearsals, as appropriate Peer observations of rehearsals with supportive feedback Preparation of props, costumes, lighting plan, creation of sound effects, music Learn lines/choreography/music Assessment: tutor observation records, peer observation records, scrap books [1.1, 1.2]

Warm ups

Rehearsals

Technical and dress rehearsals

Assessment: tutor observation records, DVD/video evidence [1.1, 1.2]

Final preparations and warm ups

Perform to an audience

Assessment: DVD/video evidence [2.1]

Assessment

In order to achieve 1.1 learners need to take a positive role in preparing for a performance, and rehearsing a performance or production role. Assessor observation records and video/DVD evidence will form the key assessment methods for this criterion. To achieve 1.2, supportive peer observations may provide evidence to demonstrate giving feedback positively when working collaboratively, as well as giving the learner being observed some valuable indicators of their achievement and areas for development.

For 2.1 learners need to be able to undertake a role in a performance for an audience with focus and commitment. In addition to assessor observations, learners may keep records of their contribution to the rehearsal process and final performance in diaries, logbooks or scrapbooks. It may be appropriate for some learners to comment on the process orally in an audio or DVD recording or by documentary evidence of their comments.

Essential resources

- Appropriate rehearsal and performance space.
- Access to a video camera and playback equipment.
- Use of lighting and sound equipment and materials for props, costumes and scenery as appropriate.

Indicative resource materials

Textbooks

Evans – *Acting and Theatre (Usborne Introduction)* (E.D.C. Publishing, 1992)
ISBN 978-0746006993

Pallin G – *Stage Management: The Essential Handbook, 2nd Revised edition* (Nick Hern Books, 2003) ISBN 978-1854597342

Unit 2: Presenting a Professional Image in a Salon

Unit reference number: F/502/3801

Level: Entry 3

Credit value: 2

Unit aim

This unit should enable learners to:

- present a professional image in a salon environment
- communicate and behave professionally in a salon environment.

Unit introduction

The aim of this unit is to highlight the importance of presenting a professional image and communicating and behaving appropriately in a salon environment.

The term 'first impressions count' speaks volumes when presenting a professional image. To be successful in the industry learners must take pride in their personal appearance and hygiene procedures. Learners should remember that they are a walking advertisement for the organisation they work in.

This unit shows learners that the world of hairdressing and beauty therapy can be intimate and discretion is paramount. A professional image, good communication skills and appropriate behaviour, from the very beginning of a learner's development, will form the basis of a set of excellent working practices that should not be compromised under any circumstances. Learners need to be disciplined and demonstrate maturity in the working environment.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to present a professional image in a salon environment	1.1 Present a professional image in a salon environment 1.2 State the personal hygiene required for working in a salon
2 Be able to communicate and behave in a salon environment	2.1 working how to communicate and behave in a salon environment 2.2 Communicate and behave professionally in a salon environment.

Unit content

1 **Be able to present a professional image in a salon environment**

Professional image: personal appearance, eg uniform, hair, jewellery, nails, shoes, make-up

Personal hygiene: shower/bathe daily; use of deodorants; clean uniform; wash hands after coughing/sneezing/blowing nose; oral hygiene, eg clean teeth after eating strong smelling foods, strong drinks, smoking; tie back or cover long hair

2 **Be able to communicate and behave in a salon environment**

How to communicate: spoken communication eg conversation, friendly, polite, clear, tactful, discreet, tone of voice; meeting and greeting clients; liaising with colleagues; body language, eg eye contact, open and closed body language, posture

Behaviour: responding to instruction or requests; following instructions; being engaged; showing interest; responsibility; enthusiasm; cooperation

Essential guidance for tutors

Delivery

This unit is intended to give learners knowledge and understanding of the importance of presenting a professional salon image. Learners must have considerable opportunity to develop their professional skills. This should be facilitated through supervised, practical salon workshop activities, via tutor-led delivery and demonstrations of the correct procedures in place to ensure appropriate personal appearance, personal hygiene and professional conduct. The unit can be delivered through tutor-led discussions and demonstrations. The use of DVDs may also be useful in demonstrating how to present a professional image. Learners can also carry out role-play exercises to practise appropriate communication and behaviour.

Learners and tutors are encouraged to view the unit as an introduction, in that it provides an opportunity for learners to experience the necessary discipline to meet and maintain a professional standard. Learners will need to discuss and present a professional image with a responsible and competent person and respond positively to any constructive feedback. Learners should behave appropriately according to the tasks in hand.

Learners can work together to cover the required range of considerations and factors.

Health and safety is, of course, paramount at all times. The risks associated with presenting a professional image are generally low, but learners must be instructed carefully on personal hygiene and should be supervised closely when working. Learners must be familiar with risk assessments.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion on presenting a professional image.</p> <p>DVD on differences between a professional and unprofessional image.</p> <p>Learners demonstrate knowledge of presenting a professional image, for example learners label diagrams, create a wall poster or video clip.</p> <p>Tutor-led discussion and group discussion on the importance of personal hygiene.</p> <p>Learners identify on task sheets all factors considered as areas of personal hygiene.</p> <p>Assessment – learners to be observed presenting a professional image according to tutor guidance. Learners to create tick list to illustrate good and poor personal hygiene habits. (Learning outcome 1)</p>
<p>A tutor-led discussion on the importance of communicating and behaving in a cooperative and responsible manner.</p> <p>Learners explore methods of communication, and identify on task sheets or spider diagrams communication methods appropriate in a salon environment.</p> <p>Role-play activities – learners practise communicating and behaving in a cooperative and responsible manner in a salon environment.</p> <p>Encouragement from tutors to reinforce communication and behaviour skills and professional conduct.</p> <p>Question and answer sessions to monitor and promote enthusiasm for learning. Reward scheme for learners who demonstrate professionalism.</p> <p>Assessment – learners to produce a checklist of how to communicate and behave in a salon. Learners to be observed communicating and behaving professionally when in a salon environment (eg real working or learning environment). (Learning outcome 2)</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

The unit is assessed by the centre and will be subject to external verification.

Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related, practical experiences, with tasks specifically designed with the assessment criteria in mind. The use of one assessment is suggested as being sufficient to allow full coverage of the learning outcomes. The single assessment would, therefore, comprise 1.1, 1.2, 2.1, and 2.2.

For 1.1, learners must demonstrate how to present a professional image in a salon environment. This will be evidenced by a trained assessor observing learners' appearance and professional conduct procedures.

For 1.2, learners must state the standard of personal hygiene required for working in a salon. This can be evidenced through question and answer tasks where learners must identify acceptable personal hygiene standards, or through completing a tick list showing the required standards.

To achieve 2.1, learners must state how to communicate and behave in a salon environment. This can be evidenced through discussions or question and answer sessions with the tutor, or through a written task such as completion of a worksheet or production of a poster.

For 2.2, learners must demonstrate professional conduct when seeking and listening to guidance and clarification from tutors in a salon situation, and by acting on the guidance and feedback received. They should communicate and behave politely with both tutors and other learners at all times. Witness statements or observation records should be retained as evidence.

Essential resources

Learners will need access to a salon environment and a uniform that meets the acceptable standard. Tasks must be undertaken in a safe place of work with adequate heating, lighting, ventilation and access to both washing and first aid facilities. Learners will also require access to a library with current textbooks, trade publications and reference materials on professional basics in hairdressing and beauty therapy, including personal considerations, personal appearance, personal hygiene and professional conduct. Internet access will give learners the opportunity to develop skills in an e-learning environment. Access to a camcorder, video camera or camera would provide opportunities to collate evidence of presenting a professional image. This will need careful management by the teacher.

Indicative resource materials

Textbooks

Connor J, Godfrey S and Milsom G – *BTEC National Beauty Therapy Sciences* (Heinemann Educational Secondary Division, 2004) ISBN 0435 462431

Cressy S – *The Beauty Therapy Fact File, Fourth Edition* (Heinemann, 2004) ISBN 0435451421

Hiscock J and Lovett F – *Beauty Therapy* (Heinemann, 2004)
ISBN 0435451022

Journals

Guild Gazette (The Guild of Beauty Therapists)

Health and Beauty Salon Magazine (Reed Business Information)

Top Santé (Bauer Media)

Websites

www.babtac.com

The British Association of Beauty
Therapy and Cosmetology

www.beautyguild.com

Beauty Guild

www.beautytech.com

Beauty Tech

www.habia.org.uk

Habia, the Sector Skills Council for
the Hair and Beauty sector

www.professionalbeauty.co.uk

Professional Beauty

Unit 6: Desktop Publishing Software

Unit reference number: Y/502/0175

Level: Entry 3

Credit value: 2

Unit aim

This unit aims to enable learners to use desktop publishing software designed to combine and manipulate text, image and graphic elements in layouts appropriate for subsequent publication to screen or in print.

Unit introduction

This unit will enable learners to use a range of basic desktop publishing software tools and functions to produce publications for a variety of routine or straightforward uses, such as invitations, posters, menus and greetings cards. In designing and creating the publications learners will develop an understanding of standard layout and formatting techniques. They will then be encouraged to apply an imaginative approach to producing their own publications.

Learners will identify what types of information can be used to produce publications and use software tools and functions to input, combine and manipulate the information. They will use a range of desktop publishing techniques to edit and format publications.

Learners will understand that local guidelines, such as house style, can have an impact on the colours and font styles selected in producing in-house publications. They will also understand that copyright constraints must be considered when combining information from different sources.

They will check their publications, using IT tools, provided by the software and manual methods such as proofreading, to determine whether needs have been met.

The learners will develop an understanding of the different methods that can be used to input information and they will also use appropriate media for their publications.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Use appropriate designs and page layouts for a publication	1.1 Identify what types of information can be used in a publication 1.2 Identify page layouts that could be used for the publication 1.3 Use an appropriate page design and layout for a publication in line with local guidelines, where relevant 1.4 Use appropriate media for the publication
2 Input text and other information into a publication	2.1 Input information into a publication ready for editing and formatting 2.2 Identify copyright constraints on using others' information 2.3 Combine information from different sources in line with any copyright constraints 2.4 Store and retrieve publication files effectively, in line with local guidelines and conventions
3 Use desktop publishing software techniques to edit and format a publication	3.1 Identify what editing and formatting was used for the publication 3.2 Use appropriate techniques to edit publications 3.3 Use appropriate techniques to format text 3.4 Manipulate images and graphic elements accurately 3.5 Check publications meet needs, making corrections as required

Unit content

1 Use appropriate designs and page layouts for a publication

Types of information: text, images, graphics, video, sound

Page design and layout: organisation of information eg size, white space, consistency, orientation

Publishing guidelines: house style eg branding, styles, colours, font schemes

Publication media: web, document, multimedia

2 Input text and other information into a publication

Input information: use interface devices eg keyboard, mouse, scanner, stylus, touch screen, microphone, camera

Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

Combining information for publications: combine images with text and graphic elements eg insert, size, position, wrap; graphic elements eg borders, lines, panels, shading, logos

Store and retrieve: files eg create, name, open, save, save as, find

3 Use desktop publishing software techniques to edit and format a publication

Edit publication: eg drag and drop, copy and paste, undo, redo, size, crop, position

Format text: use existing styles and schemes eg font style, size, colour, alignment

Manipulate images and graphic elements: eg size, crop, position, maintain proportion, border

Control text flow: eg around images and graphic elements

Check publishing outcomes: eg spellcheck, grammar check, layout, text alignment, formatting

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 5: Design and Imaging Software*, *Unit 7: Presentation Software*, *Unit 8: Spreadsheet Software* and *Unit 9: Word Processing Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Essential resources

Learners will need access to appropriate software to allow the production of different types of publications, eg desktop publishing software, multimedia software, and access to the internet. In addition learners must have access to either different types of information, eg graphic images, or other sources of information.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Websites

www.bbc.co.uk/schools/gcsebitesize/ict

Unit 5: Design and Imaging Software

Unit reference number: L/502/0173

Level: Entry 3

Credit value: 2

Unit aim

This is the ability to use a software application designed to create, modify and layout artwork or images for display in print or on a screen (eg vector graphics for design and drawing; raster graphics for photo manipulation or illustration).

Unit introduction

Modern technology makes the creation, storage and manipulation of graphic images accessible to most computer users. Many documents can be enhanced by graphics and may even require them (eg a poster). The powerful facilities included in modern software mean professional looking designs can be created by all computer users for inclusion in documents such as newsletters, posters and promotional material. As well as traditional printed documents, graphic images are widely used in webpages and in other methods of electronic presentation.

The unit covers both raster (bitmap) images such as those from a digital camera and drawn digital designs (vector graphics). Learners will use computer software to acquire and modify graphic images and produce graphic designs such as logos, leaflets or cover pages for books. Although technical skills are important in this unit, it also gives an opportunity for learners to display a flair for design and demonstrate their creative skills.

This unit will enable learners to:

- acquire raster (bitmap) images from digital cameras and scanners
- adjust the images using methods such as resizing and cropping
- draw, manipulate and edit designs using a variety of tools and techniques.

Learners will need to check the designs and images they produce are of suitable quality and fit for the intended purpose. They should also be aware of the legal issues affecting images produced by someone else and the need to obtain permission before using such material.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Obtain and insert information for designs or images	<ul style="list-style-type: none">1.1 Identify what designs or images are needed1.2 Obtain, input and prepare images to meet needs1.3 Identify what copyright constraints apply to selected images1.4 Use an appropriate file format to save design or image files
2 Use design and imaging software tools to manipulate and edit drawings or images	<ul style="list-style-type: none">2.1 Identify which manipulation and editing tools and techniques to use2.2 Use suitable tools and techniques to create drawings and images2.3 Use appropriate tools and techniques to manipulate and edit designs or images2.4 Check designs or images meet needs, using IT tools and making corrections as necessary

Unit content

1 **Obtain and insert information for designs or images**

Designs and images: designs and images will vary according to the task eg photos from a digital camera, scanned images, graphic elements, drawings, clip art

Preparing images: size, crop and position

Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

File format for designs and images: will vary according to the content, proprietary and open source formats eg JPEG, Bitmap, PNG, GIF

2 **Use design and imaging software tools to manipulate and edit drawings or images**

Manipulation and editing techniques: eg align, rotate, flip, arrange, cut, paste, resize, change font, text, colour

Create designs and images: draw basic shapes, change properties eg line width and fill colour, download digital photos from a camera, scan and resize images, add text and other elements eg lines, boxes, arrows

Check designs and images: eg size, alignment and orientation, suitability of file format

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 6: Desktop Publishing Software*, *Unit 7: Presentation Software*, *Unit 8: Spreadsheet Software* and *Unit 9: Word Processing Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Essential resources

Employer engagement and vocational contexts

There may be opportunities for learners to carry out some work which relates to this unit with local employers. This might particularly be the case with local charities and voluntary organisations which might have newsletters, leaflets or websites that learners can provide graphics and images for.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

Bouton G D – *CorelDRAW® X4: The Official Guide* (McGraw-Hill Osborne, 2008)

ISBN 978-0071545709

Brundage B – *Photoshop Elements 7: The Missing Manual* (Pogue Press, 2008)

ISBN 978-0596521332

McMahon K – *Paint Shop Pro Photo X2 for Photographers* (Focal Press, 2007)

ISBN 978-0240520896

Website

<http://office.microsoft.com/en-gb/clipart/default.aspx>

Unit 3: Using Email

Unit reference number: J/502/0172

Level: Entry 3

Credit value: 1

Unit aim

This unit aims to enable learners to make the best use of email software to safely and securely send, receive and store messages.

Unit introduction

This unit introduces electronic mailing (email) and its range of uses. Email is a modern communication method used on computer networks or wherever there is access to the internet. It is an immediate communication method and can be used at any time of the day or night. It is cost effective for both users with broadband and businesses. Email systems use either software applications, such as Microsoft Outlook, or website email application software that can be accessed through websites.

The first part of the unit deals with how to compose and send email messages, focusing on how to stay safe and respect others, following guidelines and procedures. Learners will also send a file as an attachment to an email message.

The second part of the unit aims to develop learners' knowledge and skills in managing incoming email messages by reading and responding to them and understanding how to use basic tools to store them for future use.

The final part of the unit will introduce learners to common email problems and how to respond to them, as well as identifying where to get expert advice to solve a problem.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Use email software tools to send and compose messages	1.1 Use software tools to compose email messages 1.2 Attach a file to an email message 1.3 Send and receive email messages using appropriate tools 1.4 Identify how to stay safe and respect others when using email
2 Manage incoming email	2.1 Follow guidelines and procedures for using email 2.2 Identify when to respond to email messages 2.3 Read and respond to email messages 2.4 Store email messages appropriately for future use
3 Respond to common problems when using email	3.1 Respond to common email problems 3.2 Identify where to get expert advice to solve a problem

Unit content

1 **Use email software tools to send and compose messages**

Compose email messages: compose eg enter text

Adding an attachment: attach eg file

Send and receive email messages: send eg to, from, cc, subject; reply; receive eg check mail, new messages, subject header

Staying safe and respect others: eg private information, language

2 **Manage incoming email**

Guidelines and procedures for using email: set by employer or organisation eg security, copyright, password protection

Responding to email: priorities; information to send; who to send it to

Store email: eg personal folders, save drafts

3 **Respond to common problems when using email**

Email problems: full mailbox; unknown sources eg spam, junk, chain-mails, 'phishing' viruses; rejected email messages

Expert advice: eg help menus, guidelines, websites, email responses

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 1: IT User Fundamentals*, *Unit 2: Using the Internet*, *Unit 4: Using Mobile IT Devices* and *Unit 10: The Internet and World Wide Web*.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Essential resources

To deliver this unit centres will need to have a LAN with email application software or access to web-based emailing software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking the units.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

Dyszal B – *Outlook 2007 for Dummies* (John Wiley & Sons, 2006) ISBN 978-0470038307

Preppernau J and Cox J – *Microsoft® Office Outlook® 2007 Step by Step* (Microsoft Press, 2007) ISBN 978-0735623002

Websites

www.bbc.co.uk/schools/teachers

www.howstuffworks.com

Unit 4: Using Mobile IT Devices

Unit reference number: D/502/0176

Level: Entry 3

Credit value: 1

Unit aim

This unit aims to enable learners to use mobile or handheld devices for data capture, processing and storage.

Unit introduction

This unit will teach learners how to use mobile or handheld devices in a number of ways and in a manner that would be useful to an organisation. It is likely that they already use mobile phones for data capture, communication and maintenance. However, many just think of this as taking photos, texting and charging the battery. Mobile devices are taking an increasingly large role in day-to-day business so learners will need to understand how to use them in a professional manner, and also understand just what their potential is.

There are different types of mobile and handheld devices. These include mobile phones, smart phones, personal digital assistants (PDAs), netbooks and even MP3 players that are sophisticated enough to run software applications. This unit will teach learners how to understand the health and safety requirements of these devices and the main features and settings. Mobile devices offer a wealth of interactive features and can be configured to look and sound exactly how learners want.

Mobile devices are more concerned with using data than ever before. A mobile phone will enable users to input data through keyboards or touch screens and even through voice commands. With increased storage space learners are now able to make sure that all of the files that they need are kept with them at all times in a familiar application, which can be compatible with their home PC.

With this new ability to use data come new concerns over security and learners will gain knowledge on how to keep data safe on their mobile device and how to adhere to copyright laws. They will also learn how to transfer data between different mobile devices and use different methods of transfer such as Bluetooth® or infrared.

The final part of the unit will teach learners how to maintain the mobile device to make sure that it is working perfectly each time they use it. They will also come to understand common errors that occur.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Set up a mobile device to meet needs	1.1 Use correct procedures to start and shut down a mobile device 1.2 Use standard interface features and settings 1.3 Identify any specific health and safety issues associated with the use of the mobile device
2 Input and store data on a mobile device	2.1 Input data into a mobile device 2.2 Store and retrieve data on a mobile device 2.3 State why it is important to stay safe, keep information secure and to respect others when using mobile devices
3 Transfer data between mobile devices	3.1 Use a connection between devices 3.2 Transfer information between mobile devices 3.3 Recognise copyright constraints on the use of information 3.4 Identify requirements for devices to connect
4 Maintain the performance of a mobile device	4.1 Identify common problems that occur with mobile devices and where to get expert advice to solve them 4.2 Respond appropriately to common device problems 4.3 Identify factors that can affect the performance of the mobile device

Unit content

1 **Set up a mobile device to meet needs**

Start and shut down a mobile device: eg install and/or charge battery, install SIM, switch on/off

Mobile device interface features and settings: features eg display, menu, sub-menu, toolbar, icon, button, keypad, wheel, start and shut down; settings eg images; sound, mute, volume, ringtone

Guidelines and procedures: health and safety

2 **Input and store data on a mobile device**

Input data into mobile device: eg touch screen, stylus, keypad, voice command

Store and retrieve data for mobile devices: files eg create, name, open, save, save as; folders eg create, name; navigate eg menu, toolbar, icon, scrollbar, button

Information security: eg username and password/PIN selection; what personal information to include; who can see the information; withhold personal information

3 **Transfer data between mobile devices**

Connecting devices: eg Bluetooth, infrared, cable, device pairing, synchronisation software

Transfer information: eg export, drag and drop, short message service (SMS), synchronise; when transfer successful

Copyright constraints: effect of copyright law eg on music downloads or use of other peoples images, acknowledgement of sources, avoiding plagiarism, permissions

4 **Maintain the performance of a mobile device**

Mobile device problems: eg compatibility between files, systems and connections, connection lost, card full, low bandwidth, signal loss

Expert advice: eg limits of own understanding and skills, help menus, manufacturer's guidelines, how to follow advice

Mobile device performance: battery life; application and file use; device maintenance; network availability eg interference, distance, location

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 1: IT User Fundamentals*, *Unit 2: Using the Internet* and *Unit 3: Using Email*.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Essential resources

Learners will need to have access to a mobile device that allows use of all the different features listed in the unit content.

Employer engagement and vocational contexts

You may wish to consider working with a high street phone retailer in the comparative elements of this unit.

With many organisations using mobile working, employing home workers as small office workers, they utilise a range of mobile technologies to ensure workers, suppliers and customers are staying in touch with team and line management as well as managing others and their work.

Many employers use this technology at differing levels and it may be part of an 'employer' discussion with the learners on how this is employed in their environment.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

Kelby S and White T – *The iPhone Book: How to Do the Things You Want to Do with Your iPhone* (Peachpit Press, 2007) ISBN 0321534107

Pogue D – *iPhone UK: The Missing Manual* (O'Reilly UK, 2008) ISBN 095575061X

Websites

There is a range of manufacturers offering considerable support information on their products. In presenting this unit Pearson cannot endorse/recommend any particular product or manufacturer and only offers product examples and suggestions in this unit.

Unit 8: Spreadsheet Software

Unit reference number: F/502/0168

Level: Entry 3

Credit value: 2

Unit aim

This unit aims to enable learners to use a software application designed to record data in rows and columns, and perform calculations with numerical data.

Unit introduction

Spreadsheet software is such a useful application that learners will be surprised how often they use it in the future. Spreadsheets are powerful programs which can be used for more than just calculations; they are great for all kinds of documents and they can display and manipulate a lot more than just numbers. Spreadsheets can display a wealth of information in a variety of ways and once learners are taught how to use them, they will become one of their most used applications.

This unit will teach learners how to use a spreadsheet to store data, both numbers and text. They will create their own spreadsheets and store data in rows and columns. This will allow them to organise their data in a way that lets them rearrange and find it easily. Spreadsheets are also useful for displaying charts and graphs that can be generated from numerical information and also for displaying images.

One of the most frequently used features of spreadsheet software is the automated formulas. Learners can add a formula that will perform calculations, such as add and subtract. They can also add functions to find out the average or mean of a set of numbers. Once they have manipulated their data they can sort the information into summaries or calculate totals. The display of the spreadsheet can be very different depending on who needs to use it and what they need it for.

The final part of the unit will show learners how to present their spreadsheet effectively using formatting techniques on the cells, rows and columns. They could set one cell format to display a number like a date and another to display it like a sum of money for example. They can also change the colours and fonts.

Learners will use IT tools to produce, present and print the spreadsheets and charts or graphs, reviewing the results and correcting errors to ensure that the information produced meets needs.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Enter and edit numerical and other information using spreadsheets	1.1 Enter and edit numerical and other information accurately 1.2 Store and retrieve spreadsheet files effectively, in line with local guidelines
2 Use appropriate formulas and tools to summarise and display spreadsheet information	2.1 Identify how to summarise and display the required information 2.2 Use formulas and tools as needed to summarise data and process information
3 Use appropriate tools and techniques to present spreadsheet information effectively	3.1 Use appropriate tools and techniques to format spreadsheet cells, rows and columns 3.2 Identify the chart or graph type used to display information 3.3 Use appropriate tools to generate a chart or graph 3.4 Select a page layout to present and print spreadsheet information 3.5 Check spreadsheet information using IT tools, making corrections as appropriate

Unit content

1 **Enter and edit numerical and other information using spreadsheets**

Enter and edit spreadsheet information: numbers; text; rows and columns eg add, delete, cells eg enter data, edit

Store and retrieve: files eg create, name, open, save, save as, find

2 **Use appropriate formulas and tools to summarise and display spreadsheet information**

Interpretation of spreadsheet information: eg totals, summary; order eg display, sorting

Functions and formulae: simple formulas eg add, subtract, multiply, divide; common functions eg Sum, Average, Round

3 **Use appropriate tools and techniques to present spreadsheet information effectively**

Formatting techniques for spreadsheet cells: eg numbers, currency, percentages, decimal places, font, alignment, borders, shading

Formatting techniques for rows and columns in spreadsheets and tables: eg height, width, borders, shading

Formatting techniques for charts and graphs: chart type eg pie chart, bar chart, single line graph

Page layout: eg size, orientation, margins, page numbers, date and time

Check spreadsheet information: accuracy eg numbers, text, formulas, results; suitability eg charts, graphs

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 5: Design and Imaging Software*, *Unit 6: Desktop Publishing Software*, *Unit 7: Presentation Software* and *Unit 9: Word Processing Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Essential resources

Learners will need access to relevant software (Microsoft Excel® or similar, Microsoft Word® or similar, packages compatible to allow combining of information).

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

Finkelstein M, Leete G and Leete M – *OpenOffice.Org for Dummies* (John Wiley and Sons, 2003) ISBN 0764542222

Frye C – *Excel 2007 Step by Step (Step by Step (Microsoft)) – with CD* (Microsoft Press, 2007) ISBN 073562304X

Harvey G – *Excel 2007 for Dummies* (John Wiley and Sons, 2006) ISBN 0470037377

Websites

www.bized.co.uk/learn/sheets/sheet_guide.htm

www.ncwiseowl.org/kscope/techknowpark/FreeFall/Resources.html

www.openoffice.org/product/calc.html

Unit 9: Word Processing Software

Unit reference number: A/502/0167

Level: Entry 3

Credit value: 2

Unit aim

This unit aims to give learners the ability to use a software application designed for the creation, editing and production of largely text-based documents.

Unit introduction

It is likely that learners undertaking this unit will have limited keyboard skills and developing these will be an integral part of the unit. They will also develop an understanding of other input methods.

This unit will give learners an understanding of why word processing software is appropriate for producing different types of documents. They will be able to identify common uses for the software, eg letters, memos and reports.

Learners will use a range of basic word processing tools and techniques to produce appropriate, straightforward or routine documents.

While the documents themselves may be straightforward or routine learners will be encouraged to produce well structured, appropriately styled documents that provide effective communication. This will be achieved by using a range of editing, formatting and page layout tools.

Learners will develop an understanding that an integral part of producing effective documents is the ability to review and adjust the content and presentation of the documents. They will achieve this by using a combination of in-built tools such as spell and grammar checkers and by using manual techniques, such as proofreading and visually checking the presentation of the documents.

As well as developing the skills necessary to produce appropriate, largely text-based documents, they will learn how to:

- use appropriate templates
- store and retrieve files appropriately.

It is recommended that this unit is delivered early in the programme, as many of the skills learned will provide a sound basis for learners to build upon in subsequent units.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Input text and edit word processing documents	1.1 Use keyboard or other input method to enter or insert text 1.2 Give examples of the types of document that you could create using a word processor 1.3 Store and retrieve document files, in line with local guidelines 1.4 Identify why you would use a word processor to create documents 1.5 Use editing tools 1.6 Identify editing used to aid meaning
2 Structure information within word processing documents	2.1 Use appropriate templates to create a new document 2.2 Identify the templates used 2.3 Use appropriate page layout to present and print documents 2.4 Name common items that can be used to affect page layout
3 Use word processing software tools to format and present documents	3.1 Use appropriate techniques to format characters 3.2 Identify formatting used to aid meaning 3.3 Use appropriate techniques to format paragraphs 3.4 Identify tools that can aid in checking documents for accuracy and consistency 3.5 Check documents meet needs, using IT tools and making corrections as appropriate

Unit content

1 **Input text and edit word processing documents**

Input information: keyboard skills eg use a range of keys, keyboard shortcuts; other input methods eg voice recognition, touch screen, stylus

Types of information: eg text, numbers, images, lines, borders

Store and retrieve files: eg create, name, open, save, save as, find

Editing techniques: editing techniques appropriate to the type of information eg select, copy, cut, paste, undo, redo, drag and drop, insert, delete, size, crop, position

2 **Structure information within word processing documents**

Templates: use existing templates

Page layout: eg size, orientation, margins, page numbers, date and time

Page layout for documents: eg size, orientation, margins, columns

3 **Use word processing software tools to format and present documents**

Check word processed documents: software tools eg spellcheck, grammar check, print preview; other eg font style and size, page layout, margins, line and page breaks, accuracy

Formatting: paragraphs eg alignment, bullets, numbering, line spacing, borders, shading; character eg size, font style (typeface), colour, bold, underline, italic

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 5: Design and Imaging Software*, *Unit 6: Desktop Publishing Software*, *Unit 7: Presentation Software* and *Unit 8: Spreadsheet Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Essential resources

Learners will need access to appropriate text-processing software (Microsoft Word or similar). They should also be given access to pre-prepared templates, tables and forms.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Websites

www.bbc.co.uk/schools/gcsebitesize/ict

www.teach-ict.com

Unit 7: Presentation Software

Unit reference number: A/502/0170

Level: Entry 3

Credit value: 2

Unit aim

This unit aims to enable learners to use software applications to produce presentations which include a combination of media (eg images, animation and sound) for education, entertainment or information sharing.

Unit introduction

Information can exist in many different forms such as text, images and sound. When learners are showing information to people it can often be difficult to make sure that exactly what they want them to see is shown in the right way. This is where presentation software becomes important. Presentation software will allow them to display text, images, sound and video in a structured way that makes the audience understand and enjoy whatever they want to show them.

Presentation software basics are simple to learn and enable learners to produce impressive presentations that may be used for education, job interviews, within the workplace or even recreationally. For example, learners could produce a presentation for an employer that shows the project they are working on or a photo slideshow of their holidays with animations and sounds.

In this unit learners will gain knowledge about what kinds of information can be used within a presentation and how this can be combined to create impressive presentations. Learners will think about how copyright laws affect their presentations and take care regarding the storage and retrieval of presentation files.

Presentation software often provides templates that learners will take advantage of, deciding what styles and layouts will work best for their presentation. They will learn how to format their slides with bullet points, different colours and different sized fonts and backgrounds.

The final part of the unit will teach learners how to prepare their slides to make sure that all of them are accurate and that there are no problems with spelling or grammar. They will need to practice presenting their slides so that their final product will be as impressive as it can be. On completion the presentation will be reviewed to check that it meets needs and learners will make any necessary corrections to ensure that it is fit for purpose.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Input and combine text and other information within presentation slides	1.1 Identify what types of information to use in the presentation 1.2 Enter information into presentation slides so that it is ready for editing and formatting 1.3 Combine information for presentations in line with any copyright constraints 1.4 Identify copyright constraints on using others' information 1.5 Store and retrieve presentation files effectively, in line with local guidelines
2 Use presentation software tools to structure, edit and format slides	2.1 Select a template and theme for slides 2.2 Use appropriate techniques to edit slides 2.3 Apply format techniques to slides
3 Prepare slides for presentation	3.1 Identify how the slides should be presented 3.2 Prepare and present slides for presentation 3.3 Check presentation using IT tools, making corrections as appropriate

Unit content

1 **Input and combine text and other information within presentation slides**

Types of information: eg text, numbers, images, graphics

Combine information for presentations: eg images, charts, text boxes

Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

Store and retrieve: files eg create, name, open, save, save as, find

2 **Use presentation software tools to structure, edit and format slides**

Presentation templates: use existing templates; designs and styles

Editing techniques for presentation: eg drag and drop, find, replace, undo, redo, size, crop, position, wrap text, add lines, simple shapes, cut, copy, paste

Formatting techniques for presentation slides: eg bullets, numbering, line spacing, alignment, colour, fonts, size, backgrounds

3 **Prepare slides for presentation**

Present slides: timing; transition; content; structure; meaning; organisation of information; audience needs

Prepare slides: view, reorder; rehearse timing; print eg slides, handouts; speaker notes

Check slides: spellcheck; grammar check; word count; accuracy

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 5: Design and Imaging Software*, *Unit 6: Desktop Publishing Software*, *Unit 8: Spreadsheet Software* and *Unit 9: Word Processing Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Essential resources

A variety of content for the learner to choose from should be made available as well as an industry-standard presentation application such as Microsoft PowerPoint® or OpenOffice Impress®.

This software should include slide tools and multimedia capabilities. Access to a range of information resources, such as CD ROMs and the internet, is necessary for carrying out research.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

Etherington S – *Formatting and Printing* (Dorling Kindersley, 2003) ISBN
0751364290

Lowe D – *PowerPoint 2007 for Dummies* (John Wiley and Sons, 2006) ISBN
0470040599

Website

www.openoffice.org/product/impress.html

Unit 10: The Internet and World Wide Web

Unit reference number: L/502/0190

Level: Entry 3

Credit value: 1

Unit aim

This unit is from the Microsoft Digital Literacy Curriculum and provides basic knowledge and understanding of how to connect to the internet, browse webpages, navigate websites, use search engines and exchange email with others.

Unit introduction

It is a common misconception that the internet and the worldwide web are both one and the same system. In fact the worldwide web is only one part (whilst significant) of the internet as a whole. This unit offers learners the opportunity to gain an understanding of what the internet is and how services such as the worldwide web, email and other methods of communication co-exist on this vast and somewhat complex international network.

As the internet is a continuously evolving system, learners will appreciate some of the scope and freedom this system offers and how it has become an international enabler for personal and commercial use. Apart from using the internet to surf the web, learners will explore some of the technologies, use email, chat and create a basic webpage.

This unit will enable learners to:

- understand the basics of the internet
- understand the basics of the worldwide web
- understand the basics of using email
- understand other methods of communicating on the internet.

The unit has a practical emphasis and is designed to encourage learner assessment by experience.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the basics of the internet	1.1 Describe the uses of the internet 1.2 Identify the requirements for an internet connection 1.3 Identify the features of two types of internet connections 1.4 Relate the term bandwidth to types of internet connections
2 Understand the basics of the worldwide web	2.1 Describe the components of the web 2.2 Explain how web addresses work 2.3 Explore web sites by using a browser 2.4 Search for reliable information on the web 2.5 Explain how to perform transactions over the web
3 Understand the basics of using email	3.1 Explain how email works 3.2 Write and send email messages 3.3 Manage email messages 3.4 Identify correct email etiquette
4 Understand other methods of communicating on the internet	4.1 Identify the features of online communities 4.2 Explain how instant messaging works 4.3 Explain how to create and publish webpages

Unit content

1 **Understand the basics of the internet**

Uses of the internet: eg communication, current information, archived information, complete tasks, collaborate, entertainment, commerce/trade, financial management, education

Internet connection: eg computing device, a connection device, Internet Service Provider (ISP)

Features of internet connection: eg dedicated connection, dial-up connection

Bandwidth: eg kilobits per second (Kbps), megabits (Mbps)

Internet connection types: eg dial-up, Digital Subscriber Line (DSL), cable modem, broadband, T1, E1, wireless, 2.5G, 3G, 4G

2 **Understand the basics of the worldwide web**

Components of the web: eg web browser, webpage, website, web server, domain

Web addresses: eg protocol, domain name, domain type (or suffix), document path, URL

3 **Understand the basics of using email**

Manage email: eg create folder, move to folder, flag message, move email, copy email, forward email, delete email, empty trash, mark as junk

Etiquette: eg spelling, grammar, punctuation, tone, when to use and not to use emoticons, prudent use of cc, prudent use of bcc, attachment size, attachment type, message format, salutation (opening greeting), signature, reply, reply promptness

4 **Understand other methods of communicating on the internet**

Online communities: eg newsgroups, chat groups/rooms, blogs, social networking websites

Essential guidance for tutors

Delivery

There are strong links between *Unit 10: The Internet and World Wide Web* and *Unit 2: Using the Internet* and *Unit 3: Using Email* eg learners are required to use browser tools to navigate webpages in Unit 2 and also understand the basics of the worldwide web in Unit 10 which includes knowledge of browser tools. Tutors may find it valuable to deliver these units alongside each other. A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills.

Assessment

Due to the strong links between Unit 2, 3 and 10 it may be possible for learners to provide sufficient evidence for similar assessment criteria within different units eg *Unit 10: The Internet and World Wide Web* requires the learner to write and send email messages. This is also assessed in *Unit 3: Using Email* assessment criteria 1.1 and 1.3.

Assessment evidence could be in the form of tutor based discussions although observations, peer assessment and other written work may be effective. Learners could also keep a log of evidence which records against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Essential resources

To deliver this unit centres will need to have a local area network (LAN) with browser and email application software or access to web-based emailing software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking this unit.

Employer engagement and vocational contexts

A visit from someone from your organisation or another company to discuss how they use computers in their everyday job will encapsulate the skillset of this unit. The learner needs to appreciate how many roles now need IT skills.

The context of this unit will enable learners to use the skills to address assessment requirements for other units in the Microsoft Digital Literacy range, including *Unit 11: Digital Lifestyle*.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Website

Microsoft offers the course resources for this unit:

www.microsoft.com/about/corporatecitizenship/citizenship/giving/programs/up/digitalliteracy/eng/Curriculum2.aspx

Unit E07: Using the Internet

Unit reference number: F/502/0171

Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit summary

This unit aims to give learners the ability to set up and use appropriate connection methods to access the internet and make the best use of software tools and techniques to search for, retrieve and exchange information using a browser or public search engine.

The internet is part of modern life – we use it for a range of purposes, such as online shopping or music downloads. Accessing online information requires an internet connection and the first part of this unit introduces different types of connection methods.

Internet users often begin their exploration by searching for information on the worldwide web. Websites are accessed using browser application software. The second part of this unit develops the knowledge and skills needed to use browser application software, its tools and help facilities. Knowing how to use the browser tools and change the settings can make web page navigation easier and more efficient.

The unit also introduces simple search techniques to help learners understand how to find information and how to save references of sources for future use. They will also use browser tools to access and complete online forms and use interactive websites.

The final part of this unit deals with how to use the internet safely and securely, introducing relevant laws, guidelines and procedures.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests – or a mixture of both – to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Connect to the internet	1.1 Get online with an internet connection 1.2 Identify at least two types of connection methods that can be used to access the internet
2 Use browser software to navigate web pages	2.1 Use browser tools to navigate web pages 2.2 Use browser help facilities to solve problems 2.3 Identify why you might need to change setting to aid navigation
3 Use browser tools to search for information from the internet and the worldwide web or an intranet	3.1 Use appropriate search techniques to locate information 3.2 Use references to make it easier to find information another time 3.3 Identify a means of saving a page for quick access in the future
4 Use browser software to communicate information online	4.1 Use tools to access and complete online forms 4.2 Identify an opportunity to interact with a website
5 Follow and understand the need for safety and security practices when working online	5.1 Work responsibly when working online 5.2 Identify common threats to information security 5.3 Keep information secure 5.4 Manage personal access to online sources securely 5.5 Identify common threats to user safety 5.6 Follow relevant laws, guidelines and procedures for the use of the internet

Unit content

1 **Connect to the internet**

Accessing the internet: eg Internet Service Provider (ISP); username, password

Connection methods: eg local area network (LAN), mobile phone, broadband, modem, dial-up connection

2 **Use browser software to navigate web pages**

Browser tools: eg go to, back, forward, refresh, stop, home, new window, new tab; toolbars eg search bar, address bar, Uniform Resource Locator (URL), menu bar

Browser settings: eg homepage, autofill, security, pop-ups, privacy

3 **Use browser tools to search for information from the internet and the worldwide web or an intranet**

Search techniques: eg key words, quotation marks, relational operators eg +, -, 'find' or search tools

References: eg history, favourites, bookmarks; links; log useful sites, save web pages

4 **Use browser software to communicate information online**

Submit information: eg fill in and submit web forms; interactive sites

5 **Follow and understand the need for safety and security practices when working online**

Information security threats: eg username, password/PIN selection, online identity/profile; personal information eg to include, withhold, determine who can see the information

Security software: eg anti-spam, firewall, Ad-Aware®

Safety precautions: eg firewall settings, internet security settings; report inappropriate behaviour, report security threats or breaches

Laws, guidelines and procedures: set by employer or organisation eg health and safety, security; laws eg copyright laws, downloads, licensing

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units, eg *Unit E02: IT User Fundamentals*, *Unit E09: Using Email*, *Unit E08: Using Mobile IT Devices* and *Unit E31: The Internet and World Wide Web*.

Assessment

Where possible a holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
IT User Fundamentals	IT User Fundamentals	IT User Fundamentals	
Using Email	Using Email	Using Email	Using Email
Using Mobile IT Devices	Using Mobile IT Devices	Using Mobile IT Devices	
The Internet and World Wide Web		Using the Internet	Using the Internet

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Using IT to Find and Exchange Information (INT: Using the Internet).

Essential resources

To deliver this unit centres will need to have a LAN with browser application software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking the units.

Indicative resource materials

Textbooks

Blake R – *Firefox for Dummies* (John Wiley and Sons, 2006)
ISBN-13 9780471748991

Levine J R, Levine Y M and Baroudi C – *The Internet for Dummies*, (John Wiley and Sons, 2010) ISBN-13 9780470560952

Shelly G B – *Windows Internet Explorer 8: Introductory Concepts and Techniques* (South Western College, 2009) ISBN 0324781679

Websites

www.bbc.co.uk/schools/teachers

www.howstuffworks.com

Functional Skills – Entry Level 3

Skill	When learners are ...
ICT – Using ICT	
Interact with and use ICT systems to meet given needs	connecting to the internet and using browsing software to navigate web pages using browser software to communicate information online
Store information	identifying a means of saving a page for quick access in the future
Follow safety and security practices	working responsibly while working online, identifying security threats to information, keeping information secure as well as managing personal access to sources securely following relevant laws, guidelines and procedures for the use of the internet
ICT – Finding and selecting information	
Use simple searches to find information	using browser tools to search for information from the internet and the worldwide web using appropriate search techniques to find information
Select relevant information that matches requirements of given task	finding the relevant information associated to the learning outcomes given in this unit
ICT – Developing, presenting and communicating information	
Enter and develop different types of information to meet given needs	entering and developing different types of information while fulfilling the learning outcomes of this unit
Bring together different types of information	presenting information by bringing together different information gathered throughout this unit
Use ICT-based communication	using browsing software to communicate information online

Unit 11: Digital Lifestyle

Unit reference number: D/502/0193

Level: Entry 3

Credit value: 1

Unit aim

This unit is from the Microsoft Digital Literacy Curriculum and provides basic knowledge and understanding of new digital technologies, including digital audio, digital video and digital photography. The unit explores how these and other computing technologies are creating new career opportunities and shaping the world in which we live.

Unit introduction

For everyone, the digital lifestyle is now a way of life, with ease of access to a wide range of technologies on our computers as well as in our pockets that supports high-quality digital audio, digital video and digital photography.

This unit will give learners the opportunity to understand and access technologies and skills suited to effectively accessing digital audio, digital video and digital photography, as part of daily life as well as in a professional capacity.

Learners taking this unit will have the opportunity to:

- access the basic principles of digital technology
- work with the basic features of digital audio
- work with the basic features of digital video
- work with the basic features of digital photography
- understand and attain career opportunities for those with digital technology experience.

The unit has a practical emphasis and is designed to encourage learner assessment by experience.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the basics of digital technology	1.1 Describe the benefits of digital technology 1.2 Explain how digital technology expands the features of digital devices
2 Understanding the basics of digital audio	2.1 Identify the characteristics of digital audio 2.2 Explain an operating system 2.3 Explain the concepts of recording, copying and converting digital audio 2.4 Identify the features of speech technologies
3 Understanding the basics of digital video	3.1 Identify the characteristics of digital video 3.2 Explain what digital video editing is and the output formats for digital video 3.3 Identify the features of web video technologies
4 Understanding the basics of digital photography	4.1 Explain the benefits, features and workings of a digital camera 4.2 Explain how to edit and manage digital images 4.3 Identify the features of different types of printers that are available for printing photos
5 Understand the career opportunities for those with digital technology experience	5.1 Explain how digital technology helps people work from any location 5.2 Identify the career opportunities available for information workers 5.3 Identify the career opportunities available for IT

	professionals 5.4 Identify the career opportunities available for developers
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Unit content

1 **Understand the basics of digital technology**

Benefits of digital technology: eg storing and sharing pictures, recording and sharing videos, communicating

Digital devices: eg audio and video players, mobile phones, video game systems, personal digital assistants (PDAs), digital cameras, digital video cameras

2 **Understanding the basics of digital audio**

Characteristics of digital audio: eg streaming, compression, codec, formats

Speech technologies: eg speech synthesis, speech recognition

3 **Understanding the basics of digital video**

Characteristics of digital video: eg editing software, compression, codec, formats, analogue recording, digital recording, adding titles

Output formats: eg linear, non-linear, DVD, CD, file, streaming

Web video technologies: eg streaming, download, conferencing

4 **Understanding the basics of digital photography**

Features of a digital camera: eg storage device, sensor, USB, screen, resolution, lens, exposure

Image management and editing: eg simple photo editing, advanced photo editing, photo management

Printers: eg personal photo printers, professional photo printers

5 **Understand the career opportunities for those with digital technology experience**

Career opportunities: eg information worker, IT professional, software developer

Essential guidance for tutors

Delivery guidance

Where possible this unit should be as practical as possible. Learners should have the opportunity to use different forms of digital technology including digital cameras, digital media and digital audio. During these practical sessions, tutors can enhance the learners understanding of the benefits of digital technology. Learners could be encouraged to undertake research into the different types of printers that are available for printing photographs. This may be done by visiting retail outlets or scanning relevant catalogues. Speakers may be invited to talk about their experiences within digital technology highlighting their career opportunities within different sectors of the industry.

Assessment guidance

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Evidence could be provided in the form of photographs, video clips leaflets eg career opportunities. Learners could choose a project to provide a focus for their project eg make a short video clip of career opportunities within the industry. A story board using photographs that they have printed on the benefits of digital photography.

Essential resources

Employer engagement and vocational contexts

Inviting someone from your organisation or another company into class to discuss how they use computers in their everyday job will encapsulate the skillset of this unit. The learner needs to appreciate how many roles now need IT skills.

The context of this unit would enable learners to use their own technology to complete an audio, video or picture diary of their other learning experiences and can be integrated into a range of vocational contexts.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Website

Microsoft offers the course resources for this unit:

www.microsoft.com/about/corporatecitizenship/citizenship/giving/programs/up/digitalliteracy/eng/Curriculum2.msp

Unit X: Introduction to Customer Service

Unit reference number: F/601/6065

Level: Entry 3

Credit value: 2

Unit aim

This unit aims to introduce learners to customer service, including customer service terms and the customer service process.

Unit introduction

Learners who are interested in working in a customer service environment need to understand the importance of customers to a business and how customers form an impression of a business based on their experiences.

In this unit learners will become familiar with customer service terms and with the customer service process and its significance. They will also have the opportunity to develop their understanding of customer expectations by recalling their own experiences of customer service.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know basic customer service terms	1.1 Describe the differences between an external and an internal customer 1.2 State how different services and products could relate to each other and assist in providing customer satisfaction 1.3 Identify regularly used customer service terms
2 Know the customer service process and its importance	2.1 Identify what is meant by customer expectations 2.2 Identify what is meant by customer satisfaction 2.3 State how customer satisfaction results from meeting customer expectations 2.4 State the consequences if customer service does not meet customer expectations 2.5 State why good customer service matters to organisations
3 Be able to learn from own experience of customer service	3.1 Identify situations when they are a customer 3.2 Describe what matters to them when they are a customer

Unit content

1 Know basic customer service terms

Internal customers: eg managers, colleagues, contractors, staff from other departments, staff at head office, staff at another branch

External customers: eg shoppers, business, private, groups of people, different nationalities, ages, domestic or overseas customers, young children, the elderly, customers with disabilities

How services and products could relate to each other to provide customer satisfaction: eg recycling facilities in a supermarket car park, fitting rooms to try on garments, test driving vehicles, trying out electrical goods, offering a delivery service for large items such as furniture, fitting carpets, bespoke services such as wedding dress fitting, different payment options for a range of goods

Customer service terms: eg first impressions, assisting customers, offering help, communicating, providing products or services, delivery times/dates, responding to changes in customer needs, seeking assistance when required, keeping records and information, returns policy

2 Know the customer service process and its importance

Customer expectations eg good first impression, helpful staff, knowledgeable staff, variety of products, value for money, quick service

Customer satisfaction: eg good service and care, the right goods at the right price, prompt attention, good communications

Consequences of poor customer service: eg harm to reputation, complaints, customers go elsewhere; tell others

Importance of good customer service: eg benefit to reputation, repeat business, increased business, staff are happier, more competitive

3 Be able to learn from own experience of customer service

Customer service: situations eg face to face, telephone, email; returning goods, complaining or querying, requesting information or/and to buy goods or services

Identify what matters in these situations: eg range of services or products, value for money, speed of service, product knowledge, add-on/link sales, variety of payment methods, attentiveness, attitude, selecting and providing the right information, exceeding expectations, fast delivery, clear assembly instructions, after-sales service

Essential guidance for tutors

Delivery

Tutors delivering this unit could arrange a visit to or from a customer service manager or key customer service supervisor at a local retailer. This would contribute some of the information learners need in terms of applying parts of the unit content. Discussions with learners and using pre-set questions could enable evidence to be captured for the majority of the unit.

Tutors need to draw on learners' own experiences of customer service. Everyone knows how they like to be treated in a retail outlet and how it affects whether they shop at the outlet again. Discussions based on these experiences will help learners to understand the importance of good customer service.

For learning outcome 1, tutors need to discuss with learners what they understand by a variety of customer service terms. Tutors can use learners' own experiences to build up a picture of the range of customer needs and how retail organisations meet these needs. Case studies may also be useful, particularly to identify a range of different customer types and what customers' needs and expectations might be.

Tutors could also organise a discussion about how effective customer service contributes to the success of a retail organisation.

For learning outcome 2, tutors could arrange a visit to a local shopping centre so learners can assess their first impressions of a range of retail stores and observe how staff help different customers. Learners could conduct surveys to find out the expectations of other people, what generates customer satisfaction and how people respond to good and poor customer service. Learners could share their findings in a question and answer session. Other useful activities to support delivery include discussions, role plays, and other practical experience, including work placement.

For learning outcome 3, tutors could devise a set of scenarios based on situations in which learners are customers. Each learner will need to produce an individual set of answers.

A DVD on customer service is a useful resource. Learners could be given a checklist and asked to look for certain points, and this leads easily into a discussion of their own experiences. Learners could then role play dealing with enquiries, both face to face and by telephone. Tutors should ensure that scenarios come to a satisfactory conclusion.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion – ‘What is customer service?’ to include:</p> <ul style="list-style-type: none">• basic customer service terms• identification of good and bad customer service• individual experiences of both good and bad customer service• consequences of good and bad customer service experiences. <p>Practical activity – prepare questions for guest speaker.</p> <p>Guest speaker – customer service manager or key customer service supervisor.</p> <p>Assessment – tutor-led question and answer session recorded individually.</p> <p>Assessment – learners respond to questions covering their knowledge of customer service and its contribution to the success of a business. Lead on to giving examples of their initial impression of a business and how staff create a positive impression. (Learning outcomes 1 and 2)</p>
<p>Tutor-devised scenarios based on customer service situations and how customer needs should be met.</p> <p>Assessment – learners write down answers on how they think customer needs should be met, based on these scenarios. (Learning outcome 3)</p> <p>Tutor-led discussion – types of communication: written, spoken, body language, informative questions.</p> <p>Activity – learners watch a customer service video or DVD and identify types of communication.</p> <p>Role-play activities – learners practise scenarios provided by the tutor including answering telephone and face-to-face enquiries.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

This unit is best achieved through practical activities. Assessment should be completed in a holistic manner, enabling learners to benefit most from their understanding.

Assessment criteria 1.1 and 1.3 could be assessed through a question and answer session. This will need to be recorded individually for each learner using witness statements. For assessment criterion 1.1, learners must describe two differences between internal and external customers. For 1.3, learners must identify five customer service terms.

Assessment criterion 1.2 could be assessed using diagrams and other written evidence.

Assessment criteria 2.1–2.5 could be assessed through a question and answer session. This will need to be recorded individually for each learner using witness statements.

For assessment criteria 3.1 and 3.2, learners must identify two or three situations where they are a customer, and describe what matters to them in each situation. Again, this could be assessed through a question and answer session, which will need to be recorded individually using witness statements.

Essential resources

There are no specialist resources required for this unit. However, it would be helpful if learners had access to a guest speaker working in customer service. Learners should also have access to a range of retail organisations including hospitality outlets, financial services and those catering for a range of products and services such as travel, hair and beauty.

Indicative resource materials

TV programmes such as the *Mary Portas: Secret Shopper* programmes from Channel 4 and selected episodes of *The Business Inspector* from Channel 5 would be useful resources.

Websites

http://customerservicezone.com/video	The Customer Service Zone – includes links to free customer service videos
www.instituteofcustomerservice.com	Institute of Customer Service
www.ons.gov.uk	Office for National Statistics
www.retailindustryabout.com	Provides links to other websites giving advice about aspects of retail
www.skillsmartretail.com	The Sector Skills Council for Retail

Unit X: The Importance of Appearance and Behaviour in Customer Service

Unit reference number: A/601/6047

Level: Entry 3

Credit value: 2

Unit aim

This unit aims to introduce learners to the basic requirements in terms of appearance and behaviour in customer service, and the importance of these when interacting with customers.

Unit introduction

Learners who are interested in working in a customer service role need to understand the importance of appearance and behaviour and how they may affect customers.

In this unit learners will investigate the dress requirements for a customer service role and how general appearance affects customer perceptions. They will also explore how to interact with customers appropriately.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the dress requirements in customer service jobs	1.1 State the appropriate dress in a particular customer service job 1.2 State inappropriate dress in a particular customer service job
2 Know how general appearance affects the way customers react	2.1 Identify customer expectations of appearance in a particular customer service job role 2.2 Identify personal appearance that could cause negative customer

	reaction
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Learning outcomes	Assessment criteria
3 Know how to interact with customers	3.1 State the importance of making a good first impression on customers 3.2 Describe how to greet customers politely and positively 3.3 State how to recognise when a customer wants or needs attention 3.4 State how to respond when a customer wants or needs attention 3.5 Describe how to focus on customers and avoid distractions when dealing with them 3.6 State the importance of thanking customers for their business or for information given

Unit content

1 Know the dress requirements in customer service jobs

Dress requirements: eg uniform/work garments, appropriate shoes, hair tied back for food service roles, minimal jewellery, current season's garments for fashion

Customer service jobs: eg working at a pay point, serving behind a food counter, in a garden centre, at a customer service desk, at an information desk in a railway station, college, hospital or tourist attraction, in a DIY outlet or builder's merchant, in a beauty salon, at a hairdresser, in a bank/building society, fashion outlet, as a personal shopper, specialist retailer ie electrical, fresh food, fast food, furniture/furnishings, vehicle, travel agent

2 Know how general appearance affects the way customers react

Customer expectations of appearance: eg clean and tidy clothes, personal cleanliness, uniform/work garments, name badge if provided

Personal appearance that could cause negative customer reactions: eg uniform/work garments not tidy or clean, body odour, inappropriate make up, untidy and unclean hair, unclean hands, body art on display

3 Know how to interact with customers

Good first impression: face to face eg *smiling*; eye contact, correct posture; telephone eg answering within three rings

Greeting customers: eg 'Good morning/afternoon/evening, how may I help you?'

Recognising when a customer wants or needs attention: eg looking up and down aisles, standing in the centre of the shop, making eye contact, handling products

Responding when a customer wants or needs attention: eg 'Yes sir/madam, what can I do for you?', 'How can I help?', 'Do you need some help?'

Focusing on customers and avoiding distractions: eye contact; concentration, good listening skills

The importance of thanking customers: eg good last impression, enhance reputation, repeat business

Essential guidance for tutors

Delivery

Tutors delivering this unit need to arrange a visit to or from a customer service manager or someone working in a service role at a supervisory level. This is essential and will provide much of the input learners need.

Learning outcome 1 may be addressed through the visit to or from a customer service manager, and the preparation of suitable questions before this activity. Tutors could also draw on learners' own experiences of dress and behaviour codes in a range of retail environments, including financial institutions, fast food and other hospitality outlets, garden centres and DIY outlets, so learners can appreciate the role of a range of corporate workwear worn by customer service providers.

Learning outcomes 2 and 3 may also be partially addressed through these visits.

Additionally for learning outcome 2, learners could conduct surveys to establish customer expectations and views regarding the appearance of staff in a customer service role.

For learning outcome 3, tutors may devise a set of scenarios reflecting a range of customer interactions. Alternatively, learners could devise scenarios and test them out on each other.

Learners will need to produce an individual set of evidence for each learning outcome.

A DVD on customer service is a useful resource. Learners could be given a checklist and asked to look for certain points, and this leads easily into a discussion. Learners can then carry out role play relevant to the assessment criteria for learning outcome 3.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning.
Tutor-led discussion – 'What are the dress requirements in customer service roles?' to include identification of appropriate and inappropriate dress.
Assessment – tutor-led question and answer session recorded individually.
Assessment – learners respond to questions to cover their knowledge of dress requirements. (Learning outcome 1)
Visit to or from a customer service manager.
Practical activity – prepare questions for visit/guest speaker.

Visit/guest speaker – customer service manager.

Recording of information from visit/speaker.

Assessment – learners respond to questions to demonstrate their knowledge of dress requirements. Responses to be recorded individually. (Learning outcomes 1-3)

Learner-devised survey of customer expectations and views regarding the appearance of staff in customer service roles. (Learning outcome 2)

Tutor-devised scenarios reflecting a range of customer interactions. Tutor-led discussion: first impressions; greetings; recognising and responding to customer wants and needs; avoiding distractions; thanking customers. (Learning outcome 3)

Assessment – learners provide a range of written evidence for learning outcome 3. This could also include annotated photographs.

Assessment feedback, review and evaluation of unit.

Assessment

This unit is best achieved through practical activities. Assessment should be completed in a holistic manner, enabling learners to benefit most from their understanding.

Assessment criteria 1.1 and 1.2 may be assessed through a question and answer session. This will need to be recorded individually for each learner with witness statements. Learners need to state the dress requirements of one specific customer service job, and also state what would be inappropriate dress for this role.

For assessment criteria 2.1 and 2.2, learner surveys could provide assessment evidence. Learners need to identify at least two customer expectations for 2.1.

Assessment criteria 3.1–3.6 could be evidenced by written work stemming from the visit to or from a customer service manager. Additionally, annotated photographs, witness statements and/or a DVD of role play may form part of the assessment evidence.

Essential resources

Learners need to have access to a customer service manager and a range of retail environments where customer service is provided.

Indicative resource materials

TV programmes such as the *Mary Portas: Secret Shopper* programmes from Channel 4 and selected episodes of *The Business Inspector* from Channel 5 would be useful resources.

Websites

http://customerservicezone.com/video	The Customer Service Zone – includes links to free customer service videos
www.instituteofcustomerservice.com	Institute of Customer Service
www.ons.gov.uk	Office for National Statistics
www.retailindustryabout.com	Provides links to other websites giving advice about aspects of retail
www.skillsmartretail.com	The Sector Skills Council for Retail

Unit X: Understand How to Deal with Queries and Requests

Unit reference number: R/601/6054

Level: Entry 3

Credit value: 3

Unit aim

This unit aims to introduce learners to ways of dealing with queries and requests from customers when working in customer service.

Unit introduction

Learners who are interested in working in a customer service environment need to understand how to deal with queries and requests effectively and the importance of this in maintaining good customer relations.

In this unit learners will develop a knowledge of selected services and products, and their key features, in order to be able to deal with customer queries and requests. Learners will also become familiar with frequently asked questions and the related answers, and will explore techniques for dealing with queries and requests from customers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the services and products of a section or department within an organisation	1.1 List the services or products a selected section or department offers 1.2 Describe the key features of the services or products a selected section or department offers
2 Know the types of question that customers will ask	2.1 List the most frequently asked questions about a selected section or department's services or products 2.2 State the preferred answers to the most frequently asked questions about a selected section or department's services or products
3 Know how to recognise when a customer has a query or request	3.1 Listen closely to questions from customers 3.2 Identify when questions from customers require a specific response or action
4 Know how to clarify details of queries or requests from customers	4.1 State how to check with customers that they have heard their questions correctly 4.2 State the importance of keeping customers informed about actions on their queries or requests

Unit content

1 **Know the services and products of a section or department within an organisation**

Services: eg delivery, customer ordering, phone and reserve, wrapping and packing, fitting rooms, payment options, alterations, furniture/furnishing fitting, assembly, replacement, food packaging, filleting, hiring, credit and other finance, cashback

Products: eg electrical items, clothing ranges, food, sports and fitness equipment, furniture and furnishings, vehicles, outdoor products, DIY, leisure interests such as crafting, holidays, beauty and hair

2 **Know the types of question that customers will ask**

Typical questions: eg 'Do you have ...?', 'Can I order ...?', 'Why haven't you got ...?', 'Why has the price gone up?', 'How much discount?', 'Where do you keep ...?', 'Where can I find ...?'

Questions requiring specific responses or actions: eg 'Can you tell me about ...?', 'How do I make a complaint about ...?', 'Where is the ... situated?', 'Do you have a ... to go with this item?', 'How long is the sale on for?', 'What is it made from?', 'How does it work?', 'What colours/sizes/weights are available?'

3 **Know how to recognise when a customer has a query or request**

Listening skills: eg eye contact, listening noises such as 'Um, I see', repeating back, nodding

Customer behaviour: eg queuing at customer service desk, looking around to find a member of staff, looking at an item for a long time, special interest during/following a product demonstration

4 **Know how to clarify details of queries or requests from customers**

Useful responses: eg 'I'm sorry, could you repeat that please ...?', 'So you would like me to ...?'

Importance of keeping customers informed: eg makes them feel cared for, they know how well the process is progressing, they can make arrangements, they can make alternative decisions

Essential guidance for tutors

Delivery

Tutors delivering this unit need to arrange visits to one or more retail outlets. A guest speaker working in customer service would be a huge asset and would provide most of the input learners need. Discussions with learners and using pre-set questions should enable evidence to be captured for the majority of the unit. Tutors could also draw on learners' own experiences of queries and requests in a retail environment.

For learning outcome 1, tutors need to discuss with learners the differences between services and products and the key features of each. Tutors can use learners' own experiences to build up a picture of the range of products and services offered by different retail organisations.

For learning outcomes 2- 4, tutors need to arrange visits to one or more local retail outlets to interview customer service staff. Alternatively, a guest speaker working in customer service could be invited to talk to learners. Learners could share their findings in a question and answer session.

For learning outcomes 3 and 4, tutors need to devise a set of scenarios which reflect a range of customer behaviours, queries and requests and enable learners to decide on how they should best be responded to. Alternatively, learners can devise scenarios and test them out on each other. Learners will need to produce individual sets of answers.

A DVD on customer service is a useful resource. Learners could be given a checklist and asked to look for certain points, and this leads easily into a discussion of their own experiences. Learners could then role play dealing with queries and requests, both face to face and on the telephone.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning. Tutor-led discussion – ‘What is a service and what is a product?’ to include: <ul style="list-style-type: none">• identification of products and services• description of the key features of each. Assessment – tutor-led question and answer session recorded individually. Assessment – learners respond to questions to cover their knowledge of products and services. (Learning outcome 1)
Visits to retail outlets/visit(s) from guest speaker(s). Practical activity – prepare questions for visit/guest speaker. Visit/guest speaker – customer service manager. Recording of information from visit/speaker. Assessment – learners respond to questions to cover their knowledge of customer queries and requests. (Learning outcomes 2-4)
Tutor-devised scenarios on customer queries and requests and how best to respond. Tutor-led discussion about potential responses and actions. Assessment – learners write down answers on how they think customer queries and requests should be responded to, based on these scenarios. (Learning outcomes 3-4)
Assessment feedback, review and evaluation of unit.

Assessment

This unit is best achieved through practical activities. Assessment should be completed in a holistic manner, enabling learners to benefit most from their understanding.

Assessment criteria 1.1 and 1.2 could be assessed through a question and answer session. This will need to be recorded individually for each learner using witness statements. Learners need to list three products and three services, and describe two key features of each.

For assessment criteria 2.1 and 2.2, learners need to list three of the most frequently asked questions and the preferred answers to these questions. These will need to be recorded individually for each learner. Diagrams could be used here.

Assessment criteria 3.1–4.1 could be evidenced through role play. For 3.2, learners need to identify two customer questions that demand specific

responses or actions, for example explaining about a product or service and dealing with a complaint.

For assessment criterion 4.2, learners could produce a variety of evidence, such as a DVD of role play, survey results or written work.

Essential resources

Learners need to have access to a retail environment or to a guest speaker working in retail. No other specialist resources are required.

Indicative resource materials

Websites

http://customerservicezone.com/video	The Customer Service Zone – includes links to free customer service videos
www.instituteofcustomerservice.com	Institute of Customer Service
www.ons.gov.uk	Office for National Statistics
www.retailindustryabout.com	Provides links to other websites giving advice about aspects of retail
www.skillsmartretail.com	The Sector Skills Council for Retail

Unit 4: Planning for the Physical Care Needs of Children aged 0-3 years

Unit reference number: K/502/3372

Level: Entry 3

Credit value: 3

Unit aim

In this unit learners will explore the care needs of young children. Learners will develop their knowledge and understanding of how to provide for the physical care needs of young children.

Unit introduction

This unit aims to introduce learners to the basic physical care needs of young children. In this unit learners will be able to make use of their knowledge to understand how adults meet young children's physical care needs.

For learning outcome 1 learners explore the basic physical care needs of young children, such as food and drink, fresh air and exercise, and to be kept safe. In learning outcome 2 each of the care needs is investigated and through practical tasks and activities, learners consider ways to meet each of the needs.

For learning outcome 3 learners will apply their knowledge to plan, with support, a routine to meet a physical care need of one child.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the physical care needs of children	1.1 Identify the physical care needs of children
2 Know what is needed to care for the physical needs of children aged 0-3 years	2.1 Describe what is needed to care for the physical needs of children aged 0-3 years
3 Be able to plan a physical care routine for a child aged 0-3 years	3.1 With support, plan a physical care routine for a child aged 0-3

	years
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Unit content

1 Know the physical care needs of children

Care needs: food and drink; exercise; fresh air; rest and sleep; to be kept clean; clothing; to be kept safe

2 Know what is needed to care for the physical needs of children aged 0-3 years

Food and drink: balanced diet; food for growth; variety of food; milk; avoid adding sugar; small portions; attractive presentation

Exercise: providing activities for children to, eg run, climb, balance, throw balls, kick balls, swing

Fresh air: types of activity, eg daily play outdoors, walks, visits to park

Rest and sleep: somewhere to rest or sleep during day; quiet activities; bedtime routine

Hygiene: handwashing by adults and children, eg after toilet, after messy activities, before eating/food preparation; bathing, ie daily bath or all over wash; teeth cleaning ie after breakfast and before bed; hair care ie daily brushing/combing, twice weekly washing; treatment of cradle cap, caring for different types of hair, eg Afro-Caribbean; importance of caring for feet, eg trimming nails

Clothing: comfortable; easy to wash; easy to put on and take off; importance of layering clothing to prevent children getting too hot or too cold; correct sizing for footwear

Safety: adult supervision; use of safety equipment (stair gates, harnesses, socket covers); ensuring environment is safe, eg risk of illness due to damp, cold conditions

3 Be able to plan a physical care routine for a child aged 0-3 years

Ages: 0-1 year; 1-2 years; 2-3 years

Routines: types of routine, eg bed-time routine, preparing for daytime sleep, bathing routine, toileting routine, mealtime routine, preparing for outdoor play, preparing for an outing; role of the adult; role of the child

Planning: including wishes of parent/s and child in planning; making sure experience appropriate for age of child, safety precautions

Essential guidance for tutors

Delivery

A wide range of delivery methods may be used to teach this unit, including tutorials, presentations, visits, simulations, guest speakers, videos, worksheets, internet sources. As many practical activities as possible should be included to help learners relate to the content of the unit.

Tutors could start the delivery of this unit by showing video clips of children of different ages. Tutor-led group discussion to identify physical needs could follow. Key words could be presented on the board/flip chart.

For learning outcome 2, tutors could assess learners' knowledge of a balanced diet and food appropriate for young children with a quiz such as 'Who wants to be a millionaire?'

Learners could work in pairs to select appropriate meals, snacks and drinks for young children using a range of resources such as internet sites or journals. Each pair could select a meal or snack to give a young child for different times of day presented as illustrations on flip chart paper. The meals and snacks could be displayed in the classroom and tutor-led discussion could collate the separate meals and snacks into what would be appropriate for a whole day to provide balance.

A visit to observe children playing in a playground would introduce the topics of physical exercise and fresh air to learners.

A guest speaker, such as a childminder, could be invited to talk to learners about how to provide physical exercise and fresh air for young children in a home environment. Learners could prepare questions to ask the speaker about physical activities suitable for young children of different ages. Learners could work in small groups to identify one physical activity and the resources required using internet sites. Learners could present their activities as a fact sheet for other learners.

Ways to prevent the spread of infection outlined in the unit content could be explored in a range of ways such as demonstration of correct handwashing technique, simulation of bathing a baby using a doll, nappy changing using a doll, demonstrations of correct teeth cleaning by a dental hygienist. Small groups of learners could be given different worksheets with questions about hygiene measures needed when caring for children. These groups could then feed back to enable other learners to record all of the information. This will ensure full coverage of the unit content.

Learners could investigate suitable clothing for children at different ages and for different seasons using catalogues or by visiting shops. Illustrated handouts could be prepared by learners and given as handouts to the whole group.

Safety measures could be explored by learners completing a group display depicting all the rooms in a house and the garden. Groups could add information about the safety measures required for the display.

A parent could be invited as a guest speaker to speak about the importance of carers knowing about children's individual needs in routines.

Learners could select an age of a child and a routine and with the support of the tutor decide what the adult would need to do to meet the children's needs in the routine.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning.</p> <p>Tutor-led delivery – what care needs do children have?</p> <p>Practical: learners find out about and extract examples of children’s care from a range of parenting magazines, child care journals, websites.</p> <p>Assessment: learner makes an illustrated leaflet for parents identifying children’s care needs (Learning outcome 1).</p>
<p>Tutor-led delivery – the food children should eat for a balanced diet.</p> <p>Practical: in pairs, learners to select meals, snacks and drinks for young children using the internet, journals.</p> <p>Individual work: learners write a menu of the types of food the learner eats in a day. In pairs learners discuss whether each others’ menus are healthy – what could they change to make them healthy?</p> <p>Practical: in pairs learners research on-line ‘shopping’ to provide a healthy meal for a young child. Discussion to select healthiest choices.</p> <p>Tutor-led delivery – exercise and fresh air.</p> <p>Learners watch videos of young children involved in physical activities indoors and outdoors.</p> <p>Group work: learners plan physical activities. Select appropriate resources. Each group chooses a different age. Whole group discussion about suitability of activity and resources for age of child.</p> <p>Tutor-led delivery – importance of hygiene when working with young children.</p> <p>Tutor demonstration of handwashing technique.</p> <p>Practical: learners practise handwashing using ‘light box’ to check technique.</p> <p>Activity – in groups learners chose different hygiene topic and find out what young children need. Make posters to show hygiene needs.</p> <p>Tutor-led delivery – suitable clothing for young children.</p> <p>Practical – learners visit shops to look at children’s clothes.</p> <p>Practical – learners design an outfit for a young child. Each learner to choose a different scenario, eg on the beach, playing in the snow. Discussion of reasons for choices.</p> <p>Tutor-led delivery – safety – role of the adult and safety equipment.</p> <p>Demonstration – learners visit a childcare setting to observe safety equipment and role of the adult.</p> <p>Assessment: learners record what is needed to care for the physical needs of children aged 0-3 years (Learning outcome 2).</p>

Theory – planning physical care routines for children aged 0-3 years.

Assessment: tutor supported individual research to plan a physical care routine for a child aged 0-3 years using journals, parenting magazines, internet (Learning outcome 3).

Assessment feedback and review of unit.

Assessment

Assessment criteria 1.1 and 2.1 may be linked together into one assignment task. A poster or a leaflet may be used to present the information. For assessment criterion 1.1 learners will need to list the physical needs of children. To meet assessment criterion 2.1, learners need to include brief information about two ways adults are required to meet the physical needs, for example, food – children need a balanced diet and milk.

To meet assessment criterion 3.1, learners need to include a basic plan for an identified routine for a child of a stated age for example a bedtime routine for a child aged 2-3 years. Brief information about resources for the routine and timings, to meet the child's physical needs, could be presented in a template.

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Textbook

Tapp A – *Preparation for Childcare* (Heinemann, 2008) ISBN 9780435987404

Websites

www.allkids.co.uk	<i>All Kids</i> online parenting magazine
www.dentalhealth.org	British Dental Health Foundation
www.eatwell.gov.uk/keepingfoodsaf	Food Standards Agency
www.hpa.org.uk	Health Protection Agency – handwashing guidance, posters
www.practicalparenting.co.uk	<i>Practical Parenting</i> magazine

Unit 6: Respecting Children

Unit reference number: D/504/9175

Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

In this unit learners will explore the need for children to be respected as individuals. Learners will be introduced to the importance of considering the needs, rights and views of the child when caring for children. Learners will gain knowledge and understanding of how adults behave respectfully towards children, and they will explore ways of providing an environment which is designed to respect children.

Unit introduction

In this unit learners will explore the importance of considering the needs, rights and views of children. Throughout the unit learners will be able to use their understanding through practical tasks to recognise how these principles are applied to caring for children.

For learning outcome 1, learners will investigate reasons why children need to be respected as individuals. For learning outcome 2, learners will explore the behaviour adults use to demonstrate respect to children. For learning outcome 3, learners will recognise how the physical environment can be organised to show to respect children.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know why children need to be respected as individuals	1.1	State why children need to be respected as individuals	<ul style="list-style-type: none"> □ <i>Respecting children as individuals</i>: why children should be respected, e.g. human rights, different needs of children, the need to value children for their own particular qualities, valuing child's home/family (culture, religion, language); valuing children's choices; promoting independence □ <i>Effects of valuing children</i>: the child feels included, high self-worth, confident, better achievement □ <i>Effects of not valuing children</i>: e.g. the child feels different, excluded, low self-worth, lack of confidence, poor achievement, child becomes withdrawn
2	Know how adults show respect to children	2.1	Outline ways adults show respect to children	<ul style="list-style-type: none"> □ <i>Adult behaviour which shows children respect</i>: types of adult behaviour which show respect, e.g. paying attention, listening, offering choices, having realistic expectations (rules, behaviour), non-patronising, praising for effort, including all children
3	Know how the physical environment respects children as individuals	3.1	Describe how a chosen physical environment visited by children has been designed to respect children	<ul style="list-style-type: none"> □ <i>Physical environments</i>: types of environment, e.g. libraries, shops, museums, public transport, hospitals, doctors' surgeries, swimming pools, parks, dental surgery □ <i>Environment</i>: welcoming to children, e.g. displays/posters suitable for children; accessible to children, e.g. child-sized furniture and equipment, doors for pushchair access, ramps, low reception desk, small toilets, low wash basins; toys; books

Information for tutors

Delivery

The unit has been designed to make the key topics practical wherever possible.

Throughout the unit learners would benefit from using role play, case studies, scenarios, simulations, accessing video examples of adults caring for children and visits to understand how the concepts explored apply to caring for children.

The tutor could start delivering this unit by asking learners to consider their own rights to be treated as individuals when being cared for. A practical way to generate discussion of individual needs, for example, would be for the tutor to prepare a cup of milky tea with two sugars for every learner. Learners' responses to this could start a discussion on individual needs. This could be explored further by using examples of situations when people are treated as having the same needs. Learners could discuss in pairs how these situations would make them feel. Learners may refer to their own experiences which will make the content of the unit relevant to them. Group discussion could focus on the rights of individuals and on the effect of not being valued.

Case studies of situations where adults do not show respect for children's individual needs will help learners relate these concepts to caring for children. Examples could include circumstances where a child's home language or religion are not respected.

A question and answer session could occur to determine the effects on children of being valued and of not being valued by the adults who care for them. Key words could be collated on the board/flip chart. Learners could complete posters to display in the classroom to refer to throughout the unit.

To introduce learning outcome 2 learners could watch videos of adults caring for children. Learners could answer questions on a worksheet about what the adults are doing to demonstrate their respect for children. Whole-group discussion will help to consolidate learning.

Learners could work in groups to plan a routine for young children such as a snacktime, which would give children choices and have realistic rules and expectations for behaviour. Each routine could be demonstrated to the rest of the group as role play giving learners the opportunity to demonstrate how to listen to children, be non-patronising and praise their efforts.

Visits to childcare settings may be possible for learners to observe adults showing children respect in play and routines. Discussion following the visits will help learners relate theory to practice.

For learning outcome 3, learners could start by exploring the environment of their study centre/classroom by looking at it from the perspective of a child. This will help them to gain an understanding of how the physical environment may not respect children. Group discussion could identify what features would be needed in any physical environment to take account of the needs of children. The group could agree these features and draw up a checklist.

Learners will be able to show how a physical environment has been organised to respect children as individuals by using the checklist during visits to any environment which children may use.

Learners could report back their findings to the whole group. The findings of the whole group could be consolidated into a class display.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led delivery – the rights of all children to be respected as individuals.

Practical – learners work in pairs using scenarios to discuss 'How would I feel if?' situations.

Assessment: learners design posters giving reasons for respecting children (learning outcome 1).

Tutor-led delivery – adult behaviour which demonstrates respect.

Demonstration – learners watch videos of adults demonstrating respect.

Practical – learners roleplay adult responses to different scenarios.

Assessment: learners write up ways in which adults show respect to children and young people (learning outcome 2).

Tutor-led delivery – how physical environments are organised to respect children.

Practical – class designs a checklist of features of physical environment which show children respect.

Demonstrate – learners visit different environments to observe and complete the checklist.

Practical – group discussion to determine which physical environment demonstrated features which respect children.

Practical – paired work to design an ideal environment where children are respected, doctors' surgery, library.

Practical – produce a class display to illustrate environments which respect children.

Assessment: learner selects a physical environment that children visit and records how that physical environment respects children (learning outcome 3).

Assessment feedback and review of unit.

Assessment

To meet assessment criterion 1.1, learners must give at least two different reasons why children need to be respected as individuals. Learners may participate in a discussion to identify the effects on children of not being valued, which could be recorded by the tutor for verification purposes. Alternatively, learners could present the information as a factsheet for other learners and include the information about how adults show respect to children required for 2.1.

For 2.1, learners must give a brief outline of different ways in which adults show respect to children. Learners could base their response on a routine they have planned for children or observations they have made of adults caring for children.

To achieve 3.1, learners must select an environment used by children, visit it to carry out a simple audit of how the environment is designed to respect children and present their findings. This may be achieved by using a checklist to record their findings followed by a short presentation to the group which could be recorded by the tutor for verification purposes. Alternatively, learners could make brief notes to record the results of their research.

Suggested resources

Books

Goldschmied E and Jackson S – *People Under Three: Young Children in Day Care*, (Routledge, 2013) ISBN 09780415665216

Young J – *Human Rights are Children's Rights: A Guide to Ensuring Children's and Young People's Rights are Respected* (National Children's Bureau, 2008) ISBN 9781905818372

Website

www.savethechildren.org.uk

Access to a 'Know your rights' poster

Unit 6: Introduction to Creative and Leisure Activities for Children and Adults

Unit reference number: A/501/7219

Level: Entry 3

Credit value: 3

Unit introduction

This unit may be delivered in class or in a work setting. However, it is essential that the learner has significant practical experience of the different types of activities available to children and adults. In this unit learners will develop the skills required for working with children and adults. Learners will have the opportunity to find out about different types of creative and leisure activities children and adults may experience in health and social care settings.

The learner will be introduced to a range of activities and experiences suitable for children and adults. Throughout the unit the learner will be given the opportunity to develop the work-related skills essential for working with children and adults including self-management, communication skills and working safely.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about creative, play and leisure activities for children and adults	1.1 List creative and play activities for children 1.2 List creative and leisure activities for adults
2 Be able to use work-related skills required to provide children's and adults' creative, play and leisure activities	2.1 Participate in an activity appropriate for creative play or leisure and demonstrate: <ul style="list-style-type: none">• self-management• communication skills• the ability to work safely

Unit content

1 **Know about creative, play and leisure activities for children and adults**

Creative activities for children 3-11 years: painting eg bubble painting, splatter painting; printing; modelling eg junk, play dough; collage; drama

Play activities for children 3-11 years: language activities eg books, rhymes; music eg singing, dancing; indoor games, eg board, computer; role play; sand; water; outdoor play; climbing; ball games; outings

Creative activities for adults: painting, eg oil, water colour; drawing eg charcoal, pastel, inks; photography; drama; pottery/clay modelling

Leisure activities for adults: reading, eg books, newspapers, large print books and newspapers, hearing books; exercise, eg exercise classes, walking; gardening/growing; outings, eg to museums, galleries, gardens; games, eg word games, puzzles, quizzes, computer

2 **Be able to use work-related skills required to provide children's and adults' creative, play and leisure activities**

Self-management skills: accepting responsibility, eg agreeing own tasks, following instructions; assertiveness, eg asking for help; self-starting, eg do not need to be reminded to start tasks; time management, eg complete tasks on time

Communication skills: eg listening; asking questions; reading to, talking to children/adults

Working safely: personal safety, safety of others

Essential guidance for tutors

Delivery

This unit is a practical unit. By combining the learning outcomes, centres should be able to cover all the learning outcomes through practical activities.

Learners should experience creative and leisure activities and also set up different activities for adults and children.

Throughout the unit learners should also be assessed on their work-related skills. Where possible, each session should give learners the opportunity to demonstrate their self-management and communication skills. Health and safety is a key element in health and social care and learners should be fully aware of health and safety when discussing suitable activities for adults and children. Learners could complete a checklist at the end of each session to record the work-related skills they demonstrated.

Painting and printing for children could be covered in the first session by encouraging learners to make up different types of paints and mix colours. Learners should be encouraged to set up, experience and clear away different painting and printing materials ie bubble painting, splatter painting, potato printing, leaf printing. Collage and modelling activities could be covered in the second session.

Story reading is an activity which children enjoy. Learners could be given the opportunity to visit the local library and choose a suitable book for a child. They should then read a story to the other learners. Group feedback following this activity could contribute to the assessment of work-related skills.

Learners could experience a range of different types of games for children. They may be able to bring in games that children they know have at home to share with the other learners.

Learners may be able to visit early years settings or watch videos to observe children playing outdoors and in sand and water activities.

Painting and drawing for adults could be covered by learners preparing, experiencing and completing oil and water colour painting, charcoal and pastel drawing.

Modelling with clay is an activity enjoyed by many adults. Before learners can experience clay modelling they will need to plan the activity carefully as clay is very messy. Protective clothing and covering for tables will be required. Tools suitable for sculpting the clay could be made available.

Learners could experience a range of different types of games for adults. They may be able to bring in games that they have at home to share with other learners. A session may also be spent researching computer games. Several websites have quizzes and word games.

Learners could work in groups to research exercise activities for different groups of adults and provide a handout for reference for other learners.

Learners could work in groups to plan an outing for a group of adults whose needs and interests are outlined in a case study.

Throughout this unit the learner may keep a record of the different types of activities they have experienced or observed. This record may be used to provide evidence for 1.1 and 1.2.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Learning outcome/*Teaching/learning strategies
<p>Introduction to unit and structure of the programme of learning.</p> <p>Practical – sessions to experience a range of creative and play activities suitable for children aged 3-11.</p> <p>Assessment – Record practical sessions undertaken, for example scrap book of completed activities with notes.</p> <p>Tutor led discussion – identify work skills needed for participation in practical sessions.</p> <p>Practical – checklist of work skills.</p> <p>Activity – individual recording of own work skills used in practical sessions against checklist. (Learning outcome 1; Learning outcome 2)</p>
<p>Practical – sessions to experience a range of creative and leisure activities suitable for adults.</p> <p>Assessment – Record practical sessions undertaken, for example scrap book of completed activities with notes.</p> <p>Tutor led discussion – identify work skills needed for participation in practical sessions.</p> <p>Practical – checklist of work skills.</p> <p>Activity – individual recording of own work skills used in practical sessions; against checklist. (Learning outcome 1; Learning outcome 2)</p>
<p>Assessment – evidence of work related skills identified in assessment criteria 2.1 demonstrated throughout delivery of unit.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

For 1.1, learners will need to list three different creative activities for children and three different play experiences for children.

For 1.2, learners will need to list three different creative activities for adults and three different leisure activities for adults.

2.1, may be evidenced through witness testimonies, peer group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. The learner must be able to demonstrate that by the end of the unit they have developed each of the work-related skills stated in the content. It may be helpful for the learner to complete a checklist of their progress in the development of their work related skills at the end of each session.

Essential resources

A range of different resources are required for this unit, for example painting materials, materials for modelling, different types of table-top games. If equipment is not available the learners may be able to complete this unit in a practical work setting. Alternatively, learners may visit settings to observe the different types of equipment being used with children and adults.

Indicative resource materials

Textbooks

Featherstone S and Ingham I – *The Little Book of Outdoor Play* (Featherstone Education, 2001) ISBN 1902233743

Featherstone S and Persse L – *The Little Book of Messy Play* (Featherstone Education, 2002) ISBN 1904187099

Frankel J and Hobert C – *A Practical Guide to Activities for Young Children* (Nelson Thornes, 2005) ISBN 074879252X

Gee R and Meredith S – *Entertaining and Educating your Pre-School Child* (Struik Publishers, 1987) ISBN 1868256359

Journals

Child Education

Nursery World

Play Today

Play Words

Websites

www.abcteach.com	Source of free printable worksheets
www.bigeyedowl.co.uk	Guide to information and resources for children's activities
www.child-central.com	Website dedicated to child development and learning
www.communityinsight.co.uk	Resources for professional development for working with children
www.excellence.qia.org.uk	Source of teaching and learning materials
www.pitara.com/activities	Sources for activities for children
www.underfives.co.uk	Pre-school education and learning information and resources

Unit 7: The Role of the Carer at Mealtimes

Unit reference number: M/501/7220

Level: Entry 3

Credit value: 3

Unit introduction

Mealtimes are very important in health and social care settings as they provide the opportunity for individuals to be independent as well as to receive vital nourishment. This unit aims to help learners understand the responsibilities of carers in ensuring mealtimes enable individuals to be independent and enjoy their food. Learners will be introduced to the range of equipment that supports independence at mealtimes and they will learn about ways to support individuals in health and social care settings.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the responsibilities of the carer at mealtimes	1.1 Describe the responsibilities of the carer at mealtimes
2 Be able to choose equipment which encourages independence at mealtimes for children and adults	2.1 Select appropriate equipment to encourage independence at mealtimes for children 2.2 Select appropriate equipment to encourage independence at mealtimes for adults
3 Know how to support individuals at mealtimes	3.1 Outline ways to support adults and children at mealtimes

Unit content

1 **Know the responsibilities of the carer at mealtimes**

Food: menu choice; personal preferences; correct food for individuals eg special diets; maintaining the dignity of the service user, eg giving appropriate attention; promoting choice

Preparation for mealtimes: comfort; position; hygiene, eg hand washing, aprons; correct seating; table height; utensils; presentation of food; temperature of food; ambience; special needs, eg cutting up food, liquidising

Mealtimes: encouragement to eat; independence; observation, eg recognising difficulties encountered by individuals, amounts consumed

After mealtimes: clearing away; recording; reporting

2 **Be able to choose equipment which encourages independence at mealtimes for children and adults**

Equipment for adults: cutlery, eg good grip, angled handles; plates, eg with deep rims, with gripped bases, stay warm; cups/mugs, eg insulated, two handled; lap tray; height adjustable tables; napkins

Equipment for children: easy to clean; plates eg non-slip/stay-put base, unbreakable; cutlery, eg angled spoons and forks, small size, easy grip; furniture, eg high chairs with safety straps, booster cushions/seats, low chair and tables; protection, eg splash mats, bib, aprons

3 **Know how to support individuals at mealtimes**

Client groups: young children; adults

Support: awareness of individual needs; providing individual support; encouraging independence; using appropriate language; giving individuals time to eat/drink

Essential guidance for tutors

Delivery

The unit should be practical wherever possible. As many practical activities should be included as possible to help learners relate to the unit content. In addition, a wide range of other delivery methods can be used, including tutorials, presentations, videos, worksheets and internet sources. It is important to emphasise health and safety throughout the teaching of this unit.

The responsibilities of the carer at mealtimes could be introduced by inviting guest speakers from different settings to speak about how mealtimes are organised in their settings. Learners could prepare questions to ask speakers about aspects of the routine. A visit from an occupational therapist could enhance delivery of this unit.

Understanding the roles and responsibilities of carers during mealtimes could be covered by using different case studies. A question and answer session could determine the key points which could be collated on the board/flipchart.

For learning outcome 2, learners could work in groups to research the range of equipment available to encourage independence for children and adults at mealtimes. Research may be carried out using internet sites or by visiting shops. Information collected may be used for 2.1 and 2.2.

Learners could visit an occupational therapy department to observe the range of equipment and see demonstrations of how the equipment may be used to encourage independence at mealtimes. Learners may have the opportunity to use the equipment which would help to consolidate their learning.

Learners should be able to cover learning outcome 3 through practical activities. Tutors could give learners case studies describing adults and children in different settings. Learners answer questions on a worksheet related to mealtimes for the individuals in the case studies, followed by a discussion led by the tutor. Learners could produce posters for the classroom highlighting the key points about supporting individuals at mealtimes.

Learners could practise their skills on each other. Role-play exercises where learners practise feeding each other with drinks and food such as jelly or yogurt would be a useful activity for them to appreciate how it feels to be fed by someone else. Learners can offer examples of what they experienced when being fed during the role-play exercise and how it affected them. Peer assessment of the skills used by the 'carer' would help learners to develop their caring skills.

To understand how equipment can encourage independence, and how to provide support for individuals, learners could visit settings to observe mealtimes or watch video recordings of mealtimes in different health and social care settings. On returning learners could discuss their observations

with the group. Learners will need to be reminded about issues of confidentiality.

If appropriate, learners could visit settings at mealtimes and help individuals. Witness statements completed by the tutor or supervisor could be used for 3.1.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Learning outcome/*Teaching/learning strategies
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor led discussion – learners experiences of mealtimes; importance of mealtimes; what would learners want if they were dependent on carers.</p> <p>Guest speakers – to speak about role and responsibilities of carer ie food, preparation for mealtimes, mealtimes, after mealtimes.</p> <p>Role play – carer at mealtimes to illustrate their responsibilities.</p> <p>Assessment – ask and respond to straightforward questions about the responsibilities of the carer at mealtimes. (Learning outcome 1) [Functional Skills, Entry 2: Speaking and Listening]</p>
<p>Video – children at mealtimes – discuss how the equipment used helped to promote independence at mealtimes.</p> <p>Group research/visits – using tutor devised checklist visit shops to identify available equipment.</p> <p>Case studies – identify help different adults might need to help promote independence at mealtimes.</p> <p>Group research – equipment available to support adults in case studies.</p> <p>Assessment – individual presentation of equipment to promote independence for children and adults at mealtimes, for example oral, poster, display, file, scrap-book. (Learning outcome 2)</p>
<p>Demonstration – of a mealtime with limited interaction or understanding of individual needs.</p> <p>Group discussion – ‘What could be improved, why and how?’</p> <p>Practical – pairs/small groups with peer observation role play feeding.</p> <p>Group discussion – debrief and feedback.</p> <p>Assessment – role plays of carer at mealtimes, with both children and adults, and tutor assessment. (Learning outcome 3)</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

In order to achieve 1.1 the learner must describe the responsibilities of the carer at mealtimes. They should consider the carer's tasks when preparing for, during and after mealtimes. This could be assessed through a one-to-one discussion with the tutor. The tutor could record the responses for verification purposes through completing a witness statement. An alternative method of assessment could be a poster which displays the information.

For 2.1 and 2.2, learners will need to give some details about how four pieces of equipment for adults and four pieces of equipment for children could be used to encourage independence at mealtimes. Images collected by learners from websites, journals, magazines etc could be presented as a leaflet or loose-leaf file supported with a brief explanation about how the equipment may help individuals to self-feed.

3.1 may be assessed through role play or through using models. Where appropriate it can be assessed in the workplace. Witness statements completed by the tutor or supervisor confirming that the learner has demonstrated appropriate support for an adult and a young child during mealtimes would be sufficient to meet this criterion.

Alternatively, learners can discuss case studies on how to support children and adults at mealtimes. The tutor could record these discussions for verification purposes by completing a witness statement.

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Websites

www.independentliving.co.uk/eating-aids	Source of information on suppliers of eating and drinking aids
www.mobilitystore.co.uk	Source of home mobility equipment (click on household, eating and drinking aids)

Unit 3: Serving Food and Drink

Unit reference number: F/502/4835

Level: Entry 3

Credit value: 2

Unit aim

This unit introduces the learner to food and drink service and involves working with others to serve food and drink, assisting in the preparation/assembly of food and drink and assisting in the safe and hygienic preparation, maintenance and cleaning of service areas.

Unit introduction

This unit enables learners to develop the skills needed for preparing and serving food and drink safely and hygienically under supervision. This unit should encourage learners' interest in and enjoyment of serving food and drink and working with customers. Learners will be taught skills in plated service and drink service. They will also learn the personal hygiene and safety practices that are required by law when serving and handling food and working in a food area. Learners will be taught about items of cutlery and crockery that are used for particular dishes and the types of glasses used for different drinks. Learners will be taught about preparing and clearing food and drink service areas, as well as presentation and personal skills.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to serve food and drink to customers	1.1 List the stages in serving the customer food and drink 1.2 Serve food and drink to customers politely, safely and hygienically
2 Be able to work as part of a food and drink service team	2.1 State how to work well as part of a food and drink service team 2.2 Work with others to serve food and drink

	<p>2.3 Assist in the preparation/assembly of food and drink</p> <p>2.4 Assist in the safe and hygienic preparation, maintenance and cleaning of service areas</p>
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Unit content

1 **Be able to serve food and drink to customers**

Personal hygiene: washing and drying hands before handling food; covering cuts and burns with blue waterproof plaster; cleaning personal equipment; personal presentation eg clean uniform, clean hair, hair tied up and back and covered, appropriate footwear, no jewellery or watches; hygiene and freshness eg discreet use of cosmetics, short fingernails, no nail varnish, clean hands

Safety: general safety eg opening and closing doors, carrying items and equipment, dealing with spillages, maintaining cleanliness of working areas; temperature requirements for hot and cold food

Customer service: greeting and welcoming customers; identifying customers' needs; taking orders; advising customers; dealing with special requirements and requests

Preparing the room: number of guests; arranging furniture

Guest needs: wheelchair access; disabilities; young children; room temperature

Service area: cleaning of cutlery; cleaning of crockery; cleaning of glasses; laying of table; making the table look attractive; appropriate condiments and sauces

Serving food and drinks: hot/cold plates; serving food and drinks promptly and safely; being polite; clearing away finished dishes and glasses

2 **Be able to work as part of a food and drink service team**

Team working: communicating with colleagues; contribution by every member; listening to views of all

Team members: making decisions as a group, following group decisions

Individual skills: being a good listener, good communication skills; good practical skills; consideration for others, working well with others, unselfishness; reliability, punctuality; politeness

Maintain service area: hygiene and cleanliness; maintaining stock levels; clearing dirty items; re-arranging tables and chairs

Closing down service area: cleaning area; cleaning equipment; turning off electrical equipment; replenishing stocks of service items; waste removal

Essential guidance for tutors

Delivery

This unit is intended to develop the learner's skills and interest in serving food and drink. Role play would provide opportunities for the development of skills for this unit, particularly in preparing for food and drink service. This will give the learner more confidence before serving and clearing food and drink in a real environment. Learners must be given the opportunity to prepare and serve food by plated service, and the opportunity to serve hot and cold drinks, preferably to real customers in appropriate settings. Coffee mornings, lunches, afternoon teas and special events, all of which can take place within a school/college, lend themselves well to providing opportunities for food and drink service.

Learners are required to find out about what food is on the menu, where the food is being served and how many people will be eating (at this level the group who are eating should be no larger than three). Learners should be aware of items of cutlery that are used for particular foods and the types of glasses used for different drinks. Learners need to be able to set up, maintain for service, and close down a food service area.

The importance of good personal hygiene and presentation should be stressed to learners and appropriate behaviour for food service should be expected at all stages of skills development. Learners should be encouraged to maintain high standards of personal hygiene and smart appearance for food and drink service.

There are many opportunities to provide customer care whilst providing food and drinks service. There are further opportunities for communication skills development both with the tutor and with other members of the group.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Be able to serve food and drink to customers</p> <p>Whole-class, tutor-led discussion and input on personal hygiene and the requirements for those working within the hospitality industry. Personal rules established with reference to the Food Hygiene Regulations 2006.</p> <p>Food and drink safety and applications in food and drink service situations.</p>
<p>Whole-class, tutor-led discussion and input on customer service.</p>
<p>Assessment criterion 1.1 Learners will need to list the main stages in serving food and drink. This could be achieved in a number of ways, including learners compiling a simple written list, or a recorded discussion authenticated by the tutor.</p>
<p>A tutor-led session on introducing the practical content of the unit with learners being introduced to the equipment and the food service environment – preparing the room, preparing the service area.</p>
<p>Be able to work as part of a food and drink service team</p> <p>Practical food and drink service. Learners will serve food (plated) and drinks in a practical service situation to customers as part of a team. Learners will need to be allocated specific roles and tutors will need to ensure that each learner achieves a good coverage of the unit content. The time allocation is sufficient for four practical sessions.</p>
<p>Assessment criterion 2.1 Learners could produce a staff training leaflet for new recruits to a restaurant identifying at least three key rules on how to work well as part of a food and drink team and at least three key rules on how to work well as an individual. If learners wish, the leaflet could be produced on a computer and some small graphics used to help illustrate the points. This is an option and not a requirement.</p>
<p>Assessment criteria 1.2, 2.2, 2.3 and 2.4 are assessed on an ongoing basis whilst learners are serving food and drinks. The evidence required should be recorded as a witness statement.</p>

Assessment

To achieve assessment criterion 1.1, the learner will need to list the main stages in serving food and drink. This could be evidenced within a group discussion. Evidence of achievement must be available for quality assurance purposes.

To meet the evidence required for assessment criteria 1.2, 2.2, 2.3 and 2.4, the learner could produce evidence in the form of a portfolio once they have developed the necessary skills and can demonstrate those skills confidently and consistently. The learner's portfolio might include observation or witness reports of the learner's practical work, records, lists, tapes or recordings, diaries, posters, leaflets, menus and photographs.

The learner should prepare and serve food and drink on at least two occasions.

The assessor must be sure that learners are able to demonstrate skills confidently and consistently.

Learners should also show good customer service and team work throughout their work and should work safely and hygienically at all times.

To meet the evidence required for assessment criterion 2.1, the learner is required to state how to work well as part of a food and drink service team. This could be evidenced in the form of a leaflet or poster, or a recorded discussion authenticated by the tutor.

Witness statements or observation forms could be used to verify that the learner has achieved the criteria. This could be documented at the same time as assessment criteria 1.2, 2.2, 2.3 and 2.4 are being achieved. The assessor must be sure that learners are able to demonstrate skills confidently and consistently.

Essential resources

Practical skills in preparing eating areas and role plays on serving food can be carried out in a classroom. Learners will need access to a food service area in order to develop the knowledge, understanding and skills for this unit, though this does not have to be designed and equipped to professional industrial standards. Food service areas must comply with food safety requirements as required by legislation. Food and drink service equipment should be up to date and in full working order as this will be necessary to develop food and drink service skills.

Learners will require access to table linen, crockery and cutlery and glassware. It is expected that centres will provide the food and drink service equipment for the practical sessions and that the learners will not be required to supply their own items.

Indicative resource materials

Textbooks

The following publications may assist tutors in the delivery of this unit:

Ceserani V, Foskett D and Kinton R – *The Theory of Catering, 11th Edition* (Hodder Arnold, 2007) ISBN 9780340939260

Cousins J and Lillicrap D – *Food and Beverage Service, 7th Edition* (Hodder Education, 2006) ISBN 9780340905241

Holmes S, Horne S, Ovenden F and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

Websites

www.bha.org.uk	British Hospitality Association
www.bii.org	British Institute of Innkeeping
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism
www.tellmehowto.net/career	Careers advice
www.worksmart.org/career	Employment information

Unit 2: Customer Service in the Hospitality Industry

Unit reference number: D/502/4874

Level: Entry 3

Credit value: 1

Unit aim

Learners will learn the importance of good customer service and methods of communicating positively in routine situations. They will be required to present themselves appropriately in order to serve customers.

Unit introduction

This unit introduces learners to the importance of providing good customer care skills within the hospitality industry. Learners will appreciate how customer care and appropriate communication skills contribute to good customer service. They will be given the opportunity to practise and demonstrate customer care support, using appropriate communication and presentation skills to meet customers' needs.

As good communication is an essential part of providing good customer service in the hospitality industry, learners will be taught some basic principles of positive verbal and non-verbal communication to aid them in serving customers. Learners will need to know the importance of good personal presentation and hygiene, as well as the need to comply with uniform and dress codes when working in a hospitality environment.

The unit gives learners the opportunity to gain some practical skills in customer service and good communication.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the importance of good customer service	1.1 State why good customer service is important
2 Be able to communicate with customers	2.1 Communicate positively in routine situations (to include verbal and non verbal)

3 Know the importance of good personal presentation	3.1 Give examples of good personal presentation 3.2 Present self appropriately to serve customers
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Unit content

1 **Know the importance of good customer service**

Customer service: definition; customer satisfaction; exceeding customer expectations

Benefits: to the customer eg value for money, information and advice, assistance and help, special needs dealt with, individual needs met, positive attitude towards the outlet, likely to visit more often, likely to spend more money; to the organisation eg customer loyalty, repeat business, public image, new customers; consequences of poor customer care eg poor image, decline in customers

2 **Be able to communicate with customers**

Communication: one-way eg using public address; two-way; verbal eg face-to face, telephone; non-verbal eg body language, facial expressions; electronic eg email, internet; listening skills

Interpersonal skills: attitude; behaviour; first impressions; greeting customers; respect for customers

3 **Know the importance of good personal presentation**

Presentation skills: personal hygiene; appearance eg uniform, dress, hair, make-up, jewellery, clean hands

Importance: to the customer eg first impressions; to the employer eg health and safety, image and reputation

Delivery

This unit develops learners' appreciation of the importance of customer care in all areas of the hospitality industry. It is important to emphasise the idea of 'excellent' customer care so learners realise the need to exceed customers' expectations at all times. Learners can use their own experiences of customer care, with group discussions providing a useful way of identifying examples of good customer service. Practical situations should be used as much as possible. If real workplace situations are not available, role plays can be used. These can be particularly useful for handling complaints, solving problems and dealing with customers who have specific needs. There are a number of recordings in a variety of formats available that can be used to help illustrate the learning points that need to be reinforced.

Those learners who might be studying food and drink service have good opportunities, in those sessions, for skills in customer service to be developed and assessed with real customers. This is the most satisfactory source of evidence. It is preferable that learners are given opportunities to do things in a real situation rather than in a simulated one.

When looking at the importance of good personal presentation, learners need to be given formal input as to the requirements. Links need to be made to the Food Hygiene Regulations and other legislation, including codes of practice.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the importance of good customer service</p> <p>Whole-class, tutor-led discussion about good customer service and its importance to the hospitality industry. Identification of the benefits of good customer service to a hospitality organisation such as a restaurant or hotel. Learners identify from their own experiences as customers, examples of good and poor customer service.</p>
<p>Be able to communicate with customers</p> <p>Whole-class teaching on the principles of effective communication. Tutors could identify the basic principles and give examples of different methods of communication. Tutors could consider giving practical sessions where learners can practise using different methods of communication to each other in role-play situations or realistic working environments (RWEs) where they are available.</p>
<p>Know the importance of good personal presentation</p> <p>Whole-class teaching on the importance of good personal presentation and the importance of this subject for the hospitality industry. Learners could be instructed on the formal, legal requirements that the industry has to adopt as well as the codes of practice implemented by individual establishments. Learners could be asked to investigate examples from hospitality businesses on what they expect from employees regarding personal presentation. This could be linked to the customer care aspects of the unit.</p>
<p>Assessment</p> <p>This time should be allocated for learners to gather the required evidence needed to meet the assessment criteria, for example 1.1. Some of the time could be added to the practical sessions where learners are to present evidence in the form of witness statements, tapes or recordings in a variety of formats.</p>

Assessment

To achieve assessment criterion 1.1, the learner must state why good customer service is important. This could be evidenced via a picture graph and a table stating good and bad customer service.

To achieve assessment criterion 2.1, the learner must produce evidence showing positive communication in routine situations which must include verbal and non-verbal communication. This could be evidenced via role plays which should be documented by the use of observation or witness statements, tapes or recordings in a variety of formats. Learners must show that they have communicated positively in a hospitality environment to customers. Meeting and greeting guests, taking a meal or drinks order, giving information about future events, taking a booking and providing directions to customers are all good examples of the required evidence.

To achieve assessment criteria 3.1 and 3.2, learners must be able to present themselves appropriately and identify different dress codes appropriate to serving customers. Evidence for these criteria could be in the form of a witness statement and a poster on the correct dress code for food service.

Essential resources

The use of real examples will make the unit more relevant and show how different organisations, both local and national, have developed their customer care policies.

Use of the internet and library should also be available.

Indicative resource materials

Textbooks

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007*
(Heinemann, 2008) ISBN 9780435465285

The following publications may assist tutors in the delivery of this unit:

Hayes J and Dredge F – *Managing Customer Service* (Gower Publishing, 1998) ISBN 9780566080050

Kandampully K, Mok C and Sparks B – *Service Quality Management in Hospitality, Tourism and Leisure* (Haworth Press, 2001)
ISBN 9780789011411

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007*
(Heinemann, 2008) ISBN 9780435465285

Videos

Many of the television 'fly-on-the-wall' documentaries are well suited to discussions on customer service. The BBC's Learning Zone frequently features programmes on customer service.

Serving Your Best Interests (Confederation of British Industry)

Who Cares Wins – Customer Care (BBC Business)

Fawlty Towers (BBC)

Websites

www.bbc.co.uk/learningzone

BBC Learning Zone – programme times

www.bha.org.uk

British Hospitality Association

www.people1st.co.uk

People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 4: Basic Food Preparation

Unit reference number: J/600/0711

Level: Entry 3

Credit value: 2

Unit aim

This unit introduces learners to preparing food for cold presentation or for cooking safely and hygienically.

Unit introduction

This unit introduces learners to basic food preparation. It will encourage learners to work safely and hygienically under supervision. Learners will develop skills needed for the preparation of basic food items, enabling them to use equipment safely and hygienically. It would be valuable for learners to work on Unit 5: Basic Cooking at the same time as Unit 4. This would give learners the opportunity to prepare and cook food.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare food for cold presentation or cooking	<ul style="list-style-type: none">1.1 Select the correct ingredients for basic dishes1.2 Choose the correct equipment and handle safely and hygienically1.3 Prepare food items for cold presentation or cooking safely and hygienically1.4 Set aside or store prepared food items ready for use according to instructions1.5 Clean work areas and equipment safely and hygienically during and after preparing food

Unit content

1 **Be able to prepare food for cold presentation or cooking**

Groups of food: meat, fish, dairy, fruit and vegetables; fresh, chilled, frozen, pre-cooked; dry goods, tinned and bottled goods

Preparation: weighing and measuring; methods of preparation eg beating, chopping, grating, mixing, peeling, stirring

Storage: refrigerator, freezer, dry store; additional storage equipment eg containers, trays, cling film, storage bags, aluminium foil, greaseproof paper

Equipment: small equipment; types of knives eg paring knife, serrated knife, cook's knife, bread knives, potato peeler; pots, saucepans; scales; food processor; chopping board; large equipment eg hob, grill, oven, microwave oven; selecting and using equipment safely and hygienically

Preparation: self; work surfaces; utensils; use of protective clothing; good personal hygiene; safe and hygienic food handling practices eg reporting illnesses, reporting accidents, covering cuts and burns appropriately

Cleaning: using correct cleaning procedures; cleaning work areas appropriately; checking for cleanliness and good hygiene; correct storage

Essential guidance for tutors

Delivery

This unit is a practical unit which enables learners to prepare food using a wide variety of commodities. It gives learners an introduction so that they can choose, store and prepare ingredients to create basic dishes in a safe and hygienic way. Learners should be given opportunities to prepare as wide a variety of food commodities as possible. Learners should be introduced to food items with which they may not be familiar. Learners must prepare a range of food items which will enable them to understand a selection of preparation methods.

Learners need to be able to follow instructions and select appropriate equipment and ingredients to complete tasks. In the completion of tasks, learners should demonstrate basic planning, competency and organisational skills.

Where appropriate, the unit can be interpreted to meet local and/or cultural needs.

To achieve learning outcome 1, learners must be able to follow basic instructions and select ingredients. This can be achieved with some support from the tutor. Learners should also be able to choose the correct equipment needed to be able to prepare commodities and use this equipment safely and hygienically.

The importance of good personal hygiene and presentation should be stressed to learners and appropriate behaviour should be expected at all stages of skills development. Skills development also includes communication skills, both with the tutor and with other members of the group.

Tutors should give learners opportunities to prepare commodities using different preparation methods. Learning for this unit could include safe handling and storage of fresh, frozen, dried and canned foods. Learners should understand good kitchen and personal hygiene, as well as how to prepare themselves for basic cooking wearing protective clothing and washing hands before handling food. Learners should be encouraged to contribute to decisions about the dishes prepared.

Learners need to be shown how to clean work areas and equipment safely and hygienically to reduce the risk of cross-contamination. They should then be given time to practise and gain these skills. This also applies to the food storage areas.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Be able to prepare food for cold presentation and cooking Whole-class, tutor-led discussion about ingredients, the quality of items and how to select food items for dishes.
Whole-class, tutor-led discussion about personal, kitchen and food hygiene.
Whole-class, tutor-led discussion about kitchen equipment and the safe and hygienic handling and use of kitchen equipment. Selecting the appropriate equipment for the task.
Assessment. A time allocated for learners to produce their evidence and for tutors to identify assessment requirements. It is expected that learners will meet the assessment requirements during the practical food and cookery activities. This time could be added to the kitchen practical time.
Planning for practical sessions. Tutors should allow some guided planning time prior to each practical session. This will enable learners to have some choice in what they prepare and be able to identify, select and order the food items they will need. Tutors should ensure that learners prepare dishes using four different preparation methods.
Practical food preparation and cookery activities. Learners practise basic kitchen skills in using a selection of tools and preparing food items for cooking.
Learners should be able to work in a clean and hygienic way and put equipment away correctly after use.

Assessment

To achieve assessment criterion 1.1, learners must produce evidence that they can select the correct ingredients for at least two specified basic dishes. This could be achieved by using a picture work sheet.

To achieve assessment criterion 1.2, learners must choose and use different items of task-appropriate equipment safely and hygienically.

To achieve assessment criteria 1.3 and 1.5, learners need to be able to follow basic instructions to prepare food commodities, using at least two different preparation methods. They also need to work in a clean and hygienic manner in compliance with safety and hygiene procedures. This could be evidenced through tutor observation and witness statements supported by photographic evidence.

To achieve assessment criterion 1.4, learners must be able to set aside or store prepared food items safely and hygienically in compliance with food safety regulations. Evidence for this assessment criterion could be achieved by observation or witness statements from the tutor supported by photographic evidence.

Essential resources

To develop the skills for this unit, learners will need access to an equipped kitchen area. This kitchen area does not, however, have to be designed and equipped to professional industrial standards. Kitchens must comply with food safety requirements as required by legislation. Kitchen utensils and equipment should be up to date and in full working order.

It is expected that centres will provide the food commodities for the practical sessions and that learners will not be required to supply their own items.

Indicative resource materials

Textbooks

Ceserani V, Kinton R and Foskett D – *Practical Cookery, 10th Edition* (Hodder & Stoughton, 2004) ISBN 9780340811474

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

The publication below may help tutors to deliver the unit:

Kinton R, Ceserani V and Foskett D – *The Theory of Catering, 9th Edition* (Hodder & Stoughton, 1999) ISBN 9780340725122

Websites

www.connexions-direct.com	Connexions direct – information and advice for young people
www.cookeryclub.co.uk	Information on recipes and nutrition
www.eatwell.gov.uk/healthydiet	Food Standards Agency: advice on a healthy diet

Unit 5: Basic Cooking

Unit reference number: Y/502/4808

Level: Entry 3

Credit value: 2

Unit aim

This unit introduces learners to cooking basic food items and dishes safely and hygienically under supervision.

Unit introduction

Learners will develop skills needed for cooking basic food items using different cooking methods, enabling them to use equipment safely and hygienically. Learners will be expected to review their own dishes and make suggestions for improvements. It would be valuable for learners to work on Unit 4: Basic Food Preparation at the same time as this unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to cook basic food items and dishes	<ul style="list-style-type: none">1.1 Select the correct ingredients for basic dishes1.2 Choose the correct equipment and handle safely and hygienically1.3 Cook food items safely and hygienically1.4 Clean work areas and equipment safely and hygienically during and after cooking1.5 Identify what went well and suggest any improvements

Unit content

1 **Be able to cook basic food items and dishes**

Food groups: meat, fish, dairy, fruit and vegetables; fresh, chilled, frozen, pre-cooked; dry goods, tinned and bottled goods

Storage: refrigerator, freezer, dry store; additional storage equipment eg containers, trays, cling film, storage bags, aluminium foil, greaseproof paper

Equipment: small equipment; types of knives eg paring knife, serrated knife, cook's knife, bread knives, potato peeler; pots, saucepans; scales; food processor; chopping boards, large equipment eg hob, grill, oven; microwave oven; selecting and using equipment safely and hygienically

Preparation: self; work surfaces; equipment

Cooking: using a selection of cooking methods eg boiling, grilling, shallow frying, roasting, baking, stewing, microwaving; selecting and using cooking equipment; seasoning; tasting; timing, making sure food is cooked through

Work areas and equipment: protective clothing; good personal hygiene; safe and hygienic food handling practice, eg reporting illnesses, reporting accidents, covering cuts and burns appropriately

Cleaning: using correct cleaning procedures; cleaning work areas appropriately; checking for cleanliness and good hygiene; correct storage

Reviewing: quality of dish; appearance; taste; colour; suggesting improvements

Essential guidance for tutors

Delivery

This unit is a practical cookery unit which enables learners to prepare and cook basic dishes using a wide variety of commodities. It provides an introduction to learners so that they can choose, store and cook ingredients and prepare basic dishes in a safe and hygienic way. Learners should be given opportunities to cook dishes using as wide a variety of food commodities as possible. Learners should be introduced to food items with which they may not be familiar. Learners must cook a range of dishes which will enable them to understand a selection of cooking methods. They should be able to attempt at least four methods of cooking.

Learners need to be able to follow instructions and select appropriate equipment and ingredients to complete dishes. In the completion of tasks, learners should demonstrate basic planning, competency and organisational skills.

Learners must review their dishes after each practical session and make suggestions for improvements.

Where appropriate, the unit can be interpreted to meet local and/or cultural needs.

To meet learning outcome 1, learners must be able to follow basic instructions and select ingredients for dishes. This can be achieved with some support from the tutor. Learners should also be able to choose the correct equipment needed to be able to cook dishes and be able to use this equipment safely and hygienically.

The importance of good personal hygiene and presentation should be stressed to learners and appropriate behaviour should be expected at all stages of skills development. Skills development also includes communication skills, both with the tutor and with other members of the group.

Tutors should give learners opportunities to cook dishes using different cooking methods. Learning for this unit should include safe handling and storage of fresh, frozen, dried and canned foods. Learners should also understand good kitchen and personal hygiene, as well as how to prepare themselves for basic food cooking, wearing protective clothing and washing hands prior to handling food. Learners should be encouraged to contribute to decisions about the dishes prepared. At the end of each cooking session learners should be encouraged to identify what went well during the session and review their finished dish.

Learners need to be instructed how to clean work areas and equipment safely and hygienically to reduce the risk of cross contamination. This also applies to the food storage areas.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Be able to cook basic food items and dishes Whole-class, tutor-led discussion about ingredients, the quality of items and how to select food items for dishes.
Whole-class, tutor-led discussion about kitchen equipment and the safe and hygienic handling and using of kitchen equipment. Selecting the appropriate equipment for the task.
Assessment. A time allocated for learners to produce their evidence and for tutors to identify assessment requirements. It is expected that learners will achieve the assessment requirements during the practical food and cookery activities.
Planning for practical sessions. Tutors should allow some guided planning time prior to each practical session. This will enable learners to have some choice in what they cook and be able to identify, select and order the food items they will need. Tutors should ensure that learners cook dishes using a range of cooking methods.
Practical food preparation and cookery activities. Learners practice basic kitchen skills in using a selection of tools and preparing food items for cooking.
Learners should be able to work in a clean and hygienic way and put equipment away correctly after use.
Learners review own performance and suggest improvements. As a summative activity of each practical session, learners should review their own performance and the dish they have cooked and identify how they could improve on what they have achieved.

Assessment

This unit may be assessed holistically. The learner could cook a basic dish. They would be required to select the ingredients for the dish, choose and use equipment safely and hygienically, cook the dish, clean up and review the process. Evidence could be a checklist completed by the tutor or a witness statement.

Essential resources

To develop the knowledge, understanding and skills for this unit, learners will need access to an equipped kitchen area. This kitchen area does not, however, have to be designed and equipped to professional industrial standards in order to develop the knowledge, understanding and skills for this unit. Kitchens must comply with food safety requirements as required by legislation. Kitchen utensils and equipment should be up to date and in full working order. This will be necessary to develop cooking skills.

It is expected that centres will provide the food commodities for the practical sessions and that learners will not be required to supply their own items.

Indicative resource materials

Textbooks

Ceserani V, Foskett D and Kinton R – *Practical Cookery, 10th Edition* (Hodder Arnold, 2004) ISBN 9780340811474

Ceserani V, Foskett D and Kinton R – *The Theory of Catering, 9th Edition* (Hodder Arnold, 1999) ISBN 9780340725122

Ovenden F, Hoene S, and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

Websites

www.connexions-direct.com	Connexions direct – information and advice for young people
www.cookeryclub.co.uk	Information on recipes and nutrition
www.eatwell.gov.uk/healthydiet	Food Standards Agency: advice on a healthy diet
www.food.gov.uk	The Food Standards Agency

Unit 4: Public Service Group Project

Unit reference number: F/600/3574

Level: Entry 3

Credit value: 3

Unit aim

The aim of this unit is to help the learner know how to work effectively as a member of a team through planning, carrying out and evaluating a group project on an aspect of the public service.

Unit abstract

This unit is all about learners being able to work as part of a team to investigate an area that they are interested in, related to the public services. Learners will explore the rules for effective teamwork. The public service covers such a wide area that the learners will be given the opportunity to choose from a range of topics and work with other team members to agree on a topic that interests them. They will then be able to undertake relevant research, accessing a range of information sources that will give them information about the project area.

The learners will consider their own strengths and interests and what they could do well, and, with guidance, apply these to a group project. Through involvement in a group project, learners will develop an understanding of their role in a team and how to interact appropriately with other team members.

This practical unit will be tutor-led and will focus on the learner and their strengths and interests. It allows them to develop the team skills that are essential for working in public services. The learner will determine how well they are able to work in a team and consider where their teamwork skills could be improved.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to work as a team member when selecting a topic to investigate	1.1 Demonstrate negotiating skills when identifying an aspect of the public services to be researched 1.2 Contribute to the discussion in the selection of the subject 1.3 Listen to ideas and suggestions of other group members without interrupting them 1.4 Give their own ideas and suggestions when asked to do so 1.5 Demonstrate team working skills when selecting a project or topic
2 Know how to match strengths and interests to a group project	2.1 with guidance, identify some aspects of the project topic that they think they can do well, based on their strengths and interests
3 Be able to achieve agreed tasks within the project	3.1 Identify their own tasks in the group project 3.2 Offer help to other team members 3.3 Follow instructions to complete agreed tasks of the project they were allocated
4 Be able to review the project as a group	4.1 List what went well as an individual 4.2 Identify what went well as a group 4.3 List areas to be improved on as a group

Unit content

1 **Be able to work as a team member when selecting a topic to investigate**

Identification of project topic: ideas for a public service project eg community safety, safety campaign, history of the police service, role of fire and rescue in the community; use of available books, newspapers, internet

Group teamworking: characteristics eg every member should contribute; listen to views of all team members; consult with other team members; make decisions as a group; follow group decisions

Individual teamworking: characteristics eg be a good listener, have practical skills, be considerate of views of others, be able to work effectively with others, be unselfish, be reliable, be polite, be punctual

Listen to ideas and suggestions of others: allow other team members to offer their ideas and suggestions without interrupting them; listen carefully to the ideas and suggestions of other team members; carry out suggestions of others if appropriate

Offer own ideas or suggestions: suggestions eg respond appropriately to a question asked by a team member, suggest a solution to a problem faced by the team, suggest better ways of doing something

2 **Know how to match strengths and interests to a group project**

Matching individual strengths and interests to a group project: strengths and interests eg ability to cook well could be matched to making biscuits for a coffee morning to raise funds for a voluntary service, good communication skills could be matched to giving a presentation on the group's work

3 **Be able to achieve agreed tasks within the project**

Own role and responsibilities in relation to the group project: role and responsibilities eg make two posters for the team's display by the end of next week, print off and bind ten copies of the notes before the group presentation on Monday morning, buy flour and six eggs for the cake sale and remember to bring them on Tuesday

Offer to help other team members: when to offer help eg offer to show a team member how to do something, offer to help another team member who has fallen behind in the project

Follow instructions: types eg written, verbal, email

Complete own aspect of project: complete all aspects of the project, complete project task on time, complete project task to a satisfactory standard

4 **Be able to review the project as a group**

Successful completion of a group project: knowing project has been successfully completed eg individual tasks completed unaided, project completed within the given timescale, ownership of own role and responsibility within the project, help given to other team members, instructions followed in a safe manner, project completed to a satisfactory standard

Areas to improve on: keeping to the timescales, listening to other team members, offering and accepting help when needed

Delivery

This unit should be practically based. The unit will require learners to take part in practical team activities so that they may be readily applied under any circumstances. It is important that the research topic is of interest to the whole group.

Although a major part of the delivery focuses on the learners practically conducting their project in a group, the unit must be supported by theoretical input from the tutor. At the identification of a project stage, the tutor may, if necessary, provide support to help shape the direction of the project for the learners. Alternatively the tutor may provide a range of topics that the learner could choose from.

The project will require planning, gathering resources such as presentation materials and the internet. One or more visits to or by a chosen public service organisation would be highly recommended in order to allow learners to relate not only to the subject matter but also to general teamworking principles in the public service environment. Guest speakers could be brought in to gain further insight into their project topic.

Learners should be encouraged to identify their strengths and interests through the discussions with guidance from their tutor. Through describing their strengths and interests, they should understand how these could be used to identify the roles and responsibilities for their chosen project.

Learners will have the opportunity to learn and expand on their knowledge of working in a group and using effective teamwork. All learners should have the opportunity to contribute to the planning of the project. The planning could include what they want to find out, where they might get the information, when they need to have the information ready how they are going to present the information gathered. In order to assist learners and to ensure that the most is being gained from the practical activities, learners should be given the chance to discuss what went well, what did not go so well and how the problems were/could be resolved.

In order to complete the project, learners will need to present their findings. This could be achieved through a number of activities, such as a play, a news topic broadcast, a presentation, production of a poster or a video of the project.

Possible public service project topics could include:

- fire service in the community
- raising awareness campaign
- careers relating to the public service
- 5k charity run or walk for a chosen public service.

In order to consolidate any learning, the group should come together to discuss how the project went, looking at both the highs and the lows, identifying and listing what went well and areas for improvement. This could be achieved by watching a video that the tutor filmed during the whole process.

Outline learning plan

The outline learning plan demonstrates how the credit value for the unit has been assigned.

Topic and suggested assignments/activities and/assessment
<ul style="list-style-type: none">• Introduction to unit and programme of learning.• Tutor-led discussion on how to select appropriate topics for a public service related group project.• Learners discuss and select a possible public service related group project from a given list of topics, eg armed service in the community, 5k charity run or walk, safety campaign.• Assessment: when selecting a topic to investigate, learner is observed negotiating, contributing to discussion, listening to other team members, making suggestions and demonstrating team working skills. (Learning outcome 1)
<ul style="list-style-type: none">• With support, learners match individual's strengths and interests to the chosen group project and develop understanding of individual learner's strengths and interests.• Develop understanding of individual learner's strengths and interests.• Assessment: learners identify and record an aspect of the project that they think they can do well. (Learning outcome 2)
<ul style="list-style-type: none">• Learners demonstrate own role and responsibilities in relation to the given task, eg make two posters for the team's display by the end of next week.• Learners offer to help others within team eg demonstrating co-operation, supporting others in order to finish the given task in a safe manner.• Learners complete own aspect of project, tutor to check that the group project had been completed on time as a group and to an agreed standard, this could be via a presentation, a play, production of a poster for a campaign, this could all be videoed as evidence.• Assessment: learners are observed carrying out own tasks, offering help and following instructions. (Learning outcome 3)
<ul style="list-style-type: none">• Assessment: with tutor support a discussion to review what went well and what could be improved on, both as individuals and as part of a team. This information could be achieved by watching elements of the project that was video taped during the project.(Learning outcome 4)

Essential guidance for tutors

Assessment

Assessment should be both recorded, eg written, audio, digital, and practical, with recorded work emerging where possible from practical experience. Early creative consideration should be given to the nature of the evidence that is appropriate for this unit, eg digital records, written/spoken word, reports, diaries, presentations, records of discussions, observation sheets on practical performance.

A residential visit may be used in order to achieve some of the criteria and, if this is felt to be suitable, assistance in this area could be sought from the local Army Youth Team, or similar.

To achieve 1.1, learners must identify an aspect of the public services to be researched. These topics can be given from the list in the delivery section and be agreed on as a team. This can be recorded by the tutor as evidence.

For 1.2, 1.3, 1.4 and 1.5 learners must participate in a discussion to identify their own roles and responsibilities, and the skills individuals will need to demonstrate effective teamwork. This should be recorded by the tutor for verification purposes.

For 2.1 the tutor must complete a statement after a tutorial during which the learner identified at least one aspect of the given project that they thought they could do well, based on their strengths and interests. This statement would be used to verify that the learner has achieved the criterion.

For 3.1, 3.2, 3.3 and 3.4, different methods of evidence can be given. A poster, video or leaflet could be produced by each group, or a discussion could take place which could be supported by the tutor with a statement to say that the learner has provided all the necessary evidence for the assessment criteria. The learner must clearly state the aim of the project and identify their agreed specific role and responsibilities in the project.

To achieve 4.1, 4.2 and 4.3, a graph or table identifying two areas in which the learner worked well as an individual, two areas in which they worked well as part of a project team, and two areas where they could improve on their ability to work as part of a group could be used. Other methods of evidencing the learning may be used.

Indicative reading for learners

Journals

Fire – Keyways Publishing Ltd

Police Review – Jane's Information Group

Prison Service

Soldier Magazine

Solicitors Journal

Websites

www.asa.uk.net	Ambulance Service Association
www.army.mod.uk	British Army
www.fireservice.co.uk	Fire Service
www.fireservice.co.uk/recruitment	Fire Service Recruitment
www.hmrc.gov.uk	HM Revenue and Customs
www.homeoffice.gov.uk/police	Police Service Information (Home Office)
www.lifecoachexpert.co.uk	Provides advice on improving life including careers advice
www.raf.mod.uk/rafhome.html	Royal Air Force
www.royal-navy.mod.uk	Royal Navy/Royal Marines
www.worksmart.org.uk/career	TUC website providing advice on work matters including careers development

Access to library facilities with internet access is essential for delivery of this unit. Learners must have access to a wide range of information sources including relevant texts, journals, newspapers, CD ROMs and DVDs.

Unit 4: Taking Part in Sport

Unit reference number: Y/501/7244

Level: Entry 3

Credit value: 3

Unit introduction

Learners who are interested in working in the sports industry need to have an understanding of the wide range of team and individual sports that may be available to their clients. They need to know the rules of the sport, the appropriate clothing, the equipment required to participate in the sport, and the skills and techniques necessary to play the sport.

This unit has been designed to help the learner gain these skills and knowledge through active participation in a range of team and individual sports.

Having experienced different team and individual sports, learners will be encouraged to reflect on their own performance. They will be encouraged to identify what they were good at and what areas they could improve.

Learners could participate in different sporting activities at their centre or as part of their community involvement. These may be sports that they either excel at or have a particular interest in finding out more.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to take part in team sports	1.1 Take part in team sports by: <ul style="list-style-type: none"> • dressing appropriately for the team sport • being a team player • following the rules of the team sport • using skills and techniques in different team sports • using sports equipment in different team sports • demonstrating safe practice
2 Be able to take part in individual sports	2.1 Take part in individual sports by: <ul style="list-style-type: none"> • dressing appropriately for the individual sport • following the rules of the individual sport • using skills and techniques in different individual sports • using sports equipment in different individual sports • demonstrating safe practice
3 Be able to review own performance	3.1 Identify own strengths when participating in sport 3.2 Identify areas for improvement

Unit content

1 **Be able to take part in team sports**

Team sports: different team sport, eg football, rugby, basketball, volleyball, cricket, hockey

Team player: supporting other members of the team; respecting others

Appropriate clothing: clothing, eg high visibility, protective padding, supportive footwear, suitable for weather

Skills and techniques: skills and techniques, eg kicking, throwing, dribbling, shooting, striking, starting, bowling

Rules: rules; scoring systems; regulations; safety

Equipment: types of equipment, eg balls, bats, sticks

2 **Be able to take part in individual sports**

Individual sports: different individual sports, eg tennis, badminton, squash, athletics, swimming, gymnastics, golf, mountain biking

Appropriate clothing: high visibility; protective padding; supportive footwear; suitable for weather

Rules: rules; scoring systems; regulations; safety

Skills and techniques: skills and techniques, eg kicking, throwing, hitting, running, strokes, swing

Equipment: types of equipment, eg clubs, balls, bats, racquets, nets, bicycle

3 **Be able to review own performance**

Strengths: specific skills; techniques; team player; individual player

Areas for further practice: specific skills; techniques

Delivery

This unit has been designed specifically as a practical unit and it is anticipated that each class will focus on either a team or individual sport. Learners should be given the opportunity to experience a range of different team and individual sports. These experiences may be gained through provision offered by the centre or by participating in community activities. It is not anticipated that learners will experience every sport mentioned in the unit content. However, it is anticipated that learners should experience at least two team sports and two individual sports.

Whilst participating in the team or individual sport, the learner will begin to understand the rules of the sport. They will also begin to develop the skills and techniques necessary for active participation. Learners are not expected to demonstrate a high level of skill or technique. They should, however, be able to participate as fully as possible according to their individual abilities.

In order to enhance the learner's knowledge of different sports, they could observe events either 'live' or on television. This will help learners understand the rules and the skills and techniques required. They will also be able to identify the dress code and equipment used.

The unit has been designed to give learners experience of developing their own practical skills and techniques in sporting activities. Tutors could introduce learners to skills and techniques through simple practices and drills, which show progression through to the game and/or competitive situation.

Learners should be encouraged to continually reflect on their performance and, at the end of each session, learners could reflect on their performance in and knowledge of each sport that they participated in. Learners should identify strengths and areas for improvement for each session.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit content and programme of learning.</p> <p>Individual tutorial to discuss with tutor individual sports that learners will participate in during duration of the unit (this could be a sport in which they are already participating). Discussion of how this will be assessed, eg by checklist, witness statement.</p> <p>Individual tutorials will be held throughout the unit to check how learners are progressing in their performance.</p> <p>Team games quiz covering:</p> <ul style="list-style-type: none">• rules• winners• losers• dates• players. <p>Group game (any sport).</p> <p>Task – learners research an inspiring team member.</p>
<p>Team players – small group task/discussion sharing reasons for choice of inspiring team member.</p> <p>Learners rank good team player attributes.</p> <p>Practical: learners take turns to be a captain.</p>
<p>Clothing:</p> <p>Task – learners list protective clothing including:</p> <ul style="list-style-type: none">• what area of the body it protects• why it is required. <p>Practical – team game.</p> <p>Home study task – learners research rules of football.</p>
<p>Football* theory.</p> <p>Football practical (skills and techniques).</p> <p>Home study task – learners review own performance.</p>
<p>Rugby* theory.</p> <p>Rugby practical (skills and techniques).</p> <p>Home study task – learners review own performance.</p>
<p>Volleyball* theory.</p> <p>Volleyball practical (skills and techniques).</p>

Home study task – learners review own performance.

Topic and suggested assignments/activities
Assessment: learner is observed taking part in team sports, dressing appropriately, contributing to team, following rules, using skills, techniques and equipment and demonstrating safe practice. (Learning outcome 1)
Badminton* theory. Badminton practical (skills and techniques). Home study task – learners review own performance.
Athletics* theory. Athletics practical (skills and techniques). Home study task – learners review own performance.
Swimming* theory. Swimming practical (skills and techniques). Home study task – learners review own performance.
Assessment: learner is observed taking part in individual sports, dressing appropriately, following rules, using skills and techniques and equipment and demonstrating safe practice. (Learning outcome 2)
Assessment: ongoing one-to-one discussions with tutor to identify strengths and areas for improvement. (Learning outcome 3)
Assessment feedback and review of unit.

* the sports could vary according to resources available.

Assessment

To achieve 1.1, the learner must participate in at least two different team sports. A checklist may be used to assess this criterion. This would be completed and signed by the tutor for each team sport the learner participates in as an observation record of performance.

To achieve 2.1, the learner must participate in at least two individual sports. A checklist may be used to assess this criterion.

Learners could achieve 3.1 and 3.2 through a one-to-one discussion with their tutor. Written evidence of this discussion must be retained for internal and external verification. Alternatively, the learner could record their review in written format, as a video diary or checklist of skills and techniques.

A learner may wish to use evidence from experience they have gained from participating in local community sports and a witness statement may be provided as evidence. Any documentation used as part of the assessment process must be retained for internal and external verification purposes.

Essential resources

Learners will need access to the appropriate environment or facility and equipment required for the activities, as well as resources related to analysis, for example recording equipment.

Indicative resource materials

Textbook

Harris et al – *BTEC Introduction to Sport and Active Leisure* (Heinemann, 2005) ISBN 0435460005

Website

www.skillsactive.com

SkillsActive, the Sector Skills Council
for the active leisure sector

Unit 5: Assisting at a Sport or Active Leisure Event

Unit reference number: D/501/7245

Level: Entry 3

Credit value: 3

Unit introduction

In this unit learners will find out about the range of sporting and active leisure events available in their local area and around the country. Sporting events could include local football matches, cricket matches or indoor events such as basketball matches. Active leisure events vary widely in their type, scale and purpose; from large-scale international events, such as the Olympic Games, to small-scale, local events such as a school sports day and fun runs.

To be able to assist at these events, the learner needs to understand the tasks and responsibilities involved. In this unit, learners will develop the necessary skills for this type of work. This is particularly important as these skills can be transferred into other job roles within the sport and active leisure industry.

The learner will have the opportunity to select an event they are interested in and assist at the event as part of the support team. Following the event the learner will have the opportunity to reflect on their performance as part of the support team.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know about different types of active leisure and sport events	1.1 Identify active leisure events 1.2 Identify sport events 1.3 Identify ways to assist at an event
2 Be able to assist at an active leisure or sport event	2.1 Assist at an active leisure or sport event by: <ul style="list-style-type: none"> • dressing appropriately for the event • being an active and positive member of the team throughout the event • listening to and follow instructions accurately 2.2 Review own strengths in assisting at a sports or active leisure event, in terms of: <ul style="list-style-type: none"> • appearance • contribution to team • accuracy in following instructions

Unit content

1 **Know about a range of active leisure and sport events**

Active leisure events: types of active leisure event, eg sports days, sponsored charity events including runs, walks, bike rides, fun runs

Sport events: types of sport event, eg football matches, rugby matches, tennis events, five a side football

Ways of assisting: eg serving food or drink, showing or directing people where to go or where to sit

2 **Be able to assist at an active leisure or sport event**

Self-management: dressing appropriately for the event including wearing high visibility clothing if required; planning the day; arranging transport

Time management: arriving on time to pre-event meetings; arriving at the agreed time at the event

Communication: listening to and following instructions; sharing information with team members

Behaviour and attitude: being enthusiastic; highly motivated; showing initiative

Team member: respecting others; supporting others when they need help

Reviewing own strengths: specific skills and techniques; being a team member; dressing appropriately; listening to and following instructions

Essential guidance for tutors

Delivery

Initially, learners should explore ways in which they can find out about local sport and active leisure events. The tutor could supply a range of materials such as local newspapers, Yellow Pages, leaflets from tourist offices, libraries and access to the internet. Learners could then explore national sport and active leisure events from national newspapers, sporting magazines and the internet.

To help learners understand their role when assisting at an event, event organisers could be invited to speak to the group to explain the role.

The different roles and responsibilities could be introduced by inviting a guest speaker with experience of organising events. Learners could then have a go at organising a practical activity such as a class badminton competition. They could each take on a different role and learn the associated responsibilities, for example, umpire, scoring, equipment.

Learners then need to identify an event they are interested in and have access to. This could be a local fun run or a tournament held at the centre. They could then volunteer their services and be assigned a support role.

Learners then need to review their performance through feedback from their supervisor, peers and/or event participant.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit content and programme of learning.</p> <p>Group task – learners brainstorm different types of active leisure events and ways of assisting at events.</p> <p>Individual task – learners research active leisure events in the local area.</p>
<p>Group task – learners brainstorm different types of sports events.</p> <p>Individual task – learners research sport events in the local area.</p> <p>Assessment: from their research learners identify two active leisure and two sport events and ways in which they could assist at the events. (Learning outcome 1)</p>
<p>Tutor-led discussion – assisting in an event:</p> <ul style="list-style-type: none">• roles• responsibilities• skills• attributes. <p>Learners practise role plays according to given scenarios.</p>
<p>Task – learner reviews activity identifying strengths and plans how to improve on weaknesses.</p>
<p>Learners research events coming up in the local area and apply to assist as volunteers. Alternatively, learners could assist at an event which is being held by the centre, eg a fun run or sponsored walk.</p>
<p>Assessment: learner is observed assisting at a sport or active leisure event, including dressing appropriately, acting as a team member and listening to and following instructions. (Learning outcome 2)</p> <p>Assessment: in a one-to-one or group discussion learner reviews own performance in supporting the event. (Learning outcome 3)</p>
<p>Review: group discussion to share experiences.</p>
<p>Assessment feedback and review of unit.</p>

Assessment

To achieve 1.1, learners need to identify two different active leisure events. To achieve 1.2, learners need to identify two different sports events. To achieve 1.3, the learner should identify at least two ways in which they could assist at sport or active leisure event. These criteria may be evidenced through group discussions, written evidence or one-to-one discussions with the tutor.

2.1 requires the learner to provide support at a sport or active leisure event. This could involve a variety of roles such as handing out water or refreshments, scoring etc. The event organiser could then complete a witness statement to evidence the assessment process.

3.1 and 3.2 can be evidenced through written descriptions, group discussions or one-to-one discussions with the tutor. The learner could deliver an oral presentation to the tutor, and possibly the rest of class, which reviews own performance in supporting the event.

Essential resources

Learners will need access to local information and the internet for the research aspects of this unit. They will need access to a local or national event in order to undertake the practical element of this unit.

Indicative resource materials

Textbook

Harris et al – *BTEC Introduction to Sport and Leisure* (Heinemann, 2005)
ISBN 0435460005

Websites

www.runningsports.org

Provides support and advice for sports volunteers

www.sportengland.org

Provides advice on funding for sporting projects

Unit 6: Planning for and Taking Part in a Visit

Unit reference number: J/502/3699

Level: Entry 3

Credit value: 3

Unit aim

The aim of this unit is to develop learners' understanding of the preparation and involvement required for taking part in a visit and to allow them to practise their time management, personal preparation, team building, personal behaviour and group behaviour skills.

Unit introduction

In this unit, learners will participate in a chosen visit. The unit will give learners the opportunity to visit a suitable tourist destination and to prepare for and participate in their visit with their group.

Learners will develop their planning skills, for example with regard to planning the cost of the visit. They will develop their time management and preparation skills, for example when checking timetables and opening times. They will also consider health and safety and their own personal care needs and how these may be affected if the weather changed or an accident happened.

Learners will develop research skills by finding out about the destination. This will develop their written and verbal communication skills and internet research skills.

Learners will gain an understanding of the visit, its purpose and, with tutor support, will be able to identify the opportunities for them to participate in.

This unit will develop learners' confidence in the planning and participation of visits. It will also develop their skills to assess the visit to identify good and bad points.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to carry out research to find out about a chosen destination	1.1 Carry out research to find out about a chosen destination
2 Be able to plan a visit to a chosen travel and tourism destination	2.1 Plan a visit to a travel and tourism destination 2.2 Plan the cost of the visit
3 Be able to use personal skills to take part in a visit	3.1 Wear appropriate clothing 3.2 Keep to time 3.3 Carry out health and safety preparations 3.4 Behave appropriately
4 Know how own actions contributed to the success of the visit	4.1 Describe how own actions contributed to the success of the visit

Unit content

1 **Be able to carry out research to find out about a chosen destination**

Destination: suitability, ie travel and tourism related; location; distance to travel; suitable route to travel; restrictions to access; appropriate opening hours; transport method; accommodation; health and safety implications; cost; availability; activities available

Research methods: types of research method, eg questioning people who have visited destination, internet, phone, email, newspapers, travel supplements, trade press, Tourist Information Centre

2 **Be able to plan a visit to a chosen travel and tourism destination**

Plan visit: reason for visit; date; arrival/departure times; opening times; location; transport; food/meals; health and safety, eg with regard to specific activities, following instructions, keeping to defined pathways, keeping with group, appropriate clothing and footwear; activities/things to do

Costs: entrance fee; food; transport and travel costs, eg parking fee

3 **Be able to use personal skills to take part in a visit**

Take part in the visit: personal preparation; spare clothing; time management; journey method to departure point; food and drink arrangements; money; completed health and safety forms to attend trip; punctuality; general behaviour; group behaviour

4 **Know how own actions contributed to the success of the visit**

Actions: timekeeping; preparation; behaviour, eg cooperating, being polite, asking questions when necessary

Success of visit: what went well; what could be improved; how this could be achieved

Essential guidance for tutors

Delivery

This unit is designed to develop learners' research and organisational skills, as well as to give them the opportunity to participate in a visit to a tourist attraction.

For learning outcome 1, learners need to be able find out about different travel and tourism destinations using different research methods. They will need access to email, the internet, a phone, magazines, journals and newspapers. They should be encouraged to describe the destination orally, visually or in writing. In their description they should identify a suitable travel and tourism destination with regard to location, distance and method of travel, opening hours, cost and things to do there. Many organisations provide videos or e-brochures demonstrating their products and services and it would be useful for learners to have access to these.

A visit from a guest speaker to explain about the destination and the activities on offer may be helpful as learners can be given real examples of the organisation they may like to visit.

In the planning stages for learning outcome 2, the tutor will need to encourage learners and develop the different stages which need to be included in the plan, such as type of transport, time of travel, opening times, food, clothing. Learners could be issued with transport timetables, as well as examples of completed plans.

When planning the cost of the visit, learners should take into account the cost of transport, entrance fees, food, any clothing which needs to be specially bought or hired, as well as additional costs such as rides. Ideally, this shouldn't exceed £100, so as to fit with the Entry 2 Functional Skill in Mathematics.

Learners will need to be able to practise planning and this could be completed by giving learners scenarios to complete.

Learning outcome 3 must be completed by taking part in a group outing. However, learners will need to be responsible for own preparation such as turning up on time, arrangements for food and drink and own behaviour with the group. In taking part learners need to show their own organisational skills such as turning up on time for transport, knowledge of opening times, money to cover costs, food and drink, arrangements for different types of weather. Discussion of personal skills can take place during tutorials.

Evaluation skills need to be developed so that learners can identify what went well and what didn't go so well. Learners should be encouraged to think about how their own skills and actions have contributed to the day, what went well and how improvements could be made. Learners should concentrate on their organisation skills in taking part in the visit rather than on how much they enjoyed it. Feedback from the tutor's own observation could help.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to the unit and content overview.</p> <p>Tutor-led discussion – factors to think of when deciding a destination for a visit and where to find the necessary information.</p> <p>Practical – interview friends, family and other learners about destinations they would recommend for a visit.</p> <p>Small group research – different destinations.</p> <p>One-to-one tutorial – chose destination to focus on.</p> <p>Assessment – using the prepared checklist provide evidence of research on chosen destination (learning outcome 1).</p>
<p>Tutor-led discussion – what factors do you need to consider when planning a visit?</p> <p>Assessment – plan visit using tutor-prepared pro forma; plan cost of visit using tutor-prepared pro forma for list of costs; learners will complete simple calculations for the total cost (learning outcome 2) [Functional Skills: Entry 3 Mathematics].</p>
<p>Practical – plan a group visit using same pro formas used for learning outcome 2.</p> <p>Tutor-led discussion – ‘how to take part in a visit?’ resulting in ground rules, including assessment criteria.</p> <p>Practical – visit to decided location.</p> <p>Assessment – evidence of appropriate personal skills shown during a visit (learning outcome 4).</p>
<p>Group discussion – evaluation of the visit.</p> <p>Assessment – one-to-one with tutor – respond to straightforward questions on how their actions contributed to the outcome of the visit (learning outcome 4) [Functional Skills Entry 3 Speaking and Listening].</p>
<p>Assessment evaluation, unit review and feedback.</p>

Assessment

For assessment criterion 1.1, learners need to be able to carry out research about a chosen destination. This could be carried out using the internet, journals, leaflets, etc. Learners need to be able to present this information to the tutor in a suitable format. Evidence could be in written form, orally as a question and answer discussion or in small groups as a presentation where the tutor could complete a witness testimony for learners.

For assessment criterion 2.1, learners could be given pro formas to complete or checklists to show that they have completed each of the stages required. Again, witness testimonies or minutes of meetings could act as evidence for the planning stages.

Evidence for assessment criterion 2.2 could be presented as a spreadsheet or as a written document. Learners need to be encouraged to provide accurate costing so evidence of workings out may be beneficial.

For assessment criterion 3.1, evidence such as photographs, witness testimonies, or a description of the visit could be provided, along with a checklist for preparation tasks, behaviour and health and safety aspects.

For assessment criterion 4.1, learners could discuss how their own behaviour and actions contributed to the success of the visit with the tutor, or the tutor could hold question and answer sessions. A completed observation record or witness statement, or a written script from learners could be presented as evidence.

Essential resources

Learners will need access to library and research facilities such as the internet and travel publications. Learners may also need access to a phone if they need to communicate with the organisation they plan to visit.

Indicative resource materials

Textbooks

Horner P – *Travel Agency Practice* (Longman, 1996) ISBN 9780582288560

Kerr A, et al – *BTEC First Travel and Tourism, 2nd Edition* (Heinemann, 2006) ISBN 9780435402198

Journals

OAG Flight Atlas (OAG Solutions)

OAG Flight Guide (OAG Solutions)

World Travel Atlas (Columbus Press)

World Travel Guide (Columbus Press)

Websites

www.britishairways.com	British Airways – provides some information on locations and holidays
www.easyjet.com	easyJet – information on flights
www.eurolines.com	Eurolines UK Limited – information on travelling by coach in Europe
www.eurostar.com	Eurostar – includes travel information and guide/maps to destinations
www.expedia.co.uk	Expedia – information on travel, holidays and hotels
www.nationalexpress.com	National Express – information on coach and rail travel in UK
www.nationalrail.co.uk	National Rail – information on rail travel in UK
www.trailfinders.com	Trailfinders – information on world-wide travel
www.worldtravelguide.net	World Travel Guide – provides guides on different locations

Other useful information

Car hire leaflets and brochures

National Express timetables and fares manuals

Tour operators' brochures

Train operators' timetables and fares manuals

Unit 7: Displaying Travel and Tourism Information

Unit reference number: F/502/3698

Level: Entry 3

Credit value: 3

Unit aim

Displaying accurate information is an essential skill in the travel and tourism sector. This unit aims to enable learners to display information which is accurate and clear and relates to travel and tourism.

Unit introduction

Travel and tourism is a busy industry and displaying information plays an important role in the promotion of tourist destinations and products. It is essential that learners are able to plan and produce accurate and relevant displays of information which will appeal to the customer.

In this unit, learners will find out how tourist information is displayed, for example on websites, wall displays, leaflets and window displays. They will also look at the types of information displayed to get the message across to the customer.

Learners will be encouraged to look at a range of different displays to identify the most effective ways of sharing information. Learners will then produce their own display and evaluate its effectiveness. They will also assess other learners' displays.

The unit will enable learners to develop planning and self-management skills in setting up their display and the ability to review their own and other learners' displays.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know ways of displaying travel and tourism information to the customer	1.1 Describe how a travel agent displays holiday information 1.2 Describe how travel information is displayed on a website
2 Be able to plan and present travel and tourism information	2.1 Plan a display of travel and tourism information 2.2 Produce a display of travel and tourism information
3 Be able to assess other learners' displays of travel and tourism information	3.1 Assess other learners' displays of travel and tourism information
4 Be able to review own display of travel and tourism information	4.1 Review own display of travel and tourism information

Unit content

1 **Know ways of displaying travel and tourism information to the customer**

Types of display: different displays, eg specific tourist destination, travel agency window display, specific visitor attraction display, travel website displays, window displays in tourist information centres, notice board displays, information leaflets

Display features: materials; accuracy; colour; wording; display type; duration; location

Travel and tourism information: types of information, eg pictures or photos; accommodation, prices, special offers, comfort of transport, speed of transport

2 **Be able to plan and present travel and tourism information**

Plan: scenario given; target market; financial implications; validity of information; location of display; duration of display; size of display; information to be included; resources required; method of erection or production; method for monitoring success

Produce: write and follow plan; meet given deadlines; work safely

Self-management: taking responsibility, eg gathering materials, setting up, tidying up, readiness to improve own performance based on feedback

Team member: respecting others; cooperating and supporting others; negotiating/persuading; contributing to discussions

Problem solving: identifying problems, eg lack of materials for display, making suggestions on how to solve, creative thinking

Health and safety: safe use of equipment; lifting and carrying; awareness of others' safety in setting up display; use of IT

Communication: listening and questioning; discussing display with tutor; discussing display with colleagues

3 **Be able to assess other learners' displays of travel and tourism information**

Assess: what went well; what didn't go well; improvements that could be made/recommendations for future

4 **Be able to review own display of travel and tourism information**

Review: purpose of display; what went well; what didn't go well; improvements that could be made and recommendations for future

Essential guidance for tutors

Delivery

This unit needs to be practical as possible. It should include visits to see a range of different displays for example in travel agency windows or tourist information centres. Learners could be asked to compare the differences between town-centre travel agencies and out-of-town agencies. Guest speakers could be arranged to talk about the way products and services are promoted in the industry. An introduction to marketing may be included in order for learners to understand why products are positioned in particular places and why specific colours are used in order to catch the eye of the customer.

Access to the internet will be needed so that learners can access tourist websites to look at how information is presented. Learners may also benefit from access to leaflets or guide books on particular tourist attractions.

For learning outcome 1, a visit to a travel agency may be beneficial in order to find out about the different types of display and the differences between travel websites. A shop which also has a website would be useful to see how the products and services are offered in each situation.

For learning outcome 2, learners could work in small groups to practise planning and displaying information. Learners should be provided with a scenario of the display they need to produce, such as a display of information for a seaside resort hoping to attract families with young children. The information displayed can take the form of a website, a leaflet produced using IT or a display for a travel agent's window. The information displayed should be relevant to travel and tourism, for example it could be information about a tourist destination or area, a tourist attraction or type of transport. The scenario should include time constraints for when the display needs to be complete. A health and safety tick list could be developed for learners to complete as they go along. If producing a display for a travel agent's window, learners will need to be given the materials required to produce the display, or they may gather materials together in their own time. This could include coloured card and paper, plain paper, coloured printing facilities, photographic paper, colour pens and pencils, scissors, glue, tape, pins, staple gun. Learners may also need display boards to present their information.

When the displays have been produced learners need to look at each others' displays to identify positives and negatives. Feedback must be shared among the groups.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to the unit and content overview.</p> <p>Tutor led discussion – ‘What travel information might be displayed?’, ‘What are the different ways information can be displayed?’ ‘What are the different features of different displays?’</p> <p>Visits/photographs – look at travel agents’ window displays and complete tutor-prepared checklist based on the tutor-led discussion.</p> <p>Small group research – investigate travel and tourism websites displaying information and complete the same tutor-based checklist as above.</p> <p>Group discussion – compare window displays and websites.</p> <p>Assessment – ask and respond to straightforward questions on different ways travel and tourism information is displayed (learning outcome 1) [Functional Skills Entry 3: Speaking and Listening].</p>
<p>Tutor-led discussion – planning a display: ‘What needs to be done?’</p> <p>Group exercise – order pre-prepared stages of planning, for example learners are given cards with different planning stages and have to place them in order.</p> <p>One-to-one tutorials – to select a display subject.</p> <p>Tutor-led discussion – sources of information.</p> <p>Individual activity – create plan of work to create display.</p> <p>Practical – learners follow record plan of work to create display.</p> <p>Tutorials on a regular basis to monitor progress.</p> <p>Assessment – practical – individuals create display of travel and tourism information (learning outcome 2).</p>
<p>Tutor-led discussion – ‘What was good about other learners’ displays?’</p> <p>Case studies – photographs of a number of displays, of different standards – assess ways they could be improved.</p> <p>Assessment – ask and respond to straightforward questions on pros of others’ displays (learning outcome 3) [Functional Skills Entry 3: Speaking and Listening].</p> <p>Assessment – presentation – record pros and cons of own display (learning outcome 4).</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

For assessment criteria 1.1 and 1.2, learners need to be able to describe how at least one travel agent and at least one travel website display travel and tourism information. This could be completed as a presentation using PowerPoint or as a written script for the tutor. Alternatively, learners could complete a given pro forma listing the types of information displayed.

For assessment criterion 2.1, pro formas to help learners record the planning stages should be completed. The plan for the display should include details of the information to be displayed, the resources needed, the target market, the location and the length of time of display, and health and safety issues regarding the use of IT or the erection and dismantling of the display. Observation sheets should be completed by the tutor to assess learners' contributions and the communication skills used.

For assessment criterion 2.2, learners need to produce a display of information to promote travel and tourism. This criterion may be evidenced through witness testimonies, observation reports, peer group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. Learners must be able to demonstrate that by the end of the unit they have developed each of the work-related skills stated in the unit content. Documentation such as observation reports will need to be retained for internal and external verification.

Assessment criteria 3.1 and 4.1 may be assessed through one-to-one discussions with the tutor/line manager, through written evidence or a pro forma could be issued for them to complete, or a list of questions which will aid their review. For assessment criterion 3.1, learners need to state at least two things they liked about other learners' displays. These comments can be about the same display or about two different displays. For 4.1, they should state at least two things that they felt went well when producing their own display, and one area for improvement. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

Essential resources

Learners will need access to materials and equipment to produce their display.

Indicative resource materials

Textbook

As this is a practical unit there are very few written texts for learners to use. One which may be useful is:

Laing F and Roberts I – *BTEC Introduction to Hospitality, Travel & Tourism* (Heinemann, 2005) ISBN 97804354416314

Websites

www.britainandirelandevent.co.uk	British Travel Trade Fair
www.easyjet.com	easyJet
www.eco.co.uk	Earls Court and Olympia
www.excel-london.co.uk	ExCel, exhibitions and conference centre in London's docklands, hosts events such as the business travel market
www.firstchoice.co.uk	First Choice holidays
www.lastminute.com	Last Minute holidays
www.mytravel.co.uk	My Travel Holidays
www.necgroup.co.uk	Birmingham National Exhibition Centre
www.reedtravelexhibitions.com	Reed Travel Exhibitions
www.thomson.co.uk	Thomson Holidays
www.wtmlondon.com	World Travel Market

Unit 1: Producing a Timber Product

Unit reference number: F/502/3684

Level: Entry 3

Credit value: 3

Unit aim

This unit is designed to enable learners to produce a three-dimensional timber product (for example tray, picture frame, mirror frame). Learners will develop the skills needed to manufacture a product in timber and timber sheet materials.

Unit introduction

The first part of the unit gives the learner the opportunity to practise cutting corner halving joints. The second part of the unit requires the learner to manufacture a frame using the same joints. The frame is fixed to a sheet material.

Emphasis is placed on the correct selection and safe use of the appropriate tools, materials, components and fixings required to produce a three-dimensional timber product.

Learners will be given the opportunity to practise basic woodworking techniques and to use these techniques to produce a three-dimensional timber product.

Learners will learn that, when they produce a three-dimensional timber product, they must always wear the personal protective equipment (PPE) provided, and follow all instructions given.

Although learners will work independently when producing a three-dimensional timber product, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workplace, by working responsibly with others, and by seeking and responding to guidance from colleagues and teachers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the hand tools, materials, fixings and personal protective equipment (PPE) used in basic woodworking processes	1.1 Select the hand tools to use in producing a three-dimensional timber product 1.2 Select the materials and fixings to use in producing a three-dimensional timber product 1.3 Select the personal protective equipment (PPE) to use in producing a three-dimensional timber product
2 Be able to apply safe working practices to produce a three-dimensional timber product	2.1 Use hand tools safely to produce a three-dimensional timber product
3 Be able to work responsibly with others	3.1 Maintain a clean and tidy work environment 3.2 Work responsibly in the workshop
4 Be able to seek and respond to guidance when working as part of a team	4.1 Follow instructions when working with others 4.2 Communicate appropriately with others

Unit content

1 **Know the hand tools, materials, fixings and personal protective equipment (PPE) used in basic woodworking processes**

Hand tools: steel rule, tri-square, pencil, marking/mortice gauge, mallet, tenon saw, mortice/bevel-edged chisels, nail punch, claw hammer, hand router (not electrical), wheel brace, screwdrivers, abrasive paper and block

Materials: softwood timber, plywood, Polyvinyl Acetate glue (PVA), use of panel pins and wood-screws

Personal protective equipment: eye protection, safety boots, dust mask, ear defenders, and other PPE as appropriate

Basic woodworking processes: forming corner halving joint, using wood-screws

2 **Be able to apply safe working practices to produce a three-dimensional timber product**

Timber product: timber frame comprised of corner halving joints on sheet material eg tray, picture frame, mirror frame, noticeboard, photograph display product, board game

3 **Be able to work responsibly with others**

Behaviour: eg responsibilities, strengths and skills of self and other team members, cooperation, working responsibly, tidying 'as you go', cleaning workshop as a team

4 **Be able to seek and respond to guidance when working as part of a team**

Attitudes: eg enthusiasm; approachability; communication skills eg listening, questioning, speaking clearly; following instructions in an appropriate manner

Delivery

This unit will give learners their first experience of the practical skills associated with the production of a three-dimensional item, together with the knowledge required to underpin these practical skills. Learners must be given opportunities to develop their knowledge and practical skills through supervised workshop activities, group teaching and demonstrations of the theories, equipment and techniques involved.

Learners will need to practise forming a corner halving joint, and develop their use of wood-screws (predrilling/countersinking and fixing of wood-screws). Learners should use hand tools for drilling, countersinking and fixing the wood-screws. Tutors must demonstrate these skills and techniques. Learners will use the skills and techniques to produce the assessment work (a three-dimensional product of timber and timber sheet material, for example a tray, picture frame, mirror frame, noticeboard, photograph display product, board game).

The most important requirement of the unit is that learners are given opportunities to practise woodworking techniques and procedures. To do this they must be able to recognise and select the hand tools, materials, fixings and PPE needed to work safely. Tutors will therefore need to demonstrate correct selection and use of the appropriate hand tools, materials and PPE. They must also demonstrate the practical woodworking skills required and monitor learners' performance as they practise their skills. They should correct poor practice and commend good practice. Tutors must encourage learners to ask for help and advice when it is needed and to maintain a clean and tidy workplace. Tutors should encourage the reliable, positive and enthusiastic response to learning that employers value in prospective employees.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the hand tools used in basic woodworking processes</p> <p>Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets.</p>
<p>Know about the materials and fixings used in basic woodworking processes</p> <p>Whole-class, tutor-led discussion about materials and fixings. Individual work on identification sheets.</p>
<p>Know about personal protective equipment (PPE) to be used in the joinery workshop</p> <p>Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works. Individual work on PPE identification sheets. Learners provided with opportunities to select and wear the full range of PPE used in a joinery workshop.</p>
<p>Practise the processes used to produce basic wood jointing</p> <p>Practical demonstration of how to keep individual work areas tidy. The hand-to-eye motor skills associated with wood jointing are best taught by the tutor demonstrating the skills required, followed by the learners practising the skills. The tutor should monitor the learners as they practise their skills and provide guidance and advice, and correction or praise, as appropriate.</p>
<p>Be able to apply safe working practices to produce a three-dimensional timber product</p> <p>Assessment. Two hours to produce the paperwork required in the form of tool identification sheets. Eight hours to produce a three-dimensional timber product.</p>
<p>Be able to work responsibly with others</p> <p>Use of health and safety videos to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by personnel behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical woodworking sessions. Cleaning workshop as a team at end of the sessions. Cleaning monitor rota delegates to team.</p>
<p>Be able to seek and respond to guidance when working as part of a team</p> <p>Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and</p>

should occur during practice and assessment.

Assessment

The evidence can be provided by a single practical assignment covering all of the assessment criteria for the unit. Achievement of assessment criteria should be evidenced through practical tasks designed with the assessment criteria in mind. During practical activities many criteria will need to be assessed directly by the tutor. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements, plus photographs of the completed work.

For 1.1, learners must select the hand tools to be used in the practical task. This will be most clearly evidenced by completion of appropriate requisition orders or tool 'identification' sheets.

For 1.2, learners must select the materials and fixings to be used in the practical task. This will be most clearly evidenced by completion of appropriate requisition orders.

For 1.3, learners must select the items of PPE to be used in the practical task. This will be most clearly evidenced by completion of a witness statement or an observation record.

For 2.1, learners must be able to produce a three-dimensional timber product (for example tray, picture frame, mirror frame, noticeboard, photograph display product, board game).

It is anticipated that learners will need considerable guidance at this level. There is no requirement for the work to comply with specific tolerances, or to demonstrate a professional standard. It is sufficient that the task has been completed. Photographs, observation records and witness statements could be provided as evidence.

For 3.1 and 3.2, learners should work as part of a team to create and maintain a clean and tidy work environment. They must also work responsibly when producing the basic carpentry item in the workshop. The evidence could take the form of a witness statement.

For 4.1 and 4.2, learners must be able to seek guidance from tutors and other experienced people and to follow instructions. Learners must communicate appropriately with other learners and with their tutors and/or instructors. The evidence could take the form of a witness statement.

Essential resources

Learners will require access to carpentry workbenches, carpentry and joinery hand tools, materials, fixings and equipment of a nature and standard typical of a proper work environment.

The learning environment must be a safe place of work. Adequate workshop space must be provided for the safe storage and use of timber. In addition there must be adequate washing facilities, access to first aid facilities and storage for PPE.

Indicative resource materials

Textbooks

Brett P – *Wood Occupations: Level 1* (Nelson Thornes, 2007)
ISBN 9780748781836

Porter B – *Carpentry and Joinery Volume 1* (Butterworth-Heinemann, 2001)
ISBN 9780750651356

Websites

www.geoffswoodwork.co.uk

www.getwoodworking.com

www.hse.gov.uk

Unit 3: Developing Home Improvement Skills

Unit reference number: A/502/3683

Level: Entry 3

Credit value: 3

Unit aim

This unit introduces learners to the hand tools, materials, components, fixings and personal protective equipment used in home improvement, and offers learners opportunities to develop the skills needed to make home improvements.

Unit introduction

Emphasis is placed on the correct selection and safe use of the appropriate tools, materials, components and fixings required to carry out basic home improvement tasks.

Learners will be given the opportunity to practise basic home improvement techniques, and to use these techniques to carry out home improvement tasks.

Learners will learn that they must always wear the personal protective equipment (PPE) provided, and follow all instructions given, when they carry out home improvement tasks.

Although learners will work independently when performing home improvement tasks, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workplace, by working responsibly with others, and by seeking and responding to guidance from colleagues and teachers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the hand tools used in home improvement tasks	1.1 Select hand tools to be used in home improvement tasks
2 Know the materials, components and fixings used in home improvement tasks	2.1 Select materials, components and fixings to be used in home improvement tasks
3 Be able to apply safe working practices to perform home improvement tasks	3.1 Use appropriate PPE when performing home improvement tasks 3.2 Use hand tools safely to perform different home improvement tasks 3.3 Use materials according to instructions
4 Be able to work responsibly with others and seek and respond to guidance when working as part of a team	4.1 Maintain a clean and tidy workplace 4.2 Work responsibly with others 4.3 Follow instructions when working with others 4.4 Communicate appropriately with others

Unit content

1 **Know the hand tools used in home improvement tasks**

Hand tools: eg drill, hacksaws, hammers, files, chisels, screwdrivers, pliers, measuring tape, sanding blocks, clamps, pencils, spirit level, trowels, adjustable wrench, radiator key, electrician's screwdriver

2 **Know the materials, components and fixings used in home improvement tasks**

Materials, components and fixings: appropriate to the home improvement tasks being undertaken (see below)

3 **Be able to apply safe working practices to perform home improvement tasks**

Safe working practices: use of PPE provided, compliance with advice and guidance given; safe use of tools and equipment

Home improvement tasks: eg fix shelving and/or curtain rails, coat hooks and picture fixings to traditional and lightweight walls; fix hinges to doors; point brickwork; make good plasterwork; change washers and ball valves; remove air-locks and balance radiator systems; install a radiator cover; disconnect and refit a radiator; seal round a bath or shower; wire plugs and change fuses; install a simple light fitting; tile to splashback; install draught exclusion and/or secondary glazing and/or loft insulation; lag pipes and cisterns

4 **Be able to work responsibly with others and seek and respond to guidance when working as part of a team**

Behaviour: responsibility; enthusiasm; following instructions; cooperation; tidying 'as you go'

Essential guidance for tutors

Delivery

This unit will give learners their first experience of the practical skills associated with the performance of home improvement tasks, together with the knowledge required to underpin such practical skills. Learners must be given opportunities to develop their practical skills through supervised practical workshop activities, group teaching and demonstrations of the tools, equipment, materials, techniques and PPE involved.

Learners and tutors are encouraged to view the unit as a 'taster', in that it affords the learner an opportunity to experience the type of work involved in home improvement.

Learners will need to discuss the materials, tools, equipment, PPE and techniques to be used with a responsible and competent person and should respond positively to any advice given. They should then select the tools, equipment, materials and PPE appropriate for the task in hand, and use these to perform the specified tasks.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the hand tools used in home improvement tasks</p> <p>Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Evidence of either selection or de-selection required. This can be achieved by completion of in-house requisition forms or similar.</p>
<p>Know the materials, components and fixings used in home improvement tasks</p> <p>The materials, components and fixings to be used will depend on the home improvement tasks to be performed. There is no requirement for learners to know about any materials, components and fixings they will not be using. The resources are clearly implied by the tasks and are too numerous to mention here. Delivery as for hand tools above.</p>
<p>Practise using safe working practices to perform home improvement tasks</p> <p>Practical demonstration of how to keep individual work areas tidy. The hand-to-eye motor skills associated with home improvements are best taught by the tutor demonstrating the skills required, followed by the learners practising the skills. The tutor should monitor learners as they practise and provide guidance, advice, correction or praise, as appropriate.</p>
<p>Be able to apply safe working practices to perform home improvement tasks</p> <p>Assessment. Two hours to demonstrate knowledge of the hand tools, materials, components and fixings to be used in practical assessment tasks. Eight hours for learners to demonstrate the use of safe working practices to perform home improvement tasks. The appropriate PPE must be made available, be properly maintained and worn at all times. Assessors must suspend assessment if and when learners do not wear the PPE provided.</p>
<p>Be able to work responsibly with others and seek and respond to guidance when working as part of a team</p> <p>Use of health and safety videos/DVDs to demonstrate the dangers of a dirty and untidy workplace. Discussion of importance of behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical home improvement sessions. Question and answer sessions to monitor and promote enthusiasm for learning. Other than the video/DVD/discussion session, this requires no formal allocation of time.</p>

Assessment

Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related, practical experiences with tasks specifically designed with the assessment criteria in mind. The use of one assessment instrument is suggested as being sufficient to allow full coverage of the outcomes. The single assessment instrument would therefore comprise 1.1, 2.1, 3.1, 4.1, 4.2, 4.3 and 4.4.

For 1.1, learners must select commonly used hand tools. This will be most clearly evidenced by completion of appropriate requisition orders.

For 2.1, learners must select the correct materials, components and fixings to be used to complete the home improvement tasks. This will be most clearly evidenced by completion of appropriate requisition orders.

For 3.1, 3.2 and 3.3, learners must be able to use the selected tools, materials, components and fixings, and the PPE provided, to perform two different home improvement tasks. It is anticipated that reasonable guidance will be given to learners.

For 4.1, 4.2, 4.3 and 4.4, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors as and when appropriate, and by following the instructions received. They should communicate appropriately with both tutors and other learners at all times. They should 'tidy as they go' when performing their chosen decorative tasks. The evidence could take the form of a witness statement.

Essential resources

Learners will require access to low-level access equipment, hand tools, PPE and materials of a nature and standard typical of a home improvement or DIY environment. The home improvement tasks must be undertaken in a safe place of work with sufficient space, adequate ventilation, and access to both washing and first aid facilities. Learners will also require access to a technical library with current textbooks and reference material on home improvement and DIY. Internet access will give learners the opportunity to develop skills in e-learning but the tutor will need to manage this carefully.

Indicative resource materials

Textbooks

Reader's Digest DIY Manual (Reader's Digest, vinyl edition with CD ROM, 2007) ISBN 9780276442315

Barnard N and Schept K – *You Can Do It: The Complete B&Q Step-by-Step Book of Home Improvement* (3rd Edition, Thames & Hudson, 2007) ISBN 9780500513590

Jackson A and Day D – *Collins Complete DIY* (Collins, new edition with DIY Survival Video, 2007) ISBN 9780007252602

Websites

www.diynetwork.com

www.doityourself.com

Unit 25: Producing a Product

Unit reference number: R/503/2826

Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

This unit looks at how to make a product or item, safely. Learners will assess the skills needed to complete the product as well as assessing the finished product.

Unit introduction

Producing a product offers an opportunity to learn and develop skills in choosing an appropriate product to make. Valuable entrepreneurial ideas and skills may be gained from being involved in a production activity, even if on a small scale. In this unit, learners will learn to understand simple production processes, work safely, describe practical skills in the use of tools and equipment and evaluate their product or item.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Know how to make a product or item	1.1 List the steps needed to make the product or item
2 Be able to identify the skills required to make the product or item	2.1 Identify the skills required to make the product or item
3 Be able to produce the product or item safely	3.1 Demonstrate appropriate levels of safety when making the product or item
4 Know how to examine the finished product or item	4.1 List qualities and any faults of the finished product or item

Unit content

1 **Know how to make a product or item**

Steps needed to make the product or item: choice of appropriate product or item to make; planning product or item to make; resources or materials for product or item; plan for effective use of different types of equipment eg tools, measuring instruments, appliances, containers; plan for safe use of equipment

2 **Be able to identify the skills required to make the product or item**

Skills required: operate piece of machinery, know certain techniques eg painting, baking, welding, creative skills, problem-solving skills

3 **Be able to produce the product or item safely**

Appropriate levels of safety in making product or item: use correct materials and equipment as required; use any equipment safely and correctly; use appropriate safety clothing and protection if required eg safety glasses, appropriate footwear, gloves; first aid supplies available; produce safe product or item

4 **Know how to examine the product or item**

Qualities and faults of the product or item: quality of the item or product; quality of materials used

Essential guidance for tutors

Delivery Guidance

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of producing a product or item. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately. Whilst producing their product or item, learners will need to consider and apply the relevant safety measures.

Activities can be carried out individually or in groups. The process of producing the product or item is as important as the product or item itself.

The learning outcomes and assessment criteria refer to products or items. Learners could produce small items such as handmade jewellery, confectionery, candles or gift boxes as well as larger-scale products which might require the use of workshop facilities.

It would be helpful if the learners could visit a production line in order to see how products and items are made on a commercial scale. The layout of the production line would help learners to sequence their own production plan, as well as giving the learners an opportunity to see how tools and materials are used. The safety concerns of staff using machinery can also be highlighted.

Group work can be used to generate discussion around the steps needed to make a product or item. Learners should be asked to list the steps needed to make a product or item with which that they are familiar; such as making a cup of coffee or tea. Learners can then concentrate on the process and think about the skills needed.

Learners will need time to practise making their product or item. Safety should be paramount, and learners should be aware of the safety measures that they need to take. Peer assessment of their work, will allow learners to develop their skills in assessing the quality of the finished product.

Learners will need regular assessor support and guidance, with reviews of progress undertaken by the tutor or line manager to identify knowledge and skills that have been developed as well as areas of knowledge, understanding and skills that need improvement

At this level, learner activities should require them to sequence their assessment evidence using basic reading, writing and other communication skills appropriate for learners working at Entry Level 3. The unit focuses on developing the skills needed to make a product or item under supervision.

Delivery of this unit could be carried out in conjunction with *Unit 23: Planning an Enterprise Activity* and *Unit 24: Running an Enterprise Activity*.

Assessment

This unit can be assessed through a series of structured tasks or activities. Photographs and video or audio recordings could be used to record the evidence.

For 1.1, it is permissible for the learner to receive support from the tutor for example using a simple planning template supplied by the tutor, but the learner must make their own decision about which steps to put into the template. Alternatively, the tutor could record a discussion with an individual as a witness statement, or a brief presentation witnessed by the tutor could be used.

For 2.1, the learner must be able to identify at least two skills needed to make the product or item. A question and answer session could be used as evidence for this purpose. Alternatively, appropriate forms of evidence such as written notes or recordings of discussions with the learner, may be used.

To achieve 3.1, observation by the tutor of the learner making the product or item safely, or an aspect of the product or item safely, needs to be recorded. It must be clear from the observation that the learner has demonstrated appropriate levels of safety in making the product or item.

For 4.1, a description of the qualities and faults of the final product or item may be written by the learner, or the assessor could record a discussion with the learner. A question and answer session with a witness statement could also be used. At least two observations about the product or item (positive qualities, faults or a combination of both) must be made by the learner.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the WorkSkills from Pearson suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 23: Planning an Enterprise Activity	Unit 31: Planning an Enterprise Activity	Unit 28: Planning an Enterprise Activity
Unit 24: Running an Enterprise Activity	Unit 32: Running an Enterprise Activity	Unit 29: Running an Enterprise Activity
	Unit 33: Producing a Product	Unit 30: Producing a Product

Essential resources

Learners will need to access to an area suitable for the practical activities undertaken, for example, a workshop or practical workroom. A variety of materials including wood, metal, soft-cottons and fabrics will enable learners to become familiar with the properties of different materials.

Depending on the product or item the learner will be producing, appropriate safety gear and equipment will be required and the location of first aid supplies and support need to be known.

Where photographs and recordings or audio and video are to be used as evidence, appropriate equipment will be needed.

Indicative resource materials

Websites

www.businesslink.gov.uk

www.enterprise-education.org.uk

www.enterpriseuk.org/

www.stridingout.co.uk

Unit 3: Understanding Soils

Unit reference number: H/505/1316

Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

The practical activities in this unit will enable the learners to understand what soil is and where it has come from. Learners will separate and measure the different components that soil is made of as well as appreciating their importance for plant growth. Learners will also find out what sorts of plants grow best in different soil conditions.

Unit introduction

The emphasis in this unit is on developing practical skills as well as knowledge and understanding. The unit will give learners opportunities to:

- examine different soils to identify different layers (or horizons)
- measure soil air and water and recognise humus in soil
- measure drainage rates of soils
- appreciate which plants prefer particular types of soil and how to use this information in a garden or allotment.

Wherever possible, learners should be encouraged to work in pairs or groups since working with others is also an important feature of work in the horticulture industry. However, learners must be encouraged to ask for help whenever it is needed and to respond to any guidance given by tutors or their peers.

Learners should keep a record of all their observations and results, perhaps as a simple PowerPoint presentation, that they can present to the rest of the group and talk through, answering any questions from their peers.

Essential resources

Learners need to access to standard laboratory equipment such as beakers, measuring cylinders, oven, filter paper and filter funnels. Where available, microscopes, lenses and slides may be used to identify soil particles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know what soil is and where it has come from	1.1	Identify different soil layers	<ul style="list-style-type: none"> □ <i>What soil is:</i> soil layers; soil particles: rocks, sand; particle size: clay, sand, silt, humus
		1.2	State origins of soil layers	<ul style="list-style-type: none"> □ <i>Where it has come from:</i> different sizes and types of rock; erosion, lichens, glaciers, wind, rain, rivers
2	Be able to measure amounts of air and water in soil	2.1	Use Apparatus to measure the amounts of air and water in a sample of soil	<ul style="list-style-type: none"> □ <i>Measure air:</i> measuring cylinder, water; volume, bubbles of air, decrease in total volume □ <i>Measure water:</i> oven, dry soil; weigh
3	Be able to measure the drainage rate of soil	3.1	Use Apparatus to measure the drainage rate of a sample of soil	<ul style="list-style-type: none"> □ <i>Measure drainage rate:</i> filter funnel, water; how much is retained
4	Understand the importance of air and water in different types of soil	4.1	State why air and water are important in soil	<ul style="list-style-type: none"> □ <i>Air:</i> required by plant roots for oxygen, respiration, energy □ <i>Water:</i> required by plants for photosynthesis, roots; wilting
		4.2	Explain the differences in terms of air and water content between clay soils and sandy soils	<ul style="list-style-type: none"> □ <i>Soil:</i> how the size of soil particles affects the drainage rate, e.g. clay has smaller particles and retains more water and less air, sandy retains less water and more air

Learning outcomes		Assessment criteria		Unit amplification
5	Know that organic matter (humus) is important for providing nutrients for plant growth	5.1	Identify humus in soil	<ul style="list-style-type: none"> □ <i>Organic matter (humus)</i>: e.g. rotting vegetation, fallen leaves, grass clippings, compost
		5.2	State why nutrients are important for plant growth	<ul style="list-style-type: none"> □ <i>Nutrients</i>: nitrogen; other nutrients
6	Know the importance of soil types for different plants	6.1	Give the optimum soil type for named plants	<ul style="list-style-type: none"> □ Types of soil: <ul style="list-style-type: none"> - <i>Loam</i> – the ‘ideal’ soil has less than 52% sand, between 28% and 52% silt and 7% to 27% clay. Most plants will flourish in loam soil, especially root crops - <i>Chalk</i> – e.g. cistus shrubs, Cox’s orange pippin apples - <i>Peaty</i> – e.g. coniferous trees and shrubs such as pine, deciduous trees and shrubs such as acers - <i>Acid</i> – e.g. shrubs such as azaleas and rhododendrons - <i>Sandy</i> – e.g. lavender, cistus, poppies - <i>Clay</i> – e.g. hydrangea, foxglove, lilac
		6.2	State why it is important to take account of the soil type when choosing plants for a site	

Information for tutors

Delivery

This unit is intended to give learners their first practical experience of the scientific examination of soil types. Learners must have the opportunity to develop their knowledge of and, more importantly, their practical skills in this area. This should be facilitated through supervised laboratory and field activities, together with demonstrations of the equipment and techniques involved.

The most important part of this unit is the practical work. This is what will enthuse learners. It is essential that learners can demonstrate their skills in measuring soil air, water and humus practically. Tutors will need to demonstrate these skills and support learners where necessary. It is essential that learners are assessed on what they can do, rather than on what they find difficult. Tutors will need to encourage the learners to ask for help where appropriate and to develop the reliable, positive and enthusiastic qualities that employers may be interested in.

Learners and tutors are encouraged to view this unit as a 'taster', in that it gives learners an opportunity to experience some types of work involved in horticulture and soil science.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Know what soil is and where it has come from.

Prepare a microscope slide with a soil sample broken up into smaller particles using a needle. Use light from above to illuminate sample (dark ground) to demonstrate different colour rock particles as well as just size. Try with soil samples taken from different locations.

Draw or photograph the sample accurately and identify the different size, colour and texture of the particles. Label drawing or photograph.

Carry out research into particles of different size and types of rock.

Research into how erosion has produced these rock particles that are now known as part of 'soil'. Role of lichens. What rocks have these particles come from?

Be able to measure amounts of air and water in soil.

Thoroughly and carefully, mix 100 cm³ of undisturbed soil with 100 cm³ of water in a 250 cm³ measuring cylinder and estimate the amount of air, humus and different size rock particles i.e. clay, silt, sand and larger stones. Draw and label findings – which particles sink the fastest? Notice that the total volume is less than 100 cm³ due to loss of air, enabling measurement of % of air. Leave for one week and then re-examine. Relate findings to previous investigation – ie.. smallest particles are clay that settles slowly and largest are small stones or gravel that settle more quickly.

Topic and suggested assignments/activities

Weigh out 5 g of soil in a crucible and then dry it out in an incubator or leave for a week.

Re-weigh, calculate loss in mass of water (multiply by 20 to give % for more-able learners).

Extension: roast the above dry soil sample with a Bunsen burner or in an oven for 30 minutes, cool, weigh and calculate the extra mass loss i.e. organic matter or humus (again multiply by 20 to give % for more-able learners).

Understand the importance of air and water in different types of soil.

Research into how plants need water and plant roots need oxygen from the air, and how soil helps to provide this.

Be able to measure the drainage rate of soil.

Show that clay soils with smaller particles retain more water and sandy soils with larger particles allow to drain through more quickly. Carry this out by putting equal samples of the different soils into filter funnels with filter paper and adding 100 cm³ of water. How much water filters through or is retained?

Research into the difference between clay, sandy, peaty and loamy soils by considering the particle sizes and amount of humus or organic matter.

Carry out a small investigation using any of the above techniques (with support) to identify a 'mystery soil'. This could be made up by the tutor or technician.

Know that organic matter (humus) is important for providing nutrients for plant growth.

Investigate the humus content of two soils, one where plants are flourishing and one where they are not, using the methods already outlined.

Know the importance of soil types for different plants.

Carry out research into what sort of soils (from sandy, loam, peaty and clay) are preferred by certain plants.

Give a simple presentation on one key finding from practical work and relate this to what has been found out about plant preferences for certain types of soil, both from research and any visits carried out.

Optional: if possible organise a visit to for example a garden centre, organic farm or nature reserve, so that learners can put their findings into context as well as being able to ask questions about 'Soil Science in the Workplace' (simple treatment only). If this is not possible, use the time to carry out internet research. Use these findings as part of the presentation.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Achievement of assessment criteria should be evidenced through vocationally-related practical experiences, with tasks designed specifically with the assessment criteria in mind. Several assessment criteria need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. For 1.1 and 1.2, learners must be able to identify different soil layers and state briefly where the particles that make up these have come from.

For 2.1, learners must be able to use the correct apparatus, with help, to measure the amount of air and water in a soil sample.

For 3.1, learners must be able to use the correct apparatus, with help, to measure the drainage rate of different soil samples.

For 4.1, learners must be able to state why air and water in soil are important for plants. For 4.2, they must be able to explain the difference between a clay soil and a sandy soil.

For 5.1, learners will need to identify humus in soil. For 5.2, they will need to demonstrate an understanding that it is the humus content which helps to determine the nutrient content of soil, in particular nitrogen (fertiliser).

For 6.1, learners will need to name at least two different plants and the type of soil that they require. For 6.2, learners will need to state why taking account of the soil type is important when choosing plants.

Employer engagement and vocational contexts

Any large garden centre will be useful for a visit to see soil science in action.

Suggested resources

Books

Brickell C – *The Royal Horticultural Society: Encyclopaedia of Plants and Flowers* (Dorling Kindersley, 2008) ISBN 9781405330978

Fruit and Vegetable Gardening (Reader's Digest, 2007) ISBN 9780276442056

Websites

Plenty of detailed, practical information can be found a variety of websites such as those listed below.

<http://en.wikipedia.org/wiki/Soil>

<http://homepage.mac.com/gardensbyivydene/Plants/plantsforpeatyso.html>

<http://theseedsite.co.uk/soil.html>

www.applegategardens.co.uk/acatalog/garden_soil_sunlight.html

www.bbc.co.uk/gardening/htbg/module1/soil_types1.shtml

www.findmeplants.co.uk

www.gardeninghelpuk.com/plants_for_sandy_soils.htm

www.soilassociation.org

Unit 2: **Horticulture: Plant Flower Bulbs for Naturalisation or Bedding**

Unit reference number: F/505/1310

Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

This unit introduces learners to the skills required to plant bulbs for naturalisation or for bedding. Learners will undertake the naturalising of bulbs and planted areas.

Unit introduction

This unit introduces learners to the tools and equipment used in naturalising bulbs.

Emphasis is on the correct selection and safe use of the equipment used in bulb planting operations.

Learners will be given the opportunity to practise naturalising bulbs and bedding within an acceptable timescale.

Although learners will work independently on some tasks, there are opportunities to work as effective team members by contributing to the preparation and planting tasks and keeping the work area safe and tidy.

Essential resources

The minimum requirement needed to deliver this unit is an area of established turf and planting. Each learner should have access to enough plant material so they can practise adequately to achieve the assessment standards. Tools for planting bulbs will also be required. An area for storing and cleaning tools is needed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the basic equipment used for planting flower bulbs	1.1	Select appropriate personal protective clothing	□ <i>PPE</i> : types and use of, e.g. overalls, gloves, safety boots
		1.2	Wear appropriate personal protective clothing	□ <i>PPE</i> : types and use of, e.g. overalls, gloves, safety boots
		1.3	Identify and select appropriate tools and equipment for planting flower bulbs	□ <i>Tools</i> : types and use of, e.g. spade, fork, rake, bulb planter, labels, watering can
2	Be able to plant flower bulbs for naturalisation or bedding	2.1	Use tools and equipment with due regard to health and safety of self and others	□ <i>Safety</i> : simple risk assessment forms; reasons for and methods of using tools safely; reasons for and methods of keeping work area free of potential hazards that could cause injuries to the group or others; PPE
		2.2	Prepare ground for planting flower bulbs area as instructed	□ <i>Prepare ground</i> : reasons for and methods of correctly preparing the planting area
		2.3	Select appropriate bulbs and check condition as instructed	□ <i>Select and check bulbs</i> : identification of bulbs for planting; recognition of defects in selected material

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Handle bulbs correctly	<i>Handle correctly:</i> reasons for handling bulbs correctly before planting
		2.5	Plant bulbs at appropriate spacing and depth as instructed	<i>Plant bulbs:</i> methods of planting bulbs correctly ensuring adequate spacing and depth
		2.6	Backfill and firm as instructed	<i>Firm in:</i> reasons for firming in bulbs after planting
		2.7	Label area as instructed	<i>Label:</i> reasons for correctly labelling/marketing planting area
3	Be able to tidy work area with the consideration of safety	3.1	Clean and tidy work area with due regard to the health and safety of self and others	<i>Tidy work area:</i> safely, correctly, reasons for clearing the work area once job is completed, safety of self, reasons for safety in group situations <i>Appropriate disposal of waste material:</i> debris, e.g. correct disposal of organic and inorganic materials, reasons for composting green waste; <i>Cleaning and storage of tools:</i> e.g. spade, fork, rake, bulb planter, labels, watering can; reasons for safe storage of tools
		3.2	Dispose of waste material appropriately	
		3.3	Clean and store tools appropriately	

Information for tutors

Delivery

This unit is intended to give learners their first experience of using the basic planting skills needed to establish and naturalise bulbs in turf and bedding schemes, together with the background knowledge required to underpin these practical skills. Learners must have opportunities to develop their knowledge and bulb planting skills through extensive use of supervised classroom and outdoor activities, group teaching and demonstrations of the equipment and techniques involved.

The unit has been designed to provide the basic knowledge and skills needed to naturalise bulbs in turf and bedding. Emphasis must be placed on safe and effective working practices in all practical tasks being carried out. The use of machinery is not a requirement of this unit. Manual techniques should help learners to improve their hand-to-eye coordination. Working as part of a team should help learners to improve their social and problem-solving skills.

The use of all tools listed in the *Unit amplification* should be encouraged.

Tutors should demonstrate the various techniques and skills needed to naturalise bulbs. Learners must practise all these techniques and skills. Tutors need to deliver the knowledge, skills and techniques associated with naturalising bulb material.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Know the basic equipment used for planting flower bulbs.

Learners to be shown the appropriate tools, equipment and PPE. Tutor-led discussion on uses and safety of all relevant tools, equipment and PPE. Learners work individually on tool and equipment identification sheets. This could take the form of PowerPoint or mind maps.

Assessment: Identification test with tools, equipment and PPE laid out and numbered. Learners could have a sheet with pictures/names of tools, equipment and PPE on it, and match number to picture/name. Alternatively, learners could, as individuals, compile a presentation showing their understanding and identifying the relevant tools, equipment and PPE.

Be able to plant flower bulbs for naturalisation or bedding.

Videos or presentations can be shown on relevant health and safety issues. Learners can contribute to a group risk assessment or fill out simple risk assessment sheets individually. Tutor-led discussion on why adding organic matter is important in soil preparation. Tutors could show the difference between good and bad bulbs and how to handle bulbs correctly before planting. Tutors could verbally explain and demonstrate how to carry out bulb naturalisation techniques correctly. This could be followed by learners practising these techniques. The tutor should monitor learners as they develop new skills and provide guidance, correction and praise, as appropriate.

Topic and suggested assignments/activities

Assessment: This can be evidenced with photographs of learners undertaking ground preparation and bulb planting operations, or learners could keep a diary of tasks they have carried out. This can take the form of pictures with notes or mind maps. To accompany this, the tutor should complete a marking sheet that shows the specific outcomes achieved.

If learners agree, the whole process can be recorded on video as evidence and submitted with a completed risk assessment.

Be able to tidy work area with the consideration of safety.

Tutor-led discussion on why the work area must be kept free from hazards during and after the task. Learners shown the difference between organic and inorganic waste materials. Tutor-led discussion on why it is important to compost organic waste. Tutor-led discussion on why it is important to clean and store tools, equipment and PPE correctly and safely.

Learners could, as individuals, compile a presentation showing their understanding of why it is important to keep a work area tidy, dispose of waste correctly and store tools, equipment and PPE away in a clean and safe condition.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Learners can build a small portfolio of evidence showing the tasks being undertaken that match the assessment criteria.

Several assessment criteria need to be assessed directly by the tutor during practical bulb planting activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. However, some of the criteria may be assessed by the correct completion of forms or paperwork. Where this is the case, the forms or paperwork should be marked and signed by the tutor and added to the portfolio.

Although there is no time limit to assessment, it is assumed that assessment of individual tasks should take no longer than one hour.

To achieve 1.1, learners must select at least two pieces of PPE relating to bulb planting activities.

To achieve 1.2, learners must wear at least two pieces of PPE relating to bulb planting activities.

To achieve 1.3, learners must identify and correctly select at least two tools or pieces of equipment related to bulb planting operations.

To achieve 2.1, learners must show the ability to work safely with all the tools needed for naturalising bulbs. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 2.2, learners must prepare the planting area correctly and add organic matter to aid establishment. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 2.3, learners must select appropriate bulbs and identify bulbs that are poor in quality or condition.

To achieve 2.4, learners must handle bulbs correctly without damaging the outer layers or growing tip. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor. To achieve 2.5, learners must plant bulbs at the correct depth and orientation. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 2.6, learners must firm in and backfill bulbs correctly without causing damage to each bulb's growing tip. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 2.7, learners must label the area. The label must show the date of planting and the botanical name of the bulb.

To achieve 3.1, learners must keep the work area tidy and free from hazards while working and once the task is completed. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 3.2, learners must demonstrate the ability to differentiate between organic and inorganic waste and dispose of each in the correct manner. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 3.3, learners must clean and store correctly at least two tools or pieces of equipment related to bulb planting.

Employer engagement and vocational contexts

Part of the knowledge base learners need to complete this unit could be developed by visiting local gardens or parkland. A talk by the head gardener explaining the importance of using bulbs in turf and planted areas to extend season colour would place this unit in its vocational context. It may be best to do this in spring when many bulbs would be in flower. This may also alert learners to future employment prospects within the chosen industry.

Suggested resources

Books

There are no specific textbooks about bulb planting aimed at Entry Level learners. The textbooks listed refer to the subject and contain relevant picture guides.

Brickell C – *RHS Encyclopedia of Gardening* (Dorling Kindersley, 2007)
ISBN 9781405322270

Hessayon Dr D G – *The Bulb Expert* (Expert Books, 2008) ISBN 9780903505420

Website

www.rhs.org.uk/advice

This website is updated and changed on a monthly basis and contains useful information.

Unit 4:

Horticulture: Introduction to Pruning Trees and Shrubs

Unit reference number: K/505/1317

Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to introduce the learner to practical elements of the pruning process for trees and shrubs. Learners will undertake simple pruning tasks using a variety of tools needed for the relevant plant subjects.

Unit introduction

This unit introduces learners to the tools and equipment used in pruning operations.

Emphasis is placed on the correct selection and safe use of the equipment used in pruning tasks.

Learners will be given the opportunity to practise pruning methods using a selection of appropriate tools within an acceptable timescale.

Although learners will work independently on some tasks, there are also opportunities to work as effective team members by contributing to the pruning of plant material and keeping the work area safe and tidy.

Essential resources

The minimum requirement needed to deliver this unit is an area of well-established planting containing a range of shrubs and trees. Each learner should have access to enough plant material so they can practise adequately to achieve the assessment standards. An area for storing and cleaning tools is also needed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the basic equipment used for pruning trees and shrubs	1.1	Select appropriate personal protective equipment to be used for pruning trees and shrubs	□ <i>PPE</i> : e.g. overalls, gloves, safety boots, hard hat, safety glasses
		1.2	Wear appropriate personal protective equipment used for pruning trees and shrubs	□ <i>PPE</i> : e.g. overalls, gloves, safety boots, hard hat, safety glasses
		1.3	Identify and select relevant tools and equipment for pruning trees and shrubs	□ <i>Tools</i> : e.g. secateurs, pruning saws, bow saws, loppers, long arm pruner, waste bag and wheelbarrow
		1.4	Identify the tree or shrub to be pruned	□ <i>Identify</i> : location and identification of the tree or shrub to be pruned
2	Be able to prune trees and shrubs safely	2.1	Remove correct plant material as instructed	□ <i>Prune</i> : methods of pruning and cutting trees and shrubs cleanly
		2.2	Demonstrate safe use of equipment for pruning trees and shrubs	□ <i>Safety</i> : simple risk assessment forms; reasons for and methods of using sharp tools safely; reasons for and methods of keeping work area free of potential hazards which could cause injuries to the group or others; PPE
		2.3	Remove cut material from immediate area and stack ready for disposal	□ <i>Remove and stack material</i> : reasons for removing material from immediate working area; correct stacking methods for easy processing

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to tidy work area with the consideration of safety	3.1	Clean and tidy work area with due regard to the health and safety of self and others	<ul style="list-style-type: none"> □ <i>Tidy work area:</i> safely, correctly, reasons for clearing the work area once job is completed, ensure surrounding area is left clear of debris, safety of self, reasons for safety in group situations
		3.2	Clean and store tools appropriately	<ul style="list-style-type: none"> □ <i>Clean and store tools: cleaning tools,</i> e.g. secateurs, pruning saws, bow saws, loppers, long arm pruner; reasons for safe storage of tools and materials
		3.3	Dispose of cut material appropriately	<ul style="list-style-type: none"> □ <i>Appropriate disposal of plant material:</i> methods of processing material, e.g. chipping, burning, composting; reasons for creating habitat piles with larger cut material

Information for tutors

Delivery

This unit is intended to give learners their first experience of the basic pruning skills needed to keep trees and shrubs at full flowering potential and indicative shape, together with the background knowledge required to underpin these practical skills. Learners must have opportunities to develop their knowledge and pruning skills through supervised classroom and outdoor activities, group teaching and demonstrations of the equipment and techniques involved.

The unit has been designed to provide the basic knowledge and skills needed to prune trees and shrubs in order to keep the specimens in good health. Emphasis must be placed on safe and effective working practices in all practical tasks being undertaken. The use of machinery is not a requirement of this unit. Manual techniques should help learners improve their hand-to-eye coordination. Working in a team should help learners improve their social and problem-solving skills.

The use of all tools listed in the *Unit amplification* should be encouraged. However, long arm loppers and bow saws have limited use, so opportunities should be found to use these if the need does not arise naturally.

Tutors should demonstrate the various techniques and skills needed to prune trees and shrubs. Learners must practise all these techniques. Tutors will need to deliver the knowledge, skills and techniques associated with pruning various tree and shrub material.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Know the basic equipment used for pruning trees and shrubs.

Learners shown the tools, equipment and PPE. Tutor-led discussion on uses and safety of all relevant tools and equipment. Learners work individually on tool and equipment identification sheets.

Tutor-led discussion on how to simply identify the difference between trees and shrubs. A walk and talk showing learners the plants to be used for pruning practice and assessment.

Assessment: Identification test with tools and equipment laid out and numbered. Learners to have a sheet with pictures/names of tools on it and match number to picture/name. Alternatively, learners could, as individuals, compile a presentation showing their understanding and identifying pruning tools and equipment.

Topic and suggested assignments/activities

Be able to prune trees and shrubs safely.

Tutor could verbally explain and demonstrate correct techniques across a variety of plant material, including stacking and clearing. This could be followed by learners practising these techniques. The tutor should monitor learners as they develop new skills and provide guidance, correction and praise, as appropriate. Videos or presentations can be shown on relevant health and safety. Learners can contribute to a group risk assessment or fill out simple risk assessment sheets individually. Learners to be shown the difference between organic and inorganic waste materials. Tutor-led discussion on why it is important to compost organic waste where possible or build log piles to encourage wildlife.

Assessment: This can be evidenced by photographs of learners undertaking pruning tasks, or learners could keep a diary of tasks they have carried out. This can take the form of pictures with notes or as mind-maps. To accompany this, the tutor should complete a marking sheet that shows the specific outcomes achieved.

Be able to tidy work area with the consideration of safety.

Tutor-led discussion on why the work area must be kept free from hazards during and after the task. Learners to be shown the difference between organic and inorganic waste materials. Tutor-led discussion on why it is important to clean and store tools, equipment and PPE correctly and safely.

Assessment: This assessment should be integrated with the pruning tasks and logged within the diary of tasks and tutor marking sheet.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Learners can build a small portfolio of evidence showing the tasks being undertaken that match the assessment criteria.

Several assessment criteria need to be assessed directly by the tutor during practical pruning activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. However, some of the criteria may be assessed by the correct completion of forms or paperwork. Where this is the case, the forms or paperwork should be marked and signed by the tutor and added to the portfolio. Guidance on the use of observation records and witness statements is provided on the Pearson website.

Although there is no time limit to assessment, it is assumed that assessment of individual tasks should take no longer than one hour.

To achieve 1.1, learners must select at least two pieces of PPE relating to pruning activities.

To achieve 1.2, learners must wear at least two pieces of PPE relating to pruning activities.

To achieve 1.3, learners must be able to identify and correctly select at least two tools or pieces of equipment related to pruning operations.

To achieve 1.4, learners must be able to individually identify at least one tree or shrub that requires pruning.

To achieve 2.1, learners must demonstrate the ability to prune at least one tree or one shrub. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 2.2, learners must demonstrate the ability to work safely with all the tools needed for pruning trees and shrubs. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 2.3, learners must stack material correctly at a safe distance from the work area. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 2.4, learners must dispose of waste correctly, either by chipping, burning or composting. Learners must describe how to build a wildlife habitat. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 2.5, learners must clear the area of all debris. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 3.1, learners must keep the work area tidy and free from hazards. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 3.2, learners must clean and correctly store tools used for pruning tasks.

To achieve 3.3, learners must work safely with others, showing due care and attention to site hazards. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

Employer engagement and vocational contexts

Part of the knowledge base learners need to complete this unit could be developed by visiting local gardens. A talk by the head gardener explaining the importance of good tree and shrub maintenance would show place this unit in its vocational context. This may also alert learners to future employment prospects within the chosen industry.

Suggested resources

Books

There are no specific textbooks about plant maintenance and pruning aimed at Entry Level 3 learners. The textbooks listed refer to the subject and contain relevant picture guides.

Brickell C – *RHS Encyclopedia of Gardening* (Dorling Kindersley, 2007)
ISBN 9781405322270

Brickell C and Joyce D – *RHS Pruning and Training* (Dorling Kindersley, 2006)
ISBN 9781405315265

Website

www.rhs.org.uk/advice

This website is updated and changed on a monthly basis and contains useful information.

Unit 5: **Horticulture:** **Introduction to Ground Preparation**

Unit reference number: K/505/1320

Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to introduce the skills required to prepare and level the soil prior to planting. Learners will undertake simple digging, consolidation and raking tasks required to prepare ground successfully for planting or seed sowing.

Unit introduction

This unit introduces learners to the tools and equipment used in ground preparation operations.

Emphasis is on the correct selection and safe use of the equipment used in ground preparation tasks.

Learners will have the opportunity to practise double and single digging, consolidation techniques and raking within an acceptable timescale.

Although learners will work independently on some tasks, there are also opportunities to work as effective team members by contributing to the preparation of ground and keeping the work area safe and tidy.

Essential resources

The minimum requirement needed to deliver this unit is an area of land which has either two different soil types or an area of previously prepared ground and an area of unprepared ground. Each learner should have access to enough ground so they can practise adequately to achieve the assessment standards. An area for storing and cleaning tools is also needed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the basic equipment used for ground preparation activity	1.1	Select personal protective clothing for ground preparation activity	□ <i>PPE</i> : e.g. gardening gloves, steel toecap boots, overalls and sun cream; when and how to use
		1.2	Wear personal protective clothing for ground preparation activity	□ <i>PPE</i> : e.g. gardening gloves, steel toecap boots, overalls and sun cream; when and how to use
		1.3	Identify and select the correct tools for ground preparation	□ <i>Tools</i> : correct identification and selection of spade, fork, and rake
2	Be able to prepare ground for planting or seed sowing	2.1	Carry out work with due regard to the health and safety of self and others	□ <i>Safety</i> : simple risk assessment forms; manual handling techniques for digging; reasons for and methods of keeping work area free of potential hazards that could cause injury to the group or others; current, relevant legislation; PPE
		2.2	Dig an area of ground using a spade and fork as instructed	□ <i>Dig an area</i> : reasons for double digging, and single digging an area; appropriate timings for soil type
		2.3	Firm ground by treading as instructed	□ <i>Firm ground</i> : define consolidation and compaction; reasons for consolidating dug ground

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Rake ground level to provide a tilth suitable for planting or sowing medium sized seed in drills as instructed	<ul style="list-style-type: none"> □ <i>Rake level to fine tilth</i>: reasons for and methods of raking ground to ensure even tilth and levelness of area
3	Be able to tidy work area with the consideration of safety	3.1	Clean and tidy work area with due regard to the health and safety of self and others	<ul style="list-style-type: none"> □ <i>Tidy work area</i>: safely, correctly, reasons for clearing the work area once job is completed, ensure surrounding area is left clear of debris, safety of self, reasons for safety in group situations □ <i>Appropriate disposal of debris</i>: e.g. correct disposal of organic and inorganic materials, reasons for composting green waste □ <i>Cleaning and storage of tools</i>: e.g. spades, forks and materials; reasons for safe storage of tools
		3.2	Dispose of debris appropriately	
		3.3	Clean and store tools appropriately	

Information for tutors

Delivery

This unit is intended to give learners their first experience of using the basic ground preparation skills needed to establish specimens or grow plants from seed, together with the background knowledge required to underpin these practical skills. Learners must have opportunities to develop their knowledge and practical ground preparation skills through supervised classroom and outdoor activities, group teaching and demonstrations of the equipment and techniques involved.

The unit has been designed to provide the basic knowledge and skills needed to prepare commonly found soil types. Emphasis must be placed on safe and effective working practices in all practical tasks being undertaken. The use of machinery is not a requirement of this unit. Manual techniques should help learners to improve their hand-to-eye coordination. Working in a team should help learners to improve their social and problem-solving skills.

It is recognised that, depending on area and topography, soil types may not differ greatly, but learners can prepare existing plots and newly broken ground to gain greater experience.

Tutors should demonstrate the various techniques and skills needed to prepare ground for planting and learners must practice all these techniques and skills. Tutors need to deliver the knowledge, skills and techniques associated with consolidation and raking to provide a level surface for planting or seed sowing.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Know the basic equipment used for ground preparation activity.

Learners to be shown the appropriate tools, equipment and PPE. Tutor-led discussion on uses and safety of all relevant tools, equipment and PPE. Videos or presentations can be shown on relevant health and safety issues, including manual handling techniques when digging.

Assessment: Identification test with tools, equipment and PPE laid out and numbered. Learners to have a sheet with pictures/names of tools, equipment and PPE on it, and match number to picture/name. Alternatively, learners could, as individuals, compile a presentation showing their understanding and identifying the relevant tools, equipment and PPE.

Topic and suggested assignments/activities

Be able to prepare ground for planting or seed sowing.

Learners can contribute to a group risk assessment or fill out simple risk assessment sheets individually. Videos or presentations can be shown on relevant health and safety issues. Tutor-led discussion on why adding bulky organic matter is important in soil preparation. Learners could, in groups, produce posters explaining the benefits and disadvantages of different soil types, including the ideal times to dig. Tutors could verbally explain and demonstrate how to carry out single digging, double digging, consolidation and raking techniques correctly. This could be followed by learners practising. The tutor should monitor learners as they develop new skills and provide guidance, correction and praise, as appropriate.

Be able to prepare ground for planting or seed sowing.

Assessment: This can be evidenced by photographs of learners undertaking single digging, double digging, consolidation and raking. Or learners could keep a diary of tasks they have carried out, in the form of pictures with notes or as mind-maps. To accompany this, the tutor should complete a marking sheet that shows the specific outcomes that have been achieved.

If learners agree, the whole process can be recorded on video as evidence and submitted with a completed risk assessment.

Be able to tidy work area with the consideration of safety.

Tutor-led discussion on why the working area must be kept free from hazards during and after the task. Learners shown the difference between organic and inorganic waste materials. Tutor-led discussion on why it is important to compost organic waste. Tutor-led discussion on why it is important to clean and store tools, equipment and PPE correctly and safely.

Be able to tidy work area with the consideration of safety.

Assessment: Learners could, as individuals, compile a presentation showing their understanding of why it is important to keep an area tidy, dispose of waste correctly and store tools, equipment and PPE away cleanly and safely.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Learners can build a small portfolio of evidence showing the tasks being carried out that match the assessment criteria.

Several assessment criteria need to be assessed directly by the tutor during practical ground preparation activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. However, some of the criteria may be assessed by the correct completion of forms or paperwork. Where this is the case, it should be marked and signed by the tutor and added to the portfolio. Guidance on the use of observation records and witness statements is provided on the Pearson website.

Although there is no time limit to assessment, it is assumed that assessment of individual tasks should take no longer than one hour.

To achieve 1.1, learners must select at least two pieces of PPE relating to ground preparation activities.

To achieve 1.2, learners must wear at least two pieces of PPE relating to ground preparation activities.

To achieve 1.3, learners must be able to identify and correctly use a fork, spade and rake.

To achieve 2.1, learners must show the ability to work safely with others, showing due care and attention to site hazards. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 2.2, learners must single dig and double dig at least two different types of ground. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 2.3, learners must consolidate ground correctly without causing compaction. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 2.4, learners must rake and level the prepared ground to the correct tilth requirements for the chosen planting. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 3.1, learners must keep the work area tidy and free from hazards. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 3.2, learners must demonstrate the ability to differentiate between organic and inorganic waste and know how to dispose of each in the correct manner. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 3.3, learners must clean and store a fork, spade and rake correctly.

Employer engagement and vocational contexts

Part of the knowledge base learners need to complete this unit could be developed by visiting parks and gardens. A talk by a grounds supervisor would highlight the benefits of correct ground preparation and place this unit in its vocational context. This may also alert learners to future employment prospects within the chosen industry.

Suggested resources

Book

Ryrie C – *Soil* (Gaia Books Ltd, 2001) ISBN 9781856751223

Website

www.rhs.org.uk/advice

This website is updated and changed on a monthly basis and contains varying useful information.

Unit 6: Check that a Small Animal is Healthy

Unit reference number: Y/502/0614

Level: Entry 3

Credit value: 3

Unit aim

To enable learners to demonstrate their ability to complete a health check on a dog or cat or rabbit restrained by a supervisor.

Unit introduction

Developing the knowledge, understanding and practical skills needed to assist with the restraint and health checking (including recognising signs of good health) of small animals will be essential for learners hoping to find employment in the animal care industries. Being able to maintain one's own safety and hygiene in the workplace is also essential for those wishing to work as an animal carer. This unit will enable learners to develop the skills and underpinning knowledge needed to be able to operate effectively at a support level in the workplace.

Practical ability, underpinning knowledge and awareness of health and safety and animal welfare when restraining and health checking small animals, and using appropriate equipment and techniques, will be developed.

For the purpose of this unit and assessments the term 'small animals' refers to dogs, cat and rabbits, although species commonly kept as pets in the UK, such as birds, fish, insects, reptiles and amphibians, may be used to provide contrasting experience. Learners will be expected to work with dogs, cats and rabbits primarily, with assessment covering at least one of these three species.

The unit also provides opportunities to develop other skills such as working independently, working with others, communication and using ICT.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to restrain and complete a health check on a small animal	1.1 Prepare to restrain a small animal 1.2 Restrain a small animal 1.3 Recognise areas of the body for checking to establish health 1.4 Identify signs of good health in small animals 1.5 Maintain own safety and hygiene throughout operations
2 Know the signs of good health in a small animal	2.1 State the signs which indicate that a small animal is healthy

Unit content

1 **Be able to restrain and complete a health check on a small animal**

Restraining animals: health and safety eg hand washing/drying, personal protective equipment; handling/restraint equipment and safe usage eg collar, harness, lead, towel, restraining bag, crush cage, carry cage; restraint methods for different species including manual restraint eg dogs, cats, rabbits; animal welfare eg good handling, signs of stress

Health checks: visual and physical health checks; equipment used eg towel, thermometer, weighing scales; parts of body checked eg nose, eyes, ears, mouth including teeth and tongue, front legs/feet/claws, back legs/feet/claws, belly, bottom, private parts, tail

Signs of health: physical signs, parasites, behaviour/movement, eating and drinking, weight, body temperature, breathing, toileting, differences between species/individual animals

Maintaining safety and hygiene: workplace health and safety eg hazards, risks; items eg overalls, steel toecap boots; use and storage of personal protective equipment; personal hygiene eg hand washing/drying; safe use, cleaning and storage of equipment; safe independent working, working safely with others, awareness of working environment

2 **Know the signs of good health in a small animal**

Good health indicators: good physical health for species/individual eg shiny fur, bright eyes, clean nose, clean ears, pink gums; healthy behaviour/movement for species/individual eg walking without pain, normal vocalisations; healthy eating and drinking for species/individual eg amount; healthy weight range for species/individual; healthy temperature for species/individual; healthy breathing for species/individual; healthy toileting for species/individual eg amount, colour

Poor health indicators: poor physical health for species/individual eg dull fur, bleeding, lumps, parasites; unhealthy behaviour/movement for species/individual eg limping, inactivity; unhealthy eating and drinking for species/individual eg lack of appetite, excessive thirst; unhealthy weight range for species/individual eg underweight/overweight; unhealthy temperature for species/individual eg too low/high; unhealthy breathing for species/individual eg panting, too fast/slow; unhealthy toileting for species/individual eg constipation, diarrhoea

Essential guidance for tutors

Delivery

Delivery of this unit is likely to be based mainly on a series of practical activities with a range of small animals, focusing primarily on dogs, cats or rabbits. Both the handling/restraint and health checking aspects of the unit can form integral parts of working on an animal unit and maintaining animal health and can be taught, practised and assessed in that environment. Health and safety and hygiene are also inherently part of this working environment. Naturally occurring opportunities should be exploited to put learners in a realistic situation, although individual abilities and available facilities will regulate what can be carried out. Learners will need to develop appropriate skills and knowledge during formative practical sessions with some theory work. Assessment is likely to be on a continuous basis during the programme, taking place when learners have developed the appropriate level of knowledge and practical skill.

Learners can discuss with the tutor and peer group the appropriate methods and equipment for handling/restraining animals, as well as how to health check animals and signs of good/poor health for a variety of animal species and individuals. The standards and methods discussed can be agreed as appropriate and used to assist in developing learners' independent knowledge and skills. This is an essential part of the delivery of this unit.

A range of animals should be made available and is likely to include mammals, birds, fish, insects, reptiles and amphibians. Handling/restraint and health for dogs, cats and rabbits should be the primary focus and assessment must take place with one or more of these three named species.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Research work and formative discussions to develop knowledge of health and safety and animal welfare whilst handling/restraining and health checking animals. Awareness of personal safety and hygiene should also be introduced with time allocated for this to be developed during practical work.
Research work and formative discussions to develop knowledge of animal health and signs of good and poor health in appropriate species. Time may also be allocated to carrying out the same with other animal species for contrasting/additional practical experience.
Tutor demonstrations of techniques for handling/restraining animals and use of equipment.

Opportunity for practical work on an animal unit involving handling/restraining a variety of animal species, focusing primarily on dogs, cats or rabbits.

Opportunity for practical work on an animal unit involving health checking a variety of animal species, focusing primarily on dogs, cats or rabbits.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally relevant practical experiences, with the tasks designed specifically with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. Authenticated photographic evidence is likely to form part of a portfolio of evidence for this unit.

For 1.1, learners are required to prepare to restrain a small animal. Learners will need to be given clear demonstrations and practical opportunities to work with the available restraint equipment several times before assessment takes place. When being assessed, learners must be given a clearly stated task to carry out, to enable them to select and prepare the appropriate equipment. Learners will need formative opportunities to carry out the preparations needed to restrain small animals before assessment. Assessment is likely to take the form of authenticated photographic evidence or an observation record (or a combination of both) for one or more of the three different species of animal covered by this unit. Learners could provide some annotations to explain the actions in the photographs. This criterion could be assessed with 1.2, 1.3, 1.4 and 1.5.

For 1.2, learners need to restrain a small animal. This criterion is likely to be assessed with 1.1. If this is the case, the same instructions and assessment method could be used. To achieve 1.2, learners will be required to actually restrain, or assist in restraining, the small animal. Learners will need to be given clear demonstrations and practical opportunities to practise the techniques several times before any assessment takes place. Great care must be taken with regard to health and safety, inherent animal welfare and the safe use of restraint equipment. Learners need to be assessed preparing to restrain one or more of the three named small animal species in the unit.

For 1.3, learners are required to recognise areas of the body to check in order to establish health. This criterion could be assessed independently or with 1.2. Assessment could take the form of an observation record stating that learners recognised all the named body parts used when establishing health in small animals. Annotated photographic evidence may also be beneficial if assessment is practically based. Alternatively, a piece of work produced by learners may suffice when annotated to demonstrate knowledge on areas of the body that are checked to establish health. Learners will need opportunities to investigate body parts and areas to check on for a variety of animals to establish their health. Learners need clear theoretical and practical opportunities to be able to identify a healthy animal and develop the underpinning knowledge needed to carry out skilled health checks, several times before assessment takes place. Learners need to be assessed on areas of the body to check to establish health in one or more of the three named small animal species in the unit.

For 1.4, learners are required to identify signs of good health in small animals. This criterion should be assessed with 1.3 and the same assessment method applied, with the possible addition of an observation record stating learners were able to communicate relevant signs of good health in small animals. As in 1.3, annotated photographic evidence may also be beneficial evidence for a portfolio, or written work could be used.

Learners need clear theoretical and practical opportunities to be able to identify signs of good health in small animals several times before assessment takes place. Learners need to be assessed on identifying signs of good health in one or more of the three named small animal species in the unit.

For 1.5, learners are required to maintain own safety and hygiene throughout. This criterion requires assessment over a given time period to allow learners to demonstrate awareness of their own safety and hygiene when working in a working environment/animal unit. Assessment could take the form of authenticated photographic evidence or an observation record (or a combination of both), with learners providing some annotations to explain the actions in the photographs. Learners need clear theoretical and practical opportunities to be able to demonstrate competent and safe working practices, and develop underpinning knowledge, several times before assessment takes place. Learners need to be assessed on maintaining own safety and hygiene when working with one or more of the three named small animal species in the unit.

For 2.1, learners are required to state the signs which indicate that a small animal is healthy. Learners will need formative opportunities to research and discuss details of the signs of good health in small animals, as well as poor health for comparison, before assessment. Assessment could take the form of either an observation record, authenticated photographic evidence, or a combination of both. Learners need to be assessed on indicating that one or more of the three named small animal species in the unit is healthy.

Essential resources

Access to dogs, cats and rabbits is essential; to ensure varied experiences for learners, the range of animals used should not be limited to just one of these species. A variety of additional animals commonly kept as pets in the UK should also be made available and, where possible, should include mammals, birds, fish, insects, reptiles and amphibians to provide more experience for learners. Related resources such as handling/restraining equipment and equipment used in monitoring animal health, such as thermometers and weighing scales, as well as access to materials showing evidence of poor health in small animals, are essential.

Transport for visits to animal care establishments may be required for centres not able to provide sufficient opportunities to meet the assessment requirements in house. Transport for visits to veterinary centres is also recommended. Alternatively, a visit to the centre by veterinary staff may provide a useful resource. A range of books and pet care magazines should be available and CD ROMs and DVDs may also be appropriate learning resources. Access to ICT and the internet is recommended. Learners must have access to and use correct PPE. Sufficient support must be provided, where necessary, for the development and achievement of the group/individuals with appropriate levels of supervision provided at all times, especially when activities are carried out in the working environment/animal unit.

Employer engagement and vocational contexts

Learners at this level are likely to be learning in an animal unit attached to a college or similar training provider. On completion of the programme of study, learners may be ready to progress to a higher level of study in an animal-related subject or to employment or voluntary work in a supervised situation.

Indicative resource materials

Textbooks

The textbooks listed below are indicative only. Centres are encouraged to use other resources that suit the needs of their learners.

Edney A – *RSPCA Complete Cat Care Manual* (Dorling Kindersley, 2006)
ISBN 9781405314671

Evans M – *How to Look After Your Pet Kitten* (Dorling Kindersley, 1996)
ISBN 9780751354034

Evans M – *How to Look After Your Pet Puppy* (Dorling Kindersley, 1996)
ISBN 9780751353976

Evans M – *How to Look After Your Pet Rabbit* (Dorling Kindersley, 1996)
ISBN 9780751353983

Fogle B – *RSPCA Complete Dog Care Manual* (Dorling Kindersley, 2006)
ISBN 9781405314688

RSPCA – *Care for your Rabbit* (Collins, 2004) ISBN 9780007182701

Although to achieve this unit learners must be assessed on their work with dogs, cats or rabbits, they should have opportunities to work with other animal species and may therefore find these books of interest.

Newman C – *All About Your Iguana* (Ringpress Books Ltd, 2000) ISBN
9781860541629

Newman C – *All About Your Snake* (Ringpress Books Ltd, 2000) ISBN
9781860541674

RSPCA – *Care for your Budgerigar* (Collins, 2005) ISBN 9780007193585

RSPCA – *Care for your Guinea Pig* (Collins, 2004) ISBN 9780007182695

RSPCA – *Care for your Hamster* (Collins, 2005) ISBN 9780007193578

Taylor D – *The Small Pet Handbook* (HarperCollins, 2002) ISBN
9780007134489

Viner B – *All About Your Finch* (Ringpress Books Ltd, 1998) ISBN
9781860540578

Viner B – *All About Your Goldfish* (Ringpress Books Ltd, 1997) ISBN
9781860540363

Journals

The use of journals depends on the interest and abilities of learners. While these may not be commonly used at this level, certain periodicals may be of interest. The resources listed below are indicative only. Centres are encouraged to use other resources that suit the needs of their learners.

Cat World

Dogs Today

Fur & Feather (incorporating *Rabbits*)

Publications on small animals other than dogs, cats or rabbits may also be of interest.

Websites

Learners should have the opportunity to access a range of internet resources relating to dogs, cats and rabbits, as well as to other small animals. The following websites may be species-specific or general.

www.bluecross.org.uk	The Blue Cross
www.dogstrust.org.uk	The Dogs Trust
www.petcare.org.uk	The Pet Care Trust
www.rspca.org.uk	The Royal Society for the Prevention of Cruelty to Animals
www.thebrc.org	The British Rabbit Council

Unit 7: Assist with Catching and Restraining a Small Animal

Unit reference number: R/502/0613

Level: Entry 3

Credit value: 2

Unit aim

To enable learners to demonstrate their ability to assist with catching and restraining a dog or cat or rabbit for a specific purpose.

Unit introduction

In this unit learners will develop knowledge, understanding and practical skills to enable them to assist with catching and restraining small animals in a range of situations, including the movement of animals between locations.

Learners will develop an understanding of the equipment used to catch, restrain and move animals between locations, and the identification of risks involved and the maintenance of personal hygiene. This unit will allow learners to progress into supported employment or higher level courses.

Learners must have access to dogs, cats and rabbits for this unit, but would benefit from access to a wider variety of pet animals that may include small mammals, birds, reptiles, fish, amphibians and insects.

The unit also allows learners to develop their communication skills, the ability to work as part of a team, improving their own learning and performance and basic ICT skills.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to catch and restrain a small animal	1.1 Recognise suitable equipment for catching and restraining small animals 1.2 Assist with catching a small animal 1.3 Assist with restraining a small animal 1.4 Identify equipment used to move/transport small animals 1.5 Move/transport a small animal from one location to another 1.6 Maintain own safety and hygiene throughout operations
2 Understand why small animals need to be restrained and moved safely	2.1 Give a reason why care should be taken when moving and restraining animals

Unit content

1 **Be able to catch and restrain a small animal**

Equipment: baskets, transport boxes, cages, tanks, collar, lead, harness, muzzle, net, gloves, pillowcase, snake hook, crush cages

Catching and restraining: methods of minimising stress to animal, signs of stress, approach of handler, methods of capture, safe and correct handling techniques appropriate to species

Moving animals: preparation eg identification and use of suitable equipment, cage/enclosure set up; welfare considerations during transportation eg water, food, bedding; settling animal after transport; hygiene of facilities, safe disposal of waste

Health and safety: identification of risks involved, personal protective equipment (PPE), personal hygiene, accident reporting and identification of first aider

2 **Understand why small animals need to be restrained and moved safely**

Purpose: eg routine health checks, routine cage maintenance, trip to vet, animal groomer, animal show, training classes

Welfare of animal: Five Needs, consequences of poor handling, signs of stress

Safety of handler: identification of risks involved, prevention methods

Essential guidance for tutors

Delivery

This unit should be delivered in an appropriate animal unit or animal collection housing as a minimum dogs, cats and rabbits. Where these animals are not available, trips to relevant collections must be undertaken. Learners should assist in a range of routine animal handling tasks involving the capture, restraint and movement of animals between locations. Practical activities should take place during naturally occurring opportunities, such as the removal of an animal from a cage for cage maintenance, health checking etc. Welfare considerations must be taken into account at all times.

Group discussions can be held before practical activities are carried out to identify the relevant equipment needed for the activity, risks involved and personal hygiene considerations. Learners should be able to demonstrate an understanding of the reasons for carrying out practical activities in a safe manner.

Learners should be given the opportunity to develop their skills with a range of animals but will be assessed based on working with dogs, cats or rabbits throughout the duration of the unit.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Identification of suitable equipment for use in the capture, restraint and transport of small animals to include an oral/written assessment.
Identification of risks in animal care routines.
Tutor demonstration of handling and restraint techniques.
Practical work on the animal unit to assist with catching and restraining animals for use in daily routine tasks. Assessed and evidenced by portfolio of authenticated photographs and written statements from learners.
Practical work on the animal unit to move animals safely between locations during routine tasks. Assessed and evidenced by portfolio of authenticated photographs and written statements from learners.
Discussion work to cover reasons for handling, moving and restraining animals with care.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally relevant practical experiences, with the tasks designed specifically with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Authenticated photographs and simple written statements can form the basis of learner portfolios to evidence the practical work. In addition to this, witness statements, evidenced oral assessment and discussion work can be used as assessment evidence.

For 1.1, learners are required to recognise suitable equipment for catching and restraining small animals. This may be assessed through oral questioning during the practical activities for 1.2 and 1.3, or a mix/match exercise where learners match the name of the equipment to the relevant picture provided by the tutor. This may also be evidenced by a poster or leaflet.

For 1.2, learners are required to assist with catching a small animal. Assessment for this criterion is likely to be continuous throughout the duration of the unit. Formative assessment will allow learners to improve their skills and reach the required level of competence. This will be evidenced through witness statements, authenticated photographs and simple written statements from learners in a portfolio. Learners must be confident to assist with the capture of a dog, cat or rabbit.

For 1.3, learners are required to assist with restraining a small animal. Assessment for this criterion will be as described for 1.2 and may be assessed at the same time as 1.2. Learners must be confident to assist with the restraint of a dog, cat or rabbit.

For 1.4, learners are required to identify equipment used to move/transport small animals. This may be assessed at the same time as 1.1 if carried out as a stand-alone activity, for example a mix/match activity, poster or leaflet work. This criterion may also be assessed through oral questioning by the tutor during the practical activities for 1.5.

For 1.5, learners are required to move/transport a small animal from one location to another. Evidence may be in the form of witness statements or authenticated photographs with simple written statements from learners in a portfolio. Practical activity should take place during naturally occurring opportunities such as the removal of an animal from a cage for cage maintenance, health checking etc. Welfare considerations must be taken into account at all times.

For 1.6, learners are required to maintain their own safety and hygiene throughout operations. This will be evidenced through the ongoing assessment for 1.2, 1.3, and 1.5 and will take the form of witness statements.

For 2.1, learners are required to give a reason why care should be taken when moving and restraining animals. This may be assessed through oral questioning during the practical activities carried out for 1.5 and/or 1.3. It may also be assessed in a group discussion and evidenced by witness statements. Learners should be able to demonstrate understanding of welfare considerations for the animal and of human safety in order to achieve this criterion.

Essential resources

Access to a variety of suitable animals from the range encompassing mammals, birds, fish, insects, reptiles and amphibians and to feed rooms, feeds, bedding materials and substrates and accommodation is essential, with appropriate levels of supervision available to support learning. Transport for visits to animal care establishments may be required for centres not able to provide sufficient opportunities to meet the assessment requirements in house. A range of books, pet care magazines, CD ROMs and DVDs should be available. Access to ICT and the internet is recommended. Learners must have access to and use correct Personal Protective Equipment (PPE).

Employer engagement and vocational contexts

Learners at this level are likely to be learning in an animal unit attached to a college or similar training provider. On completion of the programme of study, learners may be ready to progress to a higher level of study in an animal-related subject or to employment or voluntary work in a supervised situation.

Indicative resource materials

Textbooks

The textbooks listed below are indicative only. Centres are encouraged to use other resources that suit the needs of their learners.

Alderton D – *The Illustrated Practical Guide to Small Pets and Pet Care* (Southwater, 2008) ISBN 9781844765959

Elwood M and Ruelokke M – *Guinea Piglopaedia* (Ringpress Books Ltd, 2003)
ISBN 9781860542510

Evans J and White K – *Catlopaedia* (Ringpress Books Ltd, 2006) ISBN 9781860540189

Evans J and White K – *Doglopaedia* (Ringpress Books Ltd, 1998) ISBN 9781860540745

Grindol D – *The Canary: An Owner's Guide to a Happy Healthy Pet* (John Wiley & Son, 2000) ISBN 9781582450186

Harper D – *Caring for Your Pet Hamsters and Gerbils* (Interpet Publishing, 1999)
ISBN 9781902389813

Logsdail C, Logsdail P and Hovers K – *Hamsterlopaedia* (Ringpress Books Ltd, 2003)
ISBN 9781860542466

Manning D – *Exotic Pets* (Collins, 2008) ISBN 9780007262755

Martin H – *Zebra Finches* (Barron's Educational Series, 2000) ISBN 9780764110405

Meadows G and Flint E – *The Dog Owner's Handbook* (Caxton, 2002) ISBN 9781840673302

Mills D – *Aquarium Fish* (Dorling Kindersley, 2000) ISBN 9780751327267

RSPCA – *Care for your Budgerigar* (Collins, 2005) ISBN 9780007193585

RSPCA – *Care for your Guinea Pig* (Collins, 2004) ISBN 9780007182695

RSPCA – *Care for your Hamster* (Collins, 2005) ISBN 9780007193578

RSPCA – *Care for your Rabbit* (Collins, 2004) ISBN 9780007182708

Taylor D – *The Ultimate Cat Book* (Dorling Kindersley, 1994) ISBN 9780863183713

Websites

www.bluecross.org.uk

The Blue Cross

www.defra.gov.uk	Department for Environment, Food and Rural Affairs
www.dogstrust.org.uk	The Dogs Trust
www.petcare.org.uk	The Pet Care Trust
www.rspca.org.uk	The Royal Society for the Prevention of Cruelty to Animals
www.thebrc.org	The British Rabbit Council
www.the-kennel-club.org.uk	The Kennel Club

Unit 44: Shopping and Waste Management

Unit reference number: T/601/3163

Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to develop learners' awareness of sustainability regarding purchasing and waste management decisions, primarily in relation to their place of study.

Unit introduction

The media frequently contains articles concerning issues relating to ethical and sustainable shopping, excessive waste production and the problems of disposing of waste. In many cases, publicity focuses on global problems and proposals for large-scale solutions. However, a large number of small decisions by individuals can make a major contribution to developing a sustainable society over the long term.

By studying this unit, learners are encouraged to investigate, on a personal level, the small steps that can be made by individuals to shop and manage waste in such a way that contributes to a sustainable society.

The unit is designed to encourage learners to make practical contributions to sustainability, primarily in relation to their place of study, by making considered choices regarding shopping and waste management.

Essential resources

Learners will require access to suitable library and internet resources. They must also be provided with appropriate PPE and personal hygiene facilities, for health and safety considerations, whilst undertaking practical tasks.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the definition of sustainable personal shopping	1.1	List examples of sustainable personal shopping	<ul style="list-style-type: none"> □ <i>Sustainable personal shopping</i>: definition of sustainability, e.g. UK Government's development which meets the needs of the present without compromising the ability of future generations to meet their own needs; define sustainability using suitable examples, e.g. origin of goods, packaging, energy use, excessive purchasing, working conditions and fair pay, local sourcing
2	Know waste that can be reduced, reused, recycled or composted	2.1	Identify waste that can be reduced whilst shopping	<ul style="list-style-type: none"> □ <i>Reduce</i>: waste reduction, e.g. reduced packaging, not over-purchasing
		2.2	Identify waste that can be reused	<ul style="list-style-type: none"> □ <i>Reuse</i>: for the original purpose, e.g. milk bottles, reusable containers, reusable shopping bags, consumer goods; reuse for a different purpose, e.g. food container as a storage receptacle
		2.3	Identify waste that can be recycled	<ul style="list-style-type: none"> □ <i>Recycle</i>: waste recycling, e.g. glass, plastic, paper, cardboard
		2.4	Identify waste that can be composted	<ul style="list-style-type: none"> □ <i>Compost</i>: complying with current legislation; types of suitable waste, e.g. plant waste; methods and techniques of composting, e.g. small scale, commercial

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to apply their understanding of waste management in a practical scenario	3.1	Carry out a waste management exercise to meet given objectives	<i>Waste management exercise:</i> practical scenario, e.g. sorting waste into appropriate waste streams, composting, finding opportunities to reuse waste; health and safety; personal protective equipment (PPE); appropriate legislation, e.g. Health and Safety at Work Act (1974), Environmental Protection Act (1990)
4	Be able to identify facilities for sustainable waste management	4.1	Demonstrate where sustainable waste management facilities can be found in the local area	<i>Waste management facilities:</i> recycling points; waste bins; other, e.g. composting points, opportunities for reuse of materials/goods, hazardous waste, electrical and electronic equipment waste

Information for tutors

Delivery

Delivery of the unit will concentrate on shopping and waste management decisions, primarily in relation to learners' place of study. This could include any materials brought into the centre to support learners' studies, or any product (including packaging) intended for consumption or use on site. However, this approach does not exclude tutors from using wider examples, where appropriate.

For learning outcome 1, it is anticipated that tutors will give learners a simple definition of sustainability. However, the focus will be on providing examples. It would be preferable to use basic, obvious examples such as reducing packaging or reusing shopping bags, and could include Fair Trade and organic food.

For learning outcome 2, learners need to know the waste that can be reduced, reused, recycled or composted. It is possible to link delivery of this learning outcome with that of learning outcomes 3 and 4. It can be delivered practically, possibly via asking learners to save recyclable/reusable/compostable material over a period of time and sort it into waste streams, identifying any opportunities for waste reduction. The learning outcome could also be delivered using simulation.

For learning outcome 3, learners will have the opportunity to undertake an appropriate waste management exercise in negotiation with the tutor. For example, sorting refuse into appropriate waste streams, or collecting material for recycling or composting. However, tutors are free to interpret the learning outcome flexibly. For example, the exercise could involve the opportunity for learners and others to exchange reusable material they no longer need in a 'swap shop', collect unwanted consumer goods for a charity, or to design posters to identify waste disposal points or areas.

Learning outcome 4 can be delivered practically. For example, learners could undertake a guided walk around the specified area and conduct a short investigation. Delivering this learning outcome also gives tutors the opportunity to raise other waste management issues, such as the safe disposal of hazardous waste. Appropriate examples would depend on the centre's resources, but could include safe disposal of waste electrical and electronic equipment, printer consumables, low energy light bulbs/fluorescent tubes or batteries.

The unit could be supported by visits to sites where waste is composted, sorted and recycled. It might be possible to invite a speaker to the centre and explain how shopping can be made more sustainable. It may also be possible to invite a representative from the retail or packaging industry to discuss reducing or reusing packaging materials and receptacles, as well as developments in sustainable or recyclable packaging.

Assessment

Assessment of the unit will be based mainly on shopping and waste management decisions primarily in relation to learners' place of study. However, this does not exclude learners from gathering material from other sites as evidence towards meeting the assessment criteria, if appropriate.

For assessment criterion 1.1, it would be appropriate to give learners a definition of sustainability and, following group discussion, allow them to demonstrate their knowledge by citing suitable examples. Tutors can use any suitable assessment methodology. For example, learners could produce a suitable list individually and, following a group discussion, could produce a group list or poster collectively. If group work is used, each learner's contribution needs to be evidenced, and each learner needs to individually provide sufficient evidence to meet the assessment criterion. Tutors should use an assessor's observation record to document learner achievement.

To meet all the assessment criteria for learning outcome 2, learners need to demonstrate their ability to recognise which categories different waste products belong to. The criteria could be assessed in conjunction with criteria from other learning outcomes, and could be incorporated into a practical exercise. However, if resources limit the opportunities for practicals, simulation could be used. For example a waste game, where learners are given cards with pictures of different waste and place them on the appropriate square on a board, which has been marked with reduce, reuse, recycle, or compost. Another possibility would be to produce posters illustrating types of waste that can be reduced, reused, recycled or composted for display in a given area of the centre. Group work is acceptable but the contributions of individual learners must be indicated.

For assessment criterion 3.1, learners need to undertake a practical waste management task that will be assessed by the tutor. Evidence should be recorded in the form of an assessor's observation record, alongside assessment evidence produced by learners (for example annotated photographs or a video diary). It is anticipated that the tutor will give learners as much flexibility in their choice of subject as resources allow. However, the timescales, organisation of resources etc. will be the responsibility of the tutor. The tutor will need to ensure that learners work safely, use the correct PPE and follow appropriate legislative requirements at all times, compliance can be recorded on the assessor's observation record.

For assessment criterion 4.1, learners could draw a map illustrating the waste management facilities located within a specified area (or mark these facilities on a given map or plan). Tutors can determine the area in which learners identify facilities for sustainable waste management. For example, this could range from a building to a settlement. The choice is likely to be the smallest area in which an appropriate range of waste management facilities is located. This could involve group work provided that individual learner's contributions are suitably indicated and recorded. Under some circumstances (for example a new building), learners could indicate where they think sustainable waste disposal points could be located. Tutors may wish to use this assessment criterion to briefly assess whether learners are able to dispose of other waste products (for example hazardous or electrical waste) sustainably.

Suggested resources

Books

Clark D – *The Rough Guide to Ethical Shopping* (Rough Guides Ltd, 2006)
ISBN 9781843537922

McCarthy D – *Saving the Planet without Costing the Earth* (Fusion Press, 2004)
ISBN 9781904132394

Websites

Department for Environment, Food and Rural Affairs	www.defra.gov.uk/waste
Engauge	www.engaugeonline.co.uk
Environment Agency	www.environment-agency.gov.uk/subjects/waste
Envirowise	www.envirowise.gov.uk
Ethical Consumer Magazine	www.ethicalconsumer.org
Fairtrade Schools	www.fairtrade.org.uk/schools
Freecycle	www.freecycle.org
Furniture Reuse Network	www.frn.org.uk
Green-Works	www.green-works.co.uk
Recycle Now	www.recyclenow.com/schools
Story of Stuff	www.storyofstuff.com
Sustainable Development Commission	www.defra.gov.uk/sustainable/government
The Fair Trade Foundation	www.fairtrade.org.uk
Waste and Resources Action	www.wrap.org.uk
Waste Management Awareness	www.wasteawareness.org

Unit 46: **Project in Sustainability**

Unit reference number: D/601/3156

Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to allow learners to undertake a practical project that will raise their awareness of sustainability in relation to their place of study.

Unit introduction

By undertaking this unit, learners will have the opportunity to initially study all aspects of sustainability in depth, then explore a main topic area of interest to them in relation to their place of study. Learners will select a topic from the eight sustainability-themed gateways.

Learners will have the opportunity to develop project management skills by implementing their sustainability projects. Learners can develop basic skills in selecting relevant evidence and rejecting biased or irrelevant information when researching information for their projects. Learners can also develop skills in handling and presenting information.

Learners should have the opportunity to investigate the latest developments in sustainability, legislation, international treaties and protocols that are topical at the time of study.

Essential resources

Learners will require access to sufficient practical resources and suitable research facilities, such as library and internet resources. They must also be provided with appropriate PPE and personal hygiene facilities, for health and safety considerations, whilst undertaking any planned practical tasks.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to plan a project to promote sustainability in their place of study	1.1	Identify a suitable project	□ <i>Project</i> : choice of sustainability project from eight gateways, e.g. food and drink, energy and water, travel and traffic, purchasing and waste, buildings and grounds, inclusion and participation, local wellbeing, global dimension
		1.2	Plan activities to given deadlines	□ <i>Plan</i> : aims; objectives; agree activities to given timelines
		1.3	Identify possible risks	□ <i>Risks</i> : identify risks, e.g. relevant risks identified, appropriate risk assessments, health and safety, correct personal protective equipment (PPE)
2	Be able to undertake a practical sustainability project	2.1	Undertake the chosen project	□ <i>Project</i> : implementation; operations; health and safety; communication
3	Be able to present the results of a sustainability project	3.1	List the results of the sustainability project	□ <i>Results</i> : record; report results; outcomes
		3.2	Make a recommendation	□ <i>Recommendation</i> : formulate a recommendation based on project outcomes

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to reflect on the sustainability project	4.1	Reflect on how the project meets its objectives	<i>Objectives:</i> how the project meets the original aims and objectives
		4.2	List strengths and areas for improvement	<i>Strengths and areas for improvement:</i> own performance; what went well; what could have been improved

Information for tutors

Delivery

It is expected that the project will be selected and carried out in relation to the learner's place of study. All eight sustainability-themed gateways need to be introduced in this unit. For their project, learners then explore an area selected from the eight gateways or sustainability themes.

To gain background knowledge and understanding, learners could visit a site, for example a recycling centre, or an employer could give a presentation regarding one of the eight sustainability gateways. Some local authorities have Waste Education Teams, or similar, who are willing to visit centres to give presentations regarding sustainability issues, and may provide other resources.

Within the confines of the centre's resources, learners may have some autonomy with regard to the management and planning of the project, although once the project title has been chosen, it is expected that learners will be given a rigid plan to follow. Beyond an introductory session, delivery of the unit will involve supporting learners as they work through the project, therefore schemes of work will need to have some flexibility built into them to reflect this. Group work and peer tutoring can be used at any stage of the project where the tutor considers this appropriate.

For learning outcome 1, learners need to be supported by a formal teaching session to outline how to plan and manage a project, and to discuss the range of projects that can be supported by the centre's resources. Learners need to be made aware of any health and safety risks involved in carrying out the project, and how to reduce risks. In most cases, learners will identify risks, which will be checked by the tutor. The tutor will then prepare risk assessments and talk them through with learners. The project will be practical, with only limited research, and it is expected that learners may need substantial guidance regarding their choice of project.

For learning outcome 2, learners will need guidance and supervision to ensure that they work safely, use the correct PPE and maintain their deadlines. Centres can decide whether learners can collaborate with each other whilst undertaking the project, or whether they will work as individuals. It is recommended that learners receive tutor support throughout the duration of the project, which needs to be built into the tutor's scheme of work. An assessor's observation record will need to be completed to confirm learner achievement.

For learning outcome 3, learners could produce an annotated list and/or give a presentation. Recommendations could take the form of a leaflet, poster, presentation, or any other suitable format appropriate to the cohort and centre. Tutors need to complete a suitable witness statement to support learners' presentations.

Delivery of learning outcome 4 could be integrated with delivery of learning outcome 3, and could be a tutorial and/or group discussion supported by a tutor witness statement. It may be advantageous to allow some additional time to provide feedback to learners for all four learning outcomes.

Assessment

For assessment criterion 1.1, learners need to provide a title and a brief description of the project objective. For assessment criterion 1.2, learners need to produce a list of appropriate activities, against the dates given by the tutor, and an indication of the required resources. To guide learners, tutors may wish to provide an action plan template, on which they can enter their activities. For assessment criterion 1.3, learners could provide evidence of undertaking a risk assessment and produce lists of PPE etc. It is advisable that learners complete, and are assessed on, these assessment criteria before moving on to the other assessment criteria in the unit. This 'interim assessment' will give tutors the opportunity to ensure that the suggested project is feasible in the time available, and safe to undertake.

For assessment criterion 2.1, learners need to undertake the project safely and effectively. An assessor's observation record should be completed to confirm that learners have successfully carried out the project.

Centres need to be vigilant to ensure that learners are able to differentiate between reputable and biased information (biased information may be circulated by groups with a vested interest, such as companies advertising so-called 'greenwash', or pressure groups wishing to gain publicity or increase donations). Learners can find it difficult to determine where vested interests lie, and are likely to need guidance. It may be possible for tutors to assess and review research before learners undertake any further work, to ensure that they have not been misled by biased information. There are tools available to assist tutors and learners with this issue, such as those developed by Engauge.

The remaining assessment criteria (3.1, 3.2, 4.1, and 4.2) could be assessed together. Evidence could take any suitable format, for example a report, ICT-based presentation, poster or any other format that enables learners to cover the unit content and achieve the assessment criteria. For assessment criterion 4.2, learners could present a table of the project's strengths and areas for improvement.

Group work can be used during the assessment process. However, if learners work as part of a group, each learner must provide sufficient evidence on an individual basis to meet all the assessment criteria.

Suggested resources

Websites

Department for Environment, Food and Rural Affairs	www.defra.gov.uk
Engauge	www.engaugeonline.co.uk
Environment Agency	www.environment-agency.gov.uk
Envirowise	www.envirowise.gov.uk
Green-Works	www.green-works.co.uk
Sustainable Development Commission	www.sd-commission.org.uk
TeacherNet	www.teachernet.gov.uk/sustainableschools
Waste and Resources Action Programme	www.wrap.org.uk

Unit X: Introduction to the Vehicle Maintenance and Repair Sector

Unit reference number: J/502/1760

Level: Entry 3

Credit value: 2

Unit aim

This unit aims to introduce learners to the motor vehicle maintenance and repair sector and to enable them to recognise organisations and job roles within the sector.

Unit introduction

This unit introduces learners to the motor vehicle maintenance and repair sector and the different organisations and job roles within it. The emphasis is on learners developing a clear recognition of the terms, conditions and benefits of diverse job roles and employers within the sector. On completion of this unit, learners will have a broad understanding of the sector and the many career paths and opportunities it offers.

Although learners will work independently on some tasks, tutor-led guidance and assessment will help learners develop an understanding of the broad scope of the modern motor vehicle maintenance and repair sector, the opportunities it offers and the requirements it demands.

This unit is intended for learners considering a career in the motor vehicle maintenance and repair sector – a rapidly advancing technological sector and growth employer. The unit is suitable for learners with little or no prior experience of the motor vehicle industry and for those learners not yet ready for level 1 or GCSE studies.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the vehicle maintenance and repair sector and the organisations and job roles within it	1.1 Recognise the purpose of the vehicle maintenance and repair sector 1.2 Recognise different types of organisations within the vehicle maintenance and repair sector 1.3 List roles within the motor vehicle maintenance and repair sector
2 Know the terms, conditions and benefits of different jobs within the vehicle maintenance and repair sector	2.1 Recognise the terms, conditions and benefits of different job roles and different employers within the motor vehicle maintenance and repair sector

Unit content

1 **Understand the vehicle maintenance and repair sector and the organisations and job roles within it**

Purpose: maintenance, repairs, tuning and servicing, fault diagnosis, vehicle inspections, technological innovation

Organisations and employers: garages; workshops; dealerships; fleet operators; hire companies; bus and coach companies; roadside assistance and recovery organisations eg AA, RAC; industrial organisations eg IMI, SMMT

Roles: service technician eg light vehicle technician, heavy vehicle technician, senior technician, technician supervisor, diagnostic technician, auto electrician; hierarchy eg apprentice, technician, master technician, workshop supervisor/manager, dealer manager/owner; other roles eg manufacturing, design, distribution, sales, marketing, service reception, motorsports, recycling

2 **Know the terms, conditions and benefits of different jobs within the vehicle maintenance and repair sector**

Terms and conditions: legal responsibilities; health and safety eg hazards; managing complex processes eg use of electronic diagnostic equipment; environmental impact and considerations eg recycling, hybrid fuel technologies

Benefits: strong employment prospects in growth sector; clear career paths; multi-disciplinary team-driven work environment; development of leading edge practical workshop skills; understanding of complex and innovative technological processes; development of ability to plan and schedule tasks and workload

Delivery

Delivery of this unit should focus on giving learners a broad understanding of the motor vehicle maintenance and repair sector by familiarising them with the many and diverse career roles, employers and organisations within the modern global automotive industry. Learners should be encouraged to explore the terms, conditions and benefits of different job roles and to appreciate the wide range of employers and employment opportunities open to them within this growing sector of the world economy.

Whilst hands-on practical workshop experience to fully underpin the skills and knowledge in development is required by the other Entry 3 units H/502/1765: *Planning and Organising for Vehicle Maintenance and Repair Tasks* and K/502/1766: *Carrying Out Vehicle Maintenance and Repair Operations*, it is possible to deliver this unit solely within the classroom environment. Independent guided learner research (using the internet) to discover more about the automotive sector should be encouraged to provide a valuable alternative to direct tutor-led tuition.

The learning outcomes are ordered logically and it would be a reasonable, and recommended, approach to develop them sequentially. Learning outcome 1 can be achieved through guided research into the automotive sector using online (and other) resources. Group and individual tasks may be set to achieve this. Learning outcome 2 can be achieved through learners producing written essays or reports (or completing tests) based on knowledge gained during the achievement of learning outcome 1.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Understand the vehicle maintenance and repair sector and the organisations and job roles within it</p> <p><i>Whole-class teaching</i></p> <p>Whole-class, tutor-led discussion on the purpose of the sector and the job roles within it. Whole-class, tutor-led discussion on organisations and employers within the sector. Source material to include textbooks, CD ROMs, trade magazines, the internet, and video/film on this topic. Presentations by experienced industry personnel and manufacturers' representatives would also be advantageous.</p> <p><i>Individual learner activities</i></p> <p>Investigation (using the internet and other sources) into organisations, career roles and employers within the motor vehicle maintenance and repair sector. Learners write reports or produce an information sheet on each topic within the unit content. Activities may be set as either group or individual tasks.</p>
<p>Know the terms, conditions and benefits of different jobs within the vehicle maintenance and repair sector</p> <p><i>Whole-class teaching</i></p> <p>Whole-class, tutor-led discussion on the legal responsibilities and codes of practice that apply to the motor vehicle maintenance and repair sector. Whole-class, tutor-led discussion on the benefits of a career within the motor vehicle maintenance and repair sector. Source material to include textbooks, CD ROMs, trade magazines, the internet, and video/film on this topic. Presentations by experienced industry personnel and manufacturers' representatives would also be advantageous.</p> <p><i>Individual learner activities</i></p> <p>Following a research assignment (using the internet and other sources), learners produce a report (or give a group presentation) on the terms, conditions and legislation that apply to working within the motor vehicle maintenance and repair sector.</p> <p>Following a research assignment (using the internet and other sources), learners produce a report (or give a group presentation) on the benefits of a career within the motor vehicle maintenance and repair sector.</p>
<p><i>Knowledge check and unit assessment</i></p> <p>Tutor assessment of learner understanding of the unit content through a combination of oral questioning, assessment of learner presentations and the marking of centre-devised written tests and reports/essays/detailed notes. Each learner to create and assemble a portfolio of evidence including observation records, witness statements, photographic evidence (where applicable) and marked and signed written work. Feedback to learners and unit close.</p>

Assessment

For this unit, centres will need to devise tests and set investigative assignments appropriate for Entry 3 learners and suitable for achieving the assessment criteria. Tutors/assessors will be expected to organise tasks in a logical order according to the requirements of learners and course criteria. Although there is no time limit for assessment, it is assumed that assessment of individual tasks should take no longer than one hour.

In order to meet the unit assessment criteria, learners can build a small portfolio of written evidence of the research they have undertaken using a variety of sources (for example online, textbooks, journals) commensurate with assessment criteria 1.1, 1.2, 1.3 and 2.1.

For 1.3, learners must list at least three roles within the motor vehicle maintenance and repair sector. This may include separate categories of technician.

Suitable written evidence within each learner's portfolio will include successful descriptive evidence (for example essays, reports, detailed bullet point lists) and evidence of the successful completion of tests (for example oral questioning reports, multiple-choice tests). Supporting written authentication documents completed by the tutor/assessor and records of tutor observation/oral questioning should also be included.

Further guidance on the use of observation records and witness statements is available on the Pearson website.

Essential resources

This is primarily a theory-based unit and it is therefore expected that centres will have suitable classroom facilities with appropriate resources (for example computers with internet access, textbooks, whiteboards) to deliver this unit effectively.

For those elements of the unit that would benefit from practical demonstration and assessment in a workshop, it is expected that centres will have access to a motor vehicle workshop equipped with appropriate vehicles, tools and equipment (including PPE). Centres should ensure that workshops have sufficient tools and equipment to support the size of cohort undertaking the unit. In addition, centres will need to have the appropriate documentation systems (for example risk assessments, COSHH assessments) and control measures (for example COSHH storage facilities) in place to ensure good practice.

Indicative resource materials

Textbooks

Hillier, V and Coombes, P – *Hillier's Fundamentals of Motor Vehicle Technology – 6th Edition* (Nelson Thornes, 2011) ISBN 9781408515181

Stoakes G – *Level 1 Principles of Light Vehicle Operations Candidate Handbook (Motor Vehicle Technologies)* (Heinemann, 2011) ISBN 9780435048150

Journal

Motor Industry magazine – available to members of the IMI (see www.motor.org.uk)

Websites

www.autocity.org.uk	IMI dedicated careers website
www.autoindustry.co.uk	Joint website of the Department of Trade and Industry and the SMMT – job profiles and careers information for the motorsport and the retail motor industry
www.motor.org.uk	Institute of the Motor Industry (IMI)
www.smmt.co.uk	Society of Motor Manufacturers and Traders (SMMT)

Other

Stoakes G – *Level 1 Principles of Light Vehicle Operations Training Resource Disk (Motor Vehicle Technologies)* CD Rom (Heinemann, 2011) ISBN 9780435048303

Unit X: Introduction to Health and Safety

Unit reference number: Y/502/1763

Level: Entry 3

Credit value: 6

Unit aim

This unit aims to introduce learners to health and safety in the workplace, including potential hazards and risks, common basic safety signs, safe practices and protective equipment.

Unit introduction

Motor vehicle maintenance and repair is, by its nature, a hazardous occupation. Rates of dermatitis and skin disease among technicians in the UK motor vehicle maintenance and repair sector are up to seven times the average for UK workers. Those working in the sector are in daily contact with chemicals and flammable materials, electrical devices, heavy lifting equipment and moving vehicles. Slips and falls (for example into an inspection pit) are a common risk. There is also a real risk of potentially fatal accidents from working beneath incorrectly or inadequately secured vehicles. Safe working practices are therefore essential.

This unit will help learners to understand the importance of health, safety and welfare in the workplace and to identify common hazards, risks and safety signs in a workshop. The unit builds learner knowledge of health and safety practices and procedures that will underpin and enhance the specific motor vehicle safety practices and processes contained in the associated Entry 3 units, H/502/1765: *Planning and Organising for Vehicle Maintenance and Repair Tasks* and K/502/1766: *Carrying Out Vehicle Maintenance and Repair Operations*.

On completion of this unit, learners will understand the legal responsibilities surrounding health and safety and demonstrate an awareness of safe working practices in a motor vehicle workshop.

This unit is intended for learners considering a career in the motor vehicle maintenance and repair sector – a rapidly advancing technological sector and growth employer. The unit is suitable for learners with little or no prior experience of the motor vehicle industry and for those learners not yet ready for level 1 or GCSE studies.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the importance of health, safety and welfare in the workplace	1.1 Explain why health and safety in the workplace is important 1.2 Identify the responsibilities of employers and employees in relation to health and safety
2 Know potential hazards and risks in the workplace	2.1 Identify hazardous materials and non-hazardous materials 2.2 Name common hazards in the workplace and offer a description of how such hazards may be caused 2.3 Determine whether common access equipment is secure or not (steps, ladders, ramps and simple non-hydraulic/non-powered platforms)
3 Know common basic safety signs found in the workplace	3.1 Identify the different basic safety signs and recognise the hazards they indicate
4 Demonstrate an awareness of safe practices and protective equipment	4.1 Recognise common firefighting equipment 4.2 Recognise items of personal protective equipment 4.3 Describe some of the precautions to be observed when using non-powered equipment that might be hazardous 4.4 Identify where first aid equipment is usually located in the workplace 4.5 Outline fire and emergency procedures 4.6 Outline why it is important to report accidents, ill health and other incidents

Unit content

1 **Understand the importance of health, safety and welfare in the workplace**

Importance: importance of accident prevention and reducing risk eg maintaining a clean and uncluttered workplace; identifying and anticipating risk; risk of fatal hazards eg poorly maintained lifting equipment; risk of skin disease/dermatitis from handling chemicals; risk of falls, trips and slipping hazards; importance of personal protective equipment (PPE) eg slip-resistant footwear, steel capped boots, eye protection, disposable gloves; risk from faulty or poorly maintained equipment eg unguarded drive belts on compressors; safe disposal of waste materials and components (fluids, filters, batteries, tyres)

Responsibilities of employers and employees: legal responsibilities eg Control of Substances Hazardous to Health (COSHH) Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)

2 **Know potential hazards and risks in the workplace**

Risks and hazards: chemical risks and fire hazards eg handling and storing flammable materials; risk of skin disease/dermatitis, identification of materials hazardous to skin eg body fillers, sealants, oils, solvents, fuels; risk in lifting of vehicles eg use of jacks, chocks, props, axle stands, lifting equipment; electrical hazards eg safe handling of batteries, ECUs, minimising risks by using low voltage tools where possible and avoiding trailing leads, importance of earthing equipment eg pressure washers; risk from tools and equipment eg safe use of basic engineering tools and hand tools, importance of cleaning and maintaining tools; securing common access equipment eg steps, ladders, ramps, lifting equipment

3 **Know common basic safety signs found in the workplace**

Basic safety signs: meaning of colour and shape of safety signage; recognising basic (red) prohibitory signs eg no smoking; recognising basic (yellow) warning/danger signs eg toxic material; recognising basic (blue) mandatory signs eg eye protection must be worn; recognising basic chemical hazard signs (orange) eg highly flammable; recognising fire safety signs

4 **Demonstrate an awareness of safe practices and protective equipment**

Safe practices: precautions when using non-powered equipment that might be hazardous; location of first aid equipment; emergency procedures eg evacuation and securing an accident site; accident and incident reporting and its importance; safety checks and maintenance of

equipment; good practice in using equipment; importance of hygiene, ventilation and effective use of space in a workshop

Fire extinguishers: recognising types (and colours) of fire extinguisher eg water (red band), foam (cream band), dry powder (blue band), CO₂ (black band), wet chemical (yellow band); recognising applications of fire extinguisher types eg combustible material fires, flammable liquids fires, electrical fires

Protective equipment: use of personal protective equipment (PPE) eg overalls, eye protection, foot protection, disposable gloves; equipment to prevent chemical contamination

Essential guidance for tutors

Delivery

Given the paramount importance of health and safety within the motor vehicle maintenance and repair sector, it is essential that a thorough knowledge check is applied during delivery of this unit to ensure that all learners have a full understanding of the unit content.

It is recommended that the unit is delivered and assessed before delivery of the accompanying practical and workshop-based units within this qualification. This will ensure that learners are able to demonstrate an awareness of safety issues and safe working practices before any hands-on assessments are conducted in a vehicle workshop. This is particularly important as Entry 3 learners may have had little or no exposure to a motor vehicle workshop prior to this programme. Furthermore, all necessary safety and risk assessments must be carried out before learners enter the workshop.

Delivery of this unit should stress the primary importance of health and safety as fundamental to good practice within the motor vehicle maintenance and repair sector, which is, by its nature, hazardous. Delivery should focus on developing a sound understanding of the importance of the role of health and safety in minimising and eliminating risks to customers, colleagues and oneself.

While it is possible to deliver this unit within a classroom environment, it is highly desirable, and strongly advised, to include practical demonstrations in a well-equipped and relevant workshop setting. Ideally, learners should have access to personal protective equipment (PPE), tools, equipment, materials and components under close supervision to reinforce principles and concepts through practical investigation, active participation and tutor-led demonstration.

The four learning outcomes in this unit are sequenced logically and it would be a reasonable approach to introduce them in the order listed. In this way, learners will begin by gaining a solid understanding of the importance of the concepts and principles underpinning health and safety practice and legislation before progressing towards demonstrating a sound practical awareness of safe working processes and procedures.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Understand the importance of health, safety and welfare in the workplace <i>Whole-class teaching</i> Describe methods of reducing risk to employees, customers and others in a

motor vehicle workshop. Describe health and safety issues and requirements in a motor vehicle workshop. Describe safe handling of hazardous and waste materials. Introduce and demonstrate use of PPE. Distribution of PPE identification sheets and checklists. Tutor-led, whole-class discussion. Tour of motor vehicle workshop.

Individual learner activities

Investigation into health and safety issues relevant to a motor vehicle workshop using the internet and other sources. Learners may produce a handout (or report) on health and safety in a motor vehicle workshop and a handout (or report) on PPE and its uses. Learners may give a group (or individual) presentation to their peers on these topics.

Know potential hazards and risks in the workplace

Whole-class teaching

Tutor-led tour of a motor vehicle workshop to identify potential risks and hazards. Identification of fire hazards and explanation of the different types of fire and fire extinguisher. Explanation of the consequences of selecting the incorrect type of fire extinguisher. Identification of chemical risks and hazardous materials. Demonstration of safe use, storage, cleaning and maintenance of tools and equipment. Oral questioning of learners.

Individual learner activities

Learners produce reports (or handouts) on risks/hazards in a motor vehicle workshop, use of PPE, fires and fire extinguishers. Learners produce a plan of a workshop identifying risks and hazards – this may be set as a group activity.

Know common basic safety signs found in the workplace

Whole-class teaching

Video/film/presentation on this topic. Examples of safety signs shown (or identification sheets distributed) to learners. Presentations by HSE personnel and/or experienced industry-based health and safety professionals would be advantageous.

Individual learner activities

Peer-led testing/questioning on signage using examples of signs or identification sheets. Learner presentations (group or individual) on the significance of different shapes and colours in safety signage and sign types. Role play (group activity) of a safety inspection at a workshop with the emphasis on signage.

Demonstrate an awareness of safe practices and protective equipment

Whole-class teaching

Practical demonstration of the use of PPE in a motor vehicle workshop. Practical demonstration of safety checks in a motor vehicle workshop. Identification of the location of first aid equipment. Describe process for securing an accident site, process for accident and incident reporting and emergency evacuation procedures. Explain and demonstrate correct method of preparing a vehicle for maintenance, isolating electrical systems and safe handling of vehicle components, tools and materials.

Individual learner activities

Practise using of PPE and tools and equipment safely under supervision in a motor vehicle workshop.

Knowledge check and unit assessment

Centre-devised written tests, essays and reports covering the unit content. Tutor assessment of centre-devised practical tests in a motor vehicle workshop. Evidence of attainment for each learner to be included in the learner's portfolio – evidence to include observation records, witness statements, photographic evidence (where applicable) and marked and signed written work. Feedback to learners and unit close.

Assessment

While it is possible to integrate assessment of each of the criteria for this unit within the practical tasks and descriptive assignments carried out during delivery of associated units within this qualification, it is still necessary to conduct a thorough, separate knowledge check for all learners based on the unit content for this particular unit.

The assessment criteria within this unit may be assessed using a combination of written tests (for example multiple choice) and descriptive written evidence (for example essays, reports) as well as oral questioning. Centres are free to devise tests and set practical assignments appropriate for Entry 3 learners and suitable for achievement of the assessment criteria.

A small portfolio of evidence generated from guided activities and practical assessments should be created for each learner as evidence of their achievement. Suitable evidence would include signed observation records and/or witness statements as well as written work that has been marked and signed by the tutor/assessor.

Assessment of 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6 may, in part, take place within the workshop environment through oral questioning (supported by observation records and/or witness statements). However, in addition, written test results for each learner (marked and signed by the tutor/assessor) relating to these criteria should also be included in each learner's portfolio.

For 2.1, learners must identify at least three hazardous materials and at least three non-hazardous materials.

For 2.2, learners must name at least four common hazards in the workplace.

For 4.1, learners must recognise at least two pieces of common firefighting equipment, including fire extinguishers (including types and uses) and fire blankets.

For 4.2, learners must recognise at least four pieces of personal protective equipment, including overalls, gloves, foot protection and eye protection.

Assessment criteria 1.1 and 1.2 should be assessed through written descriptive evidence (for example essays, reports, detailed bullet point lists), marked and signed by the tutor/assessor and included in each learner's portfolio.

3.1 should be assessed by means of a centre-devised test which may take the form of a multiple choice test.

Further guidance on the use of observation records and witness statements is available on the Pearson website.

Essential resources

This is primarily a theory-based unit and it is therefore expected that centres will have suitable classroom facilities with appropriate resources (for example computers with internet access, textbooks, whiteboards) to deliver this unit effectively.

For those elements of the unit that would benefit from practical demonstration and assessment in a workshop, it is expected that centres will have access to a motor vehicle workshop equipped with appropriate vehicles, tools and equipment (including PPE). Centres should ensure that workshops have sufficient tools and equipment to support the size of cohort undertaking the unit. In addition, centres need to have the appropriate documentation systems (for example risk assessments, COSHH assessments) and control measures (for example COSHH storage facilities) in place to ensure good practice.

Indicative resource materials

Textbooks

Health and Safety Executive – *Health and Safety in Motor Vehicle Repair* (HSE Books, 2009) ISBN 9780717663088

Health and Safety Executive – *A Step by Step Guide To COSHH Assessments* (HSE Books, 2004) ISBN 9780717627851

Hillier, V and Coombes, P – *Hillier's Fundamentals of Motor Vehicle Technology – 6th edition* (Nelson Thornes, 2011) ISBN 9781408515181

Stoakes G – *Level 1 Principles of Light Vehicle Operations Candidate Handbook (Motor Vehicle Technologies)* (Heinemann, 2011) ISBN 9780435048150

Websites

www.hse.gov.uk Website of the UK Health and Safety Executive

Other

Health and Safety Executive – *Reducing Ill Health and Accidents In Motor Vehicle Repair* (HSE leaflet, 2009) ISBN 9780717663767

Stoakes G – *Level 1 Principles of Light Vehicle Operations Training Resource Disk (Motor Vehicle Technologies)* CD Rom (Heinemann, 2011) ISBN 9780435048303

Unit X: Planning and Organising for Vehicle Maintenance and Repair Tasks

Unit reference number: H/502/1765

Level: Entry 3

Credit value: 6

Unit aim

This unit aims to introduce learners to the tools, equipment and methodologies used in planning and organising simple motor vehicle maintenance and repair tasks.

Unit introduction

This unit introduces learners to the tools, equipment and methodologies used in planning and organising simple motor vehicle maintenance and repair tasks. The emphasis is on developing learner understanding of the importance of cleaning and maintaining tools, as well as knowing how to plan to carry out a given simple task using appropriate methods and equipment. The unit will also help learners to recognise faulty equipment and develop and implement safe working practices.

On completion of this unit, learners will be able to plan and organise a range of simple tasks to participate in a service of a motor vehicle or motorcycle under supervision in a workshop.

Although learners will sometimes work independently, there are also opportunities to work as effective team members in collaborative situations. Tutor-led guidance and assessment will help learners develop an understanding of the practical and theoretical requirements that underpin the preparation for, and organisation of, simple repair tasks.

This unit is intended for learners considering a career in the motor vehicle maintenance and repair sector – a rapidly advancing technological sector and growth employer. The unit is suitable for learners with little or no prior experience of the motor vehicle industry and for those learners not yet ready for level 1 or GCSE studies.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to clean and maintain tools	<ul style="list-style-type: none">1.1 Demonstrate the ability to keep a workstation clean and tidy1.2 Follow the correct methods and procedures for cleaning common tools and equipment within the work area1.3 Identify different types of lubricant1.4 Show how to apply different types of lubricants1.5 Recognise faults in hand or power tools1.6 Demonstrate the correct storage of tools and equipment
2 Know how to plan to carry out a given simple task with a number of steps	<ul style="list-style-type: none">2.1 Estimate the length of time the task will take2.2 Identify the tools, equipment, materials and components needed to complete the task2.3 Identify the working methods required to complete the task2.4 Identify any assistance that may be needed to complete the task

Unit content

1 **Understand how to clean and maintain tools**

Clean and maintain: health and safety legislation and requirements, safe working practices, cleaning workshop and workstations; cleaning tools and equipment eg use of wire brushes, emery cloths, industrial wipes, WD-40, silica gel, rust inhibitors

Lubricants: vehicle lubricants and applications eg engine oil, engine grease, transmission oil, suspension fluid, brake fluid, power steering fluid, ATF; handling hazardous materials

Faults in tools: identifying faulty power tools

Correct storage: safe storage eg shelving, storage bins, toolboxes, lockable cabinets

2 **Know how to plan to carry out a given simple task with a number of steps**

Plan: task analysis; researching components; estimating size, scale and time of task; identifying required tools, equipment and materials; drafting and completing checklists; use of a database; adopting safe working practices eg use of PPE; sub-dividing tasks; allocating workload; teamwork; documentation and record keeping

Essential guidance for tutors

Delivery

Delivery of this unit should focus on reinforcing the primary need for safe working practices within a vehicle workshop and communicating the fact that this underpins all aspects of planning and organising motor vehicle maintenance and repair tasks, including tool storage and selection, division of labour and working methodologies.

In order for learners to achieve learning outcome 1 it is strongly advised that this unit is delivered in a well-equipped and relevant workshop setting and that practical demonstrations of the correct methodology for cleaning, maintaining and storing tools and equipment safely are included, as well as the applications and purposes of vehicle lubricants. Ideally, learners should have access to personal protective equipment (PPE), tools, equipment and materials, under close supervision, to reinforce principles and concepts through practical investigation, active participation and tutor-led demonstration.

Learning outcome 2 may be delivered primarily through tuition in a classroom environment to enable the study of methodologies used for planning tasks and the use of documentation and databases. However, access to a workshop and tools will still be valuable in helping learners to fully understand methods of storage and tool selection, and is therefore strongly recommended.

The two learning outcomes in this unit are sequenced logically and it would be reasonable to approach them in the order listed. In this way, learners will begin by gaining a practical understanding of the importance of safe working practices within a vehicle workshop and the ability to clean, maintain, store and select tools before progressing towards planning a task, allocating workloads and operating safely and effectively within a team environment.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Understand how to clean and maintain tools</p> <p><i>Whole-class teaching</i></p> <p>Explain and reinforce safe working practices, techniques and relevant safety legislation. Explain and demonstrate correct methods for cleaning and storing tools and equipment within a motor vehicle workshop. Explain and demonstrate safe and correct methods for handling hazardous materials. Explain investigatory methods for identifying faults in power tools and other equipment.</p>

Individual learner activities

Investigations and written reports on the unit content. Practise using and cleaning tools and equipment under supervision within a motor vehicle workshop. Group presentations by learners on using, cleaning and storing tools and equipment within a motor vehicle workshop.

Topic and suggested assignments/activities

Know how to plan to carry out a given simple task with a number of steps

Whole-class teaching

Introduce and explain methods for planning and analysing a given task. Explain manufacturer's inspection and maintenance techniques. Explain factors contributing to effective teamwork. Explain methods of allocating the workload within a team. Explain and demonstrate the sources, types and uses of information and data required for motor vehicle maintenance and repair. Explain and demonstrate use of documentation and accurate methods of record keeping.

Individual learner activities

Role play planning a given task within a motor vehicle workshop – including sourcing information, building a team, allocating workloads and estimating costs/time. Practise completing documentation relevant to a given task within a motor vehicle workshop.

Knowledge check and unit assessment

Centre-devised written tests, essays and reports on the unit content. Tutor assessment of centre-devised practical tests in a motor vehicle workshop. Evidence of attainment for each learner to be included in the learner's portfolio – evidence to include observation records, witness statements, photographic evidence (where applicable) and marked and signed written work. Feedback to learners and unit close.

Assessment

This unit, which contains both theoretical and practical knowledge, will benefit from a variety of evidence being produced to support assessment that shows learners have gained and can apply the knowledge required to meet both learning outcomes.

Centres may devise written tests and set practical assignments appropriate for Entry 3 learners and suitable for achieving the assessment criteria. Tests and assignments should reflect the unit content. A small portfolio of evidence should be produced for each learner which includes observation records and/or witness statements as well as completed written assignments and/or test papers. Authenticated photographic evidence, marked and signed by the tutor/assessor, may also be included in the portfolio of evidence.

To meet assessment criteria 1.1, 1.2, 1.4, 1.6 and 2.2 it will be necessary to give learners access to appropriate tools, equipment (including PPE), components and materials within a safe and controlled workshop environment.

All necessary safety and risk assessments must be carried out before learners enter the workshop. It is recommended that the accompanying Entry 3 unit within this qualification, Y/502/1763: *Introduction to Health and*

Safety, is delivered before assessment of this unit so that learners fully understand the importance of safe working practices before they undertake any practical assessments within this unit.

Centres may devise written tests and/or written investigative assignments to provide the required knowledge check for 1.3, 1.5, 2.1, 2.3 and 2.4. Alternatively, these criteria may be assessed via oral questioning of learners by the tutor during practical assessments for this unit. Whichever approach is chosen, evidence of attainment must be included in each learner's portfolio. This might include records of oral questioning, multiple-choice tests, essays or reports marked and signed by the tutor/assessor.

For 1.3, learners must identify at least three types of lubricant, and for 1.4 they must show how to apply each of these.

For 1.5, learners must recognise at least three different faults in hand or power tools.

Further guidance on the use of observation records and witness statements is available on the Pearson website.

Essential resources

To deliver this highly practical unit, centres will need access to a motor vehicle workshop equipped with appropriate vehicles, tools and equipment (including PPE). Centres should ensure that workshops have sufficient tools and equipment to support the size of the cohort undertaking the unit. In addition, centres will need to have the appropriate documentation systems (for example risk assessments, COSHH assessments) and control measures (for example COSHH storage facilities) in place to ensure good practice.

Indicative resource materials

Textbooks

Hillier, V and Coombes, P – *Hillier's Fundamentals of Motor Vehicle Technology – 6th Edition* (Nelson Thornes, 2011) ISBN 9781408515181

Stoakes G – *Level 1 Principles of Light Vehicle Operations Candidate Handbook (Motor Vehicle Technologies)* (Heinemann, 2011) ISBN 9780435048150

Journal

Motor Industry magazine – available to members of the IMI (see www.motor.org.uk)

Websites

www.imeche.org Institution of Mechanical Engineers (IMechE)

www.motor.org.uk Institute of the Motor Industry (IMI)

www.soe.org.uk The Society of Operations Engineers (SOE)

Other

Stoakes G – *Level 1 Principles of Light Vehicle Operations Training Resource Disk (Motor Vehicle Technologies)* CD Rom (Heinemann, 2011) ISBN 9780435048303

Unit X: Carrying Out Vehicle Maintenance and Repair Operations

Unit reference number: K/502/1766

Level: Entry 3

Credit value: 6

Unit aim

This unit aims to introduce learners to the technical skills and knowledge required to carry out simple motor vehicle maintenance and repair tasks.

Unit introduction

The unit introduces learners to the technical skills and knowledge required to perform simple vehicle maintenance and repair tasks including fault analysis, tool selection and basic servicing. On completion of this unit, learners will understand a range of theoretical and practical knowledge required to participate in a service of a motor vehicle or motorcycle that incorporates both inspection and reference to data sources and the renewal of service parts, such as filters and lubricants, under supervision in a workshop.

Wherever possible, practical tasks and experience in an actual motor vehicle workshop should be used within this unit to supplement and inform theoretical knowledge. Although learners will sometimes work independently, there are opportunities to work as effective team members in collaborative situations.

This unit is intended for learners considering a career in the motor vehicle maintenance and repair sector – a rapidly advancing technological sector and growth employer. The unit is suitable for learners with little or no prior experience of the motor vehicle industry and for those learners not yet ready for level 1 or GCSE studies.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to identify faulty basic components	1.1 Identify a range of common components, equipment, tools and materials 1.2 Recognise a fault/serviceability of components, tools and equipment
2 Understand how to interpret basic technical information	2.1 Recognise that a specification relates to a task 2.2 Follow straightforward oral, written and pictorial information in order to carry out a simple task
3 Know how to remove and replace standard vehicle components	3.1 Select the tools, equipment and materials needed for a given simple task 3.2 Remove materials or components 3.3 Replace materials or components
4 Understand the basic principles of servicing a motor vehicle/motor cycle	4.1 Identify the processes to be applied for the servicing of a vehicle 4.2 Carry out tasks for the basic servicing of a vehicle

Unit content

1 Know how to identify faulty basic components

Faulty basic components: fault diagnosis techniques and equipment eg sensory testing, interpreting measurements and readings, use of gauges and electrical testing equipment; exhaust analysis; checking components for impact and/or internal damage eg broken parts, leaks, contamination eg metallic parts in lubricants

2 Understand how to interpret basic technical information

How a specification relates to a task: identifying and utilising sources of information eg vehicle manuals, service records, manufacturer's data; understanding electronic data eg telemetry; applying correct specification to faults/repairs

Basic technical information: working with vehicle fuel and exhaust systems; engine lubrication systems; vehicle electrical systems; vehicle braking systems; vehicle transmission systems; vehicle steering and suspension systems; vehicle wheel and tyre systems; fuel technologies eg petrol, diesel

3 Know how to remove and replace standard vehicle components

Standard vehicle components: vehicle parts eg brakes, clutches, exhausts, fuel pumps, gearboxes, radiators, tyres; engine parts eg alternator, camshaft, cylinders, gaskets, pistons, tappets, valves

Tools and equipment: hand tools eg hammers, hacksaws, spanners, pliers, wrenches, clamps; lifting equipment eg jacks, hydraulic lifts; electrical equipment eg ammeters; measuring equipment eg callipers, feeler gauges; pressure testing equipment eg vacuum gauges; PPE and safety equipment; safe disposal of waste materials and components

4 Understand the basic principles of servicing a motor vehicle/motorcycle

Basic servicing principles: understand and perform routine servicing tasks eg changing oil, wheels, filters, spark plugs; checking and replacing fluids, batteries and tyres; plan and manage workloads; understand and implement safe working practices; reporting and record keeping; safe disposal of waste materials and components

Essential guidance for tutors

Delivery

It is strongly advised that this highly practical unit is delivered with access to a well-equipped and relevant workshop environment so learners can use the appropriate equipment, components and live vehicles. This will enable an essential balance between theoretical knowledge and hands-on practical experience.

Access to appropriate equipment, tools, components and materials will enable learners to develop the required practical skills and relate their studies within this unit to an industrial context. Wherever possible, basic tasks and principles of motor vehicle servicing should be reinforced through practical participation by learners and tutor-led demonstration and instruction.

The extent of the prior knowledge and experience of individual learners should be considered carefully when delivering this unit or placing it in a scheme of work. This will ensure that tasks are appropriately differentiated for learners and that learners adopt safe working practices at all times. In this way, learners will be able to complete the unit successfully and gain the knowledge required to perform tasks safely within an industrial setting.

The four learning outcomes in this unit focus on ensuring that learners are able to identify and select appropriate maintenance tools and equipment, recognise faults and faulty components and carry out basic and routine maintenance and repair tasks under supervision.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know how to identify faulty basic components</p> <p><i>Whole-class teaching</i></p> <p>Tutor to explain and demonstrate the use of a range of information sources that can aid vehicle fault diagnosis. Explain and demonstrate the use of a variety of diagnostic equipment and techniques. Explain relevant documentation and reporting techniques and processes.</p> <p><i>Individual learner activities</i></p> <p>Investigation into fault diagnosis techniques and information sources. Practise using fault diagnosis equipment and techniques under supervision in a motor vehicle workshop.</p>

Understand how to interpret basic technical information*Whole-class teaching*

Tutor-led introduction to a range of basic vehicle and engine systems. Tutor-led introduction to fuel technologies. Whole-class discussion and tutor-led oral questioning of learners. Demonstration of correct methods for interpreting and recording data accurately.

Individual learner activities

Practise interpreting and accurately recording data from centre-devised practical investigations under supervision within a motor vehicle workshop.

Know how to remove and replace standard vehicle components*Whole-class teaching*

Tutor-led practical demonstration of the safe use of a variety of standard engineering tools and equipment – including hand tools and lifting equipment. Explain and demonstrate correct methods of preparing a vehicle for maintenance, including isolating electrical systems and safe handling of vehicle components and materials.

Individual learner activities

Practise using tools and equipment safely under supervision within a motor vehicle workshop. Practise safe handling of components and materials under supervision within a motor vehicle workshop.

Understand the basic principles of servicing a motor vehicle/motorcycle*Whole-class teaching*

Introduce and explain basic motor vehicle servicing principles and techniques. Demonstrate routine servicing tasks eg changing oil, changing wheels, checking and replacing fluids. Describe manufacturers' recommended inspection and maintenance techniques. Reinforce safe working practices and relevant safety legislation. Explain methods of handling materials safely and disposing of waste materials safely. Explain methods for sourcing information on components. Explain reporting processes, documentation and record keeping in relation to motor vehicle servicing.

Individual learner activities

Practise basic motor vehicle servicing tasks under supervision in a motor vehicle workshop.

Knowledge check and unit assessment

Centre-devised written tests, essays and reports on the unit content. Tutor assessment of centre-devised practical tests in a motor vehicle workshop. Evidence of attainment for each learner to be included in the learner's portfolio – evidence to include observation records, witness statements, photographic evidence (where applicable) and marked and signed written work. Feedback to learners and unit close.

Assessment

Several of the assessment criteria within this highly practical unit will need to be assessed directly by the tutor when learners are carrying out practical activities in a suitable motor vehicle maintenance and repair workshop. The centre can devise tests and set practical assignments appropriate for Entry 3 level learners and suitable for achieving the assessment criteria.

All necessary safety and risk assessments must be carried out before learners enter the workshop. It is recommended that the accompanying Entry 3 unit within this qualification, Y/502/1763: *Introduction to Health and Safety*, is delivered before assessment of this unit so that learners fully understand the importance of safe working practices before they undertake any practical assessments within this unit.

A small portfolio of evidence from guided activities and practical assessments should be created for each learner as evidence of achievement. Suitable evidence from guided practical activities and assessments would include observation records and/or witness statements. Authenticated photographic evidence, marked and signed by the tutor/assessor, may also be included in the portfolio of evidence for this unit.

To achieve 1.1, 1.2, 3.1, 3.2, 3.3, 4.1 and 4.2 learners should have access to appropriate tools, equipment (including PPE), components and materials within a safe and controlled workshop environment. Achievement of 2.1 and 2.2 may be incorporated into the practical assessments devised to assess the achievement of the other assessment criteria within this unit.

For 1.1, learners must identify at least eight common components, equipment, tools and materials.

For 4.2, learners must carry out at least eight tasks for the basic servicing of a vehicle, to include securing the vehicle, checking operation of electrical systems, oil change, wheel change, changing filters, replacing spark plugs, checking and replacing battery, checking fluid levels.

In addition, centres may wish to devise and set a written test (for example multiple-choice test) as a knowledge check of the theory underpinning this highly practical unit. Evidence of each learner passing such a test (for example records of tutor's oral questioning and/or marked test papers) should be included within each learner's portfolio.

Further guidance on the use of observation records and witness statements is available on the Pearson website.

Essential resources

To deliver this highly practical unit, centres will need access to a motor vehicle workshop equipped with appropriate vehicles, tools and equipment (including PPE). Centres should ensure that workshops have sufficient tools and equipment to support the size of the cohort undertaking the unit. In addition, centres will need to have the appropriate documentation systems (for example risk assessments, COSHH assessments) and control measures (for example COSHH storage facilities) in place to ensure good practice.

Indicative resource materials

Textbooks

Hillier, V and Coombes, P – *Hillier’s Fundamentals of Motor Vehicle Technology – 6th edition* (Nelson Thornes, 2011) ISBN 9781408515181

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Other

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Group 3

Unit 14: Working in Business and Administration

Unit reference number: F/502/4009

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

This unit gives learners an overview of what working in business administration can be like. In particular, understanding roles of those they are working with, how to carry out routine tasks and the appropriate way to present themselves.

Unit introduction

This unit aims to give learners an idea of what it is like to work in business administration. Learners will be introduced to the different activities carried out by people working in administration and they will be required to follow instructions in order to carry out routine administrative tasks, using key office equipment. Learners will also gain an understanding of the role that a person working in an administrative role has, in helping the team to achieve its goals.

People working in administrative roles must be able to present themselves in a positive way, particularly when undertaking work for, or dealing with, colleagues and customers. Learners will be required to present themselves positively, both in relation to their appearance and their manner and behaviour.

Anyone working in an administrative role must be able to organise their time and prioritise tasks. Learners will have the opportunity to develop their knowledge and understanding of how to do this, for example through the use of tools such as task lists.

Finally, the unit looks at confidentiality of information and learners will consider the types of information that need to be confidential and the importance of keeping it confidential.

Essential resources

Centres need access to typical office equipment, such as a telephone and computer, so that learners can practise and develop their skills when interacting with others.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the role of an administrator within an office	1.1	describe different activities carried out by administrators	<ul style="list-style-type: none"> □ <i>Activities:</i> checking, collating and providing information; answering the telephone and making calls; producing documents using IT, eg letters, agendas, invoices; filing and retrieving documents; collecting, sorting and distributing mail; preparing outgoing mail; receiving visitors; coordinating arrangements for meetings, eg sending information to delegates, booking meeting room; maintaining diary or calendar for individual or team; making travel arrangements
		1.2	state how the work of an administrator helps a team achieve its goals	<ul style="list-style-type: none"> □ <i>Achieving team goals:</i> ensuring communication within the team; helping other team members; monitoring and prioritising work for the team; ensuring all of the team works to same priorities
2	Be able to carry out routine administrative tasks	2.1	follow instructions to complete routine administrative tasks	<ul style="list-style-type: none"> □ <i>Following instructions:</i> listening; questioning if unsure; confirming understanding; checking instructions carried out properly □ <i>Routine tasks:</i> types of task, eg answering the telephone, producing documents, filing and retrieving documents, collating documents
		2.2	use key equipment according to organisational procedures	<ul style="list-style-type: none"> □ <i>Key equipment:</i> confirming the equipment needed for the task; types of office equipment, eg telephone, computer, fax, photocopier, printer, scanner, filing equipment □ <i>Procedures:</i> types of procedure, eg concerning proper use of equipment (following manufacturer's instructions, keeping equipment clean, reporting problems, leaving equipment ready for next user) health and safety (seating, posture) disposal of materials, preventing waste

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to present themselves positively	3.1	dress appropriately	□ <i>Appearance</i> : following dress code; smart; clean
		3.2	adopt a positive manner in dealings with colleagues and/or customers	□ <i>Manner</i> : friendly; polite; using communication skills, eg listening, questioning, speaking clearly, being tactful
4	Be able to organise their work effectively	4.1	use simple tools to organise their time	□ <i>Organising time</i> : types of tools to organise time, eg task list, work schedule
		4.2	prioritise tasks in discussion with their supervisor or manager	□ <i>Prioritising</i> : monitoring work; checking against deadlines; checking with supervisor; examining other commitments
5	Know the importance of confidentiality of information	5.1	state the reasons why it is important to keep some information confidential	□ <i>Reasons for confidentiality</i> : to prevent theft, eg identify theft, fraud; to avoid company sensitive information falling into a competitor's hands; the need to comply with the Data Protection Act
		5.2	give examples of information that should be kept confidential	□ <i>Confidential information</i> : types of confidential information, eg customer records, employee records, commercially sensitive information, overheard conversations

Information for tutors

Delivery

The purpose of this unit is to introduce learners to the administrative environment and for them to experience different types of administrative tasks. The unit will encourage learners to think realistically about what it would be like to be employed in an administrative role. Learners would benefit from access to a practice office or the office in the learning environment, in order to carry out tasks and use office equipment. Guest speakers could provide useful input on the importance of following instructions and organisational procedures accurately, as well as on the importance of presenting oneself appropriately with regard to dress and manner. Examples of tools used to organise time, such as task lists, would be helpful when discussing organising time and prioritising tasks.

Learners should have the opportunity to carry out practical tasks, whether through using a model office at the centre or through external links. Learners must have access to office equipment so that they can practise their tasks.

Discussions should take place regarding types of confidential information and the importance of keeping some information confidential. Learners could discuss information relating to themselves that they regard as confidential and how they would feel if other knew about it. The centre's own rules relating to confidentiality could be used as an example.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Small-group discussion on types of administrative tasks that may exist in an office.

Learners visit a large office to observe the main administrative roles in different departments such as customer service, reception, finance.

In pairs, learners discuss the different administrative roles that may exist in a small and a large business.

Tutor-led discussion – What makes a good team? How can an administrator contribute to a team?

Assessment – learners produce a job description for an administrative role provided by the tutor. Learners must describe at least four different activities that someone in that administrative role would need to carry out.

Assessment – one-to-one discussion with the tutor on how an administrator can help a team to achieve its goals (Learning Outcome 1).

Topic and suggested assignments/activities

Tutor-led discussion on the importance of communication and active listening. Why is communication so important in administration? Why is it important to listen to instructions, and to confirm that you have understood them?

Role-play activities – learners to take it in turns to role play both the administrator and the colleague/client. They will be given a range of role-play scenarios to complete.

Tutor-led discussion on organisational procedures in relation to the use of office equipment, for example in relation to health and safety, minimising waste.

Tutor-led demonstrations on how to use a range of office equipment. Learners to take it in turns to use the equipment.

Group discussion on the importance of presenting oneself positively. Tutor to provide examples of company dress codes to aid discussion.

Learners to watch a DVD on adopting a positive manner when dealing with colleagues and/or customers.

Role-play activities – in pairs, learners take it in turns to play the administrator and client in a range of situations provided by the tutor. Learners to practise adopting a positive manner.

Tutor-led discussion on the importance of organising time and prioritising work.

Exercise – tutor to provide a list of tasks that need to be completed. In small groups, learners practise completing work schedules or task lists, and placing the work in the correct order of priority.

Assessment – the tutor must give learners instructions to complete a series of administrative tasks. Learners must complete the tasks demonstrating the following:

- carrying out the task correctly, according to instructions
- use of key equipment where appropriate (at least two tasks)
- a positive manner
- appropriate dress
- use of tools to organise time
- correct prioritisation of work. (Learning outcome 2, Learning outcome 3, Learning outcome 4).

Tutor-led discussion – what types of information need to be kept confidential? Why is it important to keep some information confidential?

Exercise – tutor to give learners different types of information. Learners to decide whether the information should be confidential.

Exercise – learners to think of something about themselves that they would rather other people in the class did not know. How would they feel if that information was made public?

Assessment – in a one-to-one discussion with the tutor, learners must give examples of types of information that must be kept confidential, and say why this is important.

Assessment feedback, review and evaluation of unit.

Assessment

To achieve assessment criterion 1.1, learners must describe at least two different activities administrators carry out and to achieve 1.2, learners must state at least two ways that administrators can help to achieve team goals. This can be evidenced through discussions or question and answer sessions with the tutor, or through completing a pro forma. For example, learners could produce a job description for an administrative role. Any question and answer sessions or discussions would need to be taped and a witness statement included.

To achieve 2.1, learners must be observed completing at least two administrative tasks such as answering a telephone call, collating documents or creating a document. To achieve 2.2, they must be observed using two types of key equipment, according to organisational procedures, such as telephone, computer, photocopier. These could be used to carry out the same tasks for 2.1. These tasks could also relate to 4.1 and 4.2.

To achieve 3.1, learners need to have dressed appropriately for an administrative role, perhaps following a dress code set by the tutor. To achieve 3.2, they should be observed adopting a positive manner with peers and tutors and (if appropriate) any other people they may come into contact with during the course, for example customers or visiting speakers.

Assessment criteria 2.1, 2.2, 3.1 and 3.2 must be evidenced by a video recording and a witness or observation statement.

To achieve 4.1, learners should be observed using tools to organise their, time and prioritise tasks in discussion with the tutor (these could be the tasks carried out for 2.1 and 2.2). This could be evidenced by producing a flow chart as a timeline produced after discussion with the tutor.

To achieve 5.1, learners should state reasons why it is important to keep some information confidential and for 5.2 should give examples of at least two types of confidential information. This can be evidenced through discussion or question and answer sessions with the tutor or through completion of a pro forma. Learners could produce a chart of confidential information matched against reasons for confidentiality.

All witness statements and observation records should be retained for verification purposes.

Suggested resources

Books

Lapsley A – *Business and Administration Student Handbook Level 1* (Council for Administration, 2011) ISBN: 9780956773814

Tetley C – *Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Barker A – *Improve your Communication Skills* (Kogan Page, 2010) ISBN 9780749456276

Websites

www.skillsca.org

Council for Administration

www.hse.gov.uk

Health and Safety Executive –
information on health and safety in the
workplace

Unit 15: Communicating Electronically

Unit reference number: A/501/7236

Level: 1

Credit value: 3

Unit aim

Most administrators need to be able to communicate electronically. In this unit learners will develop their skills in communicating electronically using different methods such as the telephone, emails, faxes and text messaging. Learners will be able to identify appropriate methods of communication and the correct protocols for communication using these methods.

Learners will also learn how to use the internet while maintaining safety and security.

Unit introduction

There are many forms of electronic communication systems. This unit focuses on four different methods ie emailing, faxes, texting and the internet. Learners need to know how to send, receive and forward email messages. They need to know the type of language used in emails and the potential ambiguities that may occur due to inappropriate language. Learners will also learn how to prepare and send a fax. Many learners will know how to send text messages but once again the emphasis is on sending clear and accurate text. The final learning outcome focuses on the use of the internet in business. Learners may discuss situations where the internet may be used. They should also discuss security including the use of passwords and firewalls. Office procedures relating to the internet may also be discussed.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to communicate electronically	1.1 Send, receive and forward emails 1.2 Prepare and send a fax 1.3 Prepare and send a clear and accurate text message

2 Be able to use the internet securely	2.1 Log on to the internet 2.2 Access an appropriate website showing awareness of security
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Unit content

1 **Be able to communicate electronically**

Different people: customers – internal, eg colleagues, peers, those more junior, those more senior, those in same team/department, those in other departments; external, eg people from different organisations, members of the public; people with individual needs, eg those for whom English is not the first language

Emails: sending, receiving, forwarding, replying to emails; sending and receiving attachments; using cc, bcc; tone of email – appropriate language, clarity, politeness; risks, eg emails from unknown users; downloading documents or software, sharing information such as chains of emails, personal details

Faxes: when to use faxes; layout, organisational templates; need for clear, accurate language; using fax cover sheets

Text messages: when to use text messages; need for clarity, accuracy

2 **Be able to use the internet securely**

Use: types of service, service providers, levels of service, eg dial-up, broadband network connection; logging on, passwords; use of search engines; saving results of searches; use of appropriate and inappropriate websites

Security: the need to keep passwords secret; software issues, eg viruses and virus protection, firewalls, updating; risks, eg dangers of file sharing, making personal details known leading to identity theft, loss of information

Delivery

This is essentially a practical unit. It is important for learners to have the opportunity to demonstrate their communication skills in workplace situations. This may be under simulated conditions but within a realistic context. Learners can discuss, either in a group or one-to-one, different aspects of the unit such as the appropriate tone and language to use when sending an email to colleagues. This would be helpful in providing evidence for assessment. For example, learners can discuss the different types of electronic written communication, then divide into small groups to explore the situations these are most appropriate for.

Useful activities to support delivery include discussions, visits to commercial organisations, role play and other practical experience, including a work placement or evidence from a part-time or full-time job. Case studies, which help to identify a range of different types of communication, together with their associated advantages and disadvantages, may be useful.

Within the classroom, or within a learner's own job role if appropriate, there should be plenty of opportunity to develop skills in electronic communication and there would be the opportunity to practise constructing emails, faxes and text messages, for example sending an email to a colleague confirming a meeting venue. Tutors can show examples of good practice of electronic communication, and learners can then work in small groups to examine other documents for their accuracy.

Learners may have their own email account set up by the centre as part of their user account profile but they would also need to understand the principles of setting up a personal account. It is, therefore, encouraged that they set up a third-party email account using a web-based provider (for example Hotmail). This will allow them to understand the importance of passwords and user names. Learners will be expected through regular use to familiarise themselves fully with all email services.

Learners should provide records to support how they have demonstrated good communication skills in a practical context. This may be in the form of a logbook, observations by the tutor or witness testimonies.

Discussion should also take place regarding the appropriate and inappropriate use of the internet and learner responsibilities, using concrete examples. Learners should be encouraged to use Safe Searching and Adult Filter options built into familiar web browsing software. If the organisation has an existing policy for the use of the internet and for email then this should be clarified before the programme gets underway.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion on types of electronic communication.</p> <p>Small group discussions on the range of different people that someone working in administration needs to communicate with, including internal and external customers and people with specific needs.</p> <p>Tutor-led discussion on emails including:</p> <ul style="list-style-type: none">• the tone of emails, formal and informal language• risks such as sending emails to or receiving emails from unknown users; downloading attachments; sharing information. <p>In pairs learners to practise creating, sending and receiving emails to each other including attachments.</p>
<p>Tutor-led discussion on when and how to send a fax.</p> <p>Activity – learners to practise sending a fax.</p>
<p>Tutor-led discussion on when to use a text message in a business situation, and the need for clear accurate language.</p> <p>In pairs, learners to practise sending each other business text messages.</p>
<p>Assessment – tutor to provide a range of activities for the learner to demonstrate communication dealing with a range of customer enquiries which include communicating by email, fax and text message.</p> <p>Learners to carry out an exercise according to a scenario set by the tutor. The learner must prepare a business email and send it to the appropriate person (eg the tutor or another learner). The email will be sent back to them with additional information. The learner will then have to forward the email to the appropriate person.</p> <p>Learners to decide when it is appropriate to send a fax from given scenario, and to prepare and send a fax.</p> <p>Learners to decide when it is appropriate to send a text message from given scenario, and to prepare and send a business text message (Learning outcome 1).</p>
<p>Tutor-led discussion on the college IT and internet use agreement policy.</p> <p>Tutor-led discussion on different services providers and levels of service.</p> <p>Tutor-led discussion on appropriate and inappropriate use of the internet.</p> <p>Learners to practise using 'Safe Searching' and 'Adult Filter' options.</p>
<p>Assessment – learners demonstrate correct and responsible use of the internet by practical demonstration during small group sessions, and through direct questioning (Learning outcome 2).</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

Evidence for 1.1, 1.2 and 1.3 may include a collection of documented evidence including printouts of faxes and emails sent, received and forwarded by the learner. The use of text messages should be evidenced by an observation report. The language and style of the email, fax and text message should be in line with the Level 1 functional skills for writing, and the learner should use language appropriate to the purpose and audience. It is important that the learner can establish they have used the most appropriate method of interaction and this may involve group discussion or one-to-one questioning, with the tutor ensuring that evidence is available for internal and external verification purposes.

2.1 and 2.2 may be assessed by the use of a tutor witness statement that lists the learner's correct and responsible use of the internet. Learners should show that they are aware of the need for security when using the internet.

Essential resources

Centres need to have access to typical office equipment such as a telephone and computer so that learners can practise and develop their skills when interacting with others. Learners will also need access to research facilities and internet access. The use of DVDs and videos is useful to illustrate interpersonal skills and how not to do it. Guest speakers can provide a valuable input to support the underpinning knowledge and understanding of the unit.

Indicative resource materials

Materials that illustrate the level of learning required and that are particularly relevant.

Ashley V and Ashley S – *Student Handbook Level 1 (Business and Administration Standards)* (Council for Administration, 2006) ISBN 0955092027

Barker A – *Improve Your Communication Skills* (Kogan Page, 2004) ISBN 0749432624

Websites

www.cfa.uk.com

The Council for Administration

www.microsoft.com/atwork/getwork
done

Microsoft provides advice on how to
construct written documents

Unit 16: Making and Receiving Calls

Unit reference number: T/502/4007

Level: 1

Credit value: 2

Unit aim

This unit aims to develop the learners' knowledge, skills and understanding of administrative tasks associated with making and receiving telephone calls.

Unit introduction

In this unit learners will develop their communication skills when dealing with calls using the telephone or other suitable electronic equipment. Learners will be able to identify and use the correct protocols when making and receiving calls, and they will develop their awareness of the types of organisational procedures which must be followed.

Learners will also develop their knowledge of how to create a positive impression while making and receiving calls, and why it is important to an organisation that calls are handled correctly.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to make calls	1.1 Identify the purpose of the call 1.2 Confirm the name and number of the person to be contacted before making the call 1.3 Make a call communicating basic information clearly and accurately
2 Be able to receive calls	2.1 Answer the call promptly and politely, observing any organisational procedures 2.2 Identify the caller, where they are calling from and the reason for their call 2.3 Follow any organisational procedures relating to confidentiality and security 2.4 Take short messages
3 Know why it is important to an organisation that calls are handled appropriately	3.1 State how appropriate tone and language create a positive impression 3.2 State how creating a positive impression during a call benefits the organisation

Unit content

1 **Be able to make calls**

Making a call: listening to instructions; identifying purpose of the call; confirming name and number of person to be contacted; asking questions if unsure; communicating information to achieve call purpose; summarising outcomes of the conversation before ending call; following instructions when making the call; giving clear, accurate information

2 **Be able to receive calls**

Answering a call: following organisational procedures, eg answering call within set time; giving correct greeting; identifying caller and where they are calling from; identifying caller's needs; tone of voice; the need for clarity; listening; questioning; checking; providing accurate and up-to-date information; summarising outcomes of conversation before ending call

Confidentiality and security: types of confidential information, eg personal calls, calls concerning personal details, eg payment; calls concerning company sensitive information; danger in giving confidential details over the telephone; organisational procedures concerning confidentiality and security, eg only certain people have access to some types of information, certain types of information are not given over the telephone

Taking messages: summarising call; noting date, time, caller's name and number, purpose of call; the need for clear, accurate messages; level of urgency; action required by recipient

3 **Know why it is important to an organisation that calls are handled appropriately**

Positive impression: tone of voice; politeness; clarity; listening; questioning; checking information when taking message; providing accurate, up-to-date information

Benefits: gives caller confidence in the organisation; if an accurate message is taken, the caller's needs can be dealt with more quickly; may lead to repeat business

Essential guidance for tutors

Delivery

This is essentially a practical unit. It is important for learners to have the opportunity to demonstrate their communication skills when making and receiving calls. This may be under simulated conditions but within a realistic context. Learners can discuss, in a group or one to one, the different skills required when making and receiving calls.

Through role play and discussion, learners can participate in verbal communication activities on the telephone and be encouraged to provide constructive feedback on their peers' communication skills. Learners should be encouraged to focus actively on what others are communicating and to question things they are not sure about. Different scenarios should be provided so learners can practise communicating. Within a supportive classroom environment learners will have the opportunity to make positive contributions to discussions and this active involvement should help to develop confidence.

Useful activities to support delivery include discussions, visits to commercial organisations, role play and practical experience.

Learners should be provided with role-play scenarios so that they can practise making and receiving calls. Group or one-to-one discussions can look at procedures relating to security and confidentiality and the importance of giving a positive impression.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Learners watch DVD on good telephone practice.</p> <p>Group discussion – what type of information is it necessary to be sure of before making a call? What type of information is it necessary to give while making the call?</p> <p>Learners to start compiling a checklist of good telephone communication skills.</p> <p>Role-play exercises – learners practise making calls and communicating information.</p> <p>Assessment – learners to be observed preparing to make and then making a call based on a scenario provided by the tutor (Learning outcome 1).</p>

Topic and suggested assignments/activities

Group discussion – why is it important to answer calls according to organisational procedures? Why are there specific procedures relating to confidentiality and security? Tutor to provide examples of organisational procedures for answering calls (these can be the centre's own procedures).

Tutor-led discussion on the use of appropriate tone and language when making and receiving calls, and how this can benefit an organisation.

Role-play exercises with peer observation – learners practise taking calls based on procedures provided by the tutor. Learners to recognise where the information requested may be confidential. Peer feedback on whether the learner created a positive impression.

Group discussion – what information is it necessary to include when taking a message?

Learners to add to their checklist of good telephone practice.

Assessment – learners to be observed receiving a call based on a scenario set by the tutor. They must write down at least two messages which should be retained as evidence (Learning outcome 2).

Assessment – learners to record how to create a positive impression through the use of appropriate tone and language, and how this benefits the organisation for future reference (Learning outcome 3).

Assessment feedback, review and evaluation of unit.

Assessment

Assessment criteria 1.1, 1.2, 1.3 and 2.1, 2.2, 2.3, 2.4 can be evidenced through simulated activity such as role play, with learners making and receiving calls. For 1.1 and 1.2 the tutor can give learners a scenario with some background to the call to be made. Learners will need to make the call to achieve 1.3 and be observed giving clear and accurate information. This will need to be evidenced through taped evidence or through a witness or observation statement.

To achieve 2.1 and 2.2, learners will need to take the call within a set timescale identifying the caller and purpose of the call politely following any given organisational procedures. To achieve 2.3, they will need to observe any given procedures relating to confidentiality and/or security. To achieve 2.4, they will need to record a message. This may be written and include date, time, name of caller and purpose of call.

Assessment criteria 3.1 and 3.2 can be assessed through a group or one-to-one discussion with the tutor. Learners must identify how tone and language create a positive impression and in 3.2 they must state two benefits of this for the organisation. These criteria should be evidenced through dictaphone or video evidence.

Essential resources

Centres need to have access to typical office equipment, such as a telephone and a computer, so that learners can practise and develop their skills when interacting with others.

Indicative resource materials

Ashley V and Ashley S – *Student Handbook Level 1 (Business and Administration Standards)* (Council for Administration, 2006) ISBN 0955092027

Barker A – *Improve Your Communication Skills* (Kogan Page, 2004) ISBN 0749432624

Websites

www.cfa.uk.com	The Council for Administration
www.chalkface.com	Worksheets on practical communication skills for the workplace

Unit 17: Welcoming Visitors

Unit reference number: M/502/4006

Level: 1

Credit value: 2

Unit aim

This unit aims to develop learners' knowledge, skills and understanding of administrative tasks associated with welcoming visitors.

Unit introduction

Learners who are interested in working in a business administration role are often required to welcome and deal with visitors, either while working on reception or as part of a wider role.

Working on a reception desk is a major administrative role and welcoming visitors properly is very important. It is important that those working in administrative roles are able to follow organisational procedures, such as asking questions in order to establish the purpose of the visit, contact the correct part of the organisation security and carry out procedures such as signing in. Learners also need to be able to ensure that visitors feel welcome during any period of waiting.

It is important that people working in administrative roles are able to present a good impression of their organisation, and learners will gain an understanding of the effect that their own verbal and body language can have. Finally, learners will develop their understanding of how visitors are welcomed can benefit the organisation.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to welcome visitors in a positive way	1.1 Welcome visitors and establish the purpose for their visit 1.2 Follow organisational procedures for receiving visitors 1.3 Answer routine questions 1.4 Make visitors feel welcome during any period of waiting 1.5 Use appropriate tone and language, including body language, when dealing with visitors
2 Know why it is important to an organisation that visitors are made welcome	2.1 State how treating visitors politely and in a positive way benefits the organisation

Unit content

1 **Be able to welcome visitors in a positive way**

Welcome visitors: types of visitors, eg members of the public, other members of the organisation, clients, suppliers, delivery people; greeting visitors, eg manner, smile, politeness; establishing purpose of visit

Purpose of visit: different types of visit, eg to meet with an employee of the organisation; to attend a large meeting or conference as delegate; to deliver post or supplies; to request information

Organisational procedures: security procedures, eg signing in, visitor badges; contacting appropriate person in organisation; giving directions if appropriate

Routine questions: types of routine question that may be asked, eg where facilities are; whether someone in the organisation is available; how long the visitor will need to wait; the need for polite, clear and accurate responses; contacting someone else when unsure of answer

Waiting: directing visitors to where they can wait, eg a seat in reception area; giving indication of how long the visitor may need to wait if appropriate; other factors eg offering tea/coffee

Tone and language: clarity of speech, politeness; friendly tone; body language, eg use of eye contact

2 **Know why it is important to an organisation that visitors are made welcome**

Benefits: members of public or clients receive positive impression of organisation; may lead to, eg positive appointment or meeting, increased business in future

Essential guidance for tutors

Delivery

This is a practical unit. Learners will need to be able to develop and practise the administrative skills needed to welcome visitors, such as establishing the purpose of the visit and contacting the relevant person.

Learners could observe the reception areas of different establishments, including the centre's own, and gain an awareness of the types of visitors they receive. Learners could work in small groups with each group researching a different organisation and the types of visitor they have. The findings could be presented to the whole group for discussion.

Visits to different organisations need to take place for learners to see how people on reception deal with customers. While politeness is always needed, reception in an office will have different types of customers for example, offices, builders' merchants. A warehouse, for example, would have a lot of visiting salespeople. Discussion should take place back at the centre of what has been observed before any role-play exercises take place. Videos of learners practising role play would help point out good and bad practice. Learners also need to be made aware of differing organisational procedures.

Learners could role play greeting visitors to practise the required communication skills. Learners could work in pairs to role play different types of visitor and the receptionist. It is important that learners understand that the receptionist represents the public face of the organisation and must always present a positive image to visitors, as well as to staff in the organisation.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Group discussion – what types of visitors might an organisation have? For example at the centre reception there may be learners wanting information, learners from different campuses, members of the public wanting information, people from other organisations meeting with members of staff, postal deliveries etc.</p> <p>Guest speaker eg centre receptionist, to talk about organisational procedures and why it is important to follow them when dealing with visitors, the types of questions visitors ask, how to make visitors feel welcome. Learners to prepare questions in advance to ask the guest speaker.</p> <p>Learners to compile a checklist of good practice when dealing with visitors.</p> <p>Tutor-led discussion on tone and language, including body language. Learners watch a DVD or tutor demonstrates appropriate and inappropriate tone, language and body language.</p> <p>Tutor-led discussion on how treating visitors politely and positively benefits the organisation.</p> <p>Role-play exercises – learners practise welcoming visitors. Peer feedback on how well the learner dealt with the visitor.</p> <p>Assessment – learners are observed either in role play, work placement or a model office or reception:</p> <ul style="list-style-type: none">• welcoming a visitor and establishing the purpose of the visit• following organisational procedures such as asking visitor to sign in and issuing visitor pass• answering routine questions such as where facilities are, how long they will have to wait• making the visitor feel welcome, for example offering somewhere to sit and a drink if appropriate• using appropriate tone and language (Learning outcome 1). <p>Assessment – learners to record how treating visitors politely and in a positive way benefits the organisation for future reference (Learning outcome 2).</p>
Assessment feedback, review and evaluation of unit.

Assessment

Most of the assessment criteria for learning outcome 1 could be evidenced through role-play scenarios, with evidence taking the form of witness statements or observation reports completed and signed by the tutor.

To achieve assessment criterion 1.1, learners must demonstrate welcoming a visitor in an appropriate manner and asking simple questions to establish the purpose of the visit.

To achieve 1.2, learners must demonstrate that they can follow at least two types of organisational procedure when welcoming visitors, for example contacting the correct person in the organisation and ensuring that visitors sign the visitor book.

To achieve 1.3, learners need to answer at least two routine questions correctly and clearly.

To achieve 1.4, learners need to ensure that the visitor feels welcome during a period of waiting, such as offering a place to sit or tea, coffee.

To achieve 1.5, learners must be observed using appropriate tone, language and body language while dealing with the visitor.

Criterion 2.1 can be achieved through group discussions or through a one-to-one discussion or question and answer session with the tutor.

Alternatively, it could be evidenced through a written statement. Learners should give at least one benefit for the organisation of treating visitors positively and politely.

Essential resources

Centres need access to a typical reception workplace, with suitable equipment and system that learners can practise and develop their skills. It could be a model office, the centre's administration office or a visit to an office at a local business. Visits to local organisations should be encouraged and guest speakers will add currency and vocational relevance to the topic.

Indicative resource materials

Ashley V and Ashley S – *Student Handbook Level 1 (Business and Administration Standards)* (Council for Administration, 2006) ISBN 0955092027

Websites

www.cfa.uk.com	The Council for Administration
www.chalkface.com	Worksheets on practical communication skills for the workplace
www.hse.gov.uk	Health and Safety Executive: information on health and safety in the workplace

Unit 18: Handling Mail

Unit reference number: A/502/4008

Level: 1

Credit value: 2

Unit aim

This unit aims to enable learners to develop skills in handling mail and aspects associated with it.

Unit introduction

In this unit, learners will gain an understanding of how to handle mail efficiently and why it is important for an organisation. It is important for those working in administrative roles to have a good understanding of how to handle mail to ensure the flow of communication meets an organisation's administrative needs.

In the first part of the unit, learners will develop a knowledge of the benefits for an organisation of efficient mail distribution, and of the negative impact of inaccuracies or delays. They will also learn about procedures for dealing with confidential post.

In the second part of the unit, learners will have the opportunity to carry out mail-related tasks, such as sorting and distributing incoming mail, collecting, sorting and despatching outgoing mail and considering how to deal with damaged or suspicious items.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know why it is important for a business to handle mail efficiently and securely	1.1 State how efficient distribution of mail benefits a business 1.2 State why inaccuracies or delays can have a negative impact 1.3 Identify procedures to protect confidential information
2 Be able to deal with incoming mail	2.1 Sort incoming mail appropriately 2.2 State how to deal with suspicious or damaged items 2.3 Distribute incoming mail accurately and to a given deadline
3 Be able to deal with outgoing mail	3.1 Collect and sort outgoing mail accurately and on time 3.2 Despatch outgoing mail on time

Unit content

1 **Know why it is important for a business to handle mail efficiently and securely**

Benefits of efficient distribution: smooth flow of information; information reaches correct person to be dealt with, eg customer queries, complaints, booking forms, invoices, payment; types of post, eg internal, external, letters, invoices, packages of supplies

Negative impact of inaccuracies or delays: types of impact, eg information not received by correct person, information is received late so deadlines are missed, supplies, invoices or payments are not received or are received late, can lead to customer complaints and damage the organisation's reputation

Confidentiality: types of confidential information, eg customer or employee details, information sensitive to organisation; procedures, eg label post 'confidential' or 'personal', ensure that post marked confidential is not opened before delivery; ensuring confidential post is delivered correctly; using special envelopes for confidential post; using particular postal service, eg recorded delivery, special delivery, courier service

2 **Be able to deal with incoming mail**

Sorting: sorting post according to different offices, departments, teams, individuals

Suspicious or damaged items: knowing when an item is suspicious or damaged; knowing who to report to; checking with sender; checking with receiver; recording damaged or suspicious items

Distributing: ensuring post is delivered to correct person; ensuring post is left in the correct place; delivering post at set times of day

3 **Be able to deal with outgoing mail**

Collecting: collecting post at set times; identifying post to be collected

Despatching: types of services, eg special delivery, overnight post; different providers, eg Royal Mail, DHL; identifying best options, eg checking if mail is urgent, size of package; packaging items, eg size, sealing securely; ensuring post is clearly and accurately addressed; completing documentation, eg special delivery labels, supplier-related forms

Essential guidance for tutors

Delivery

This is essentially a practical unit. Learners will need to be able to develop and practise the administrative skills needed to collect, sort and distribute mail.

Visits need to be arranged to different organisations for example, one with a mailroom, one where mail is dealt with on reception.

Learners could observe the mailroom, or mail procedures, of different organisations, including the centre, and be aware of the types of tasks undertaken. Learners could work in small groups with each group researching a different organisation. The findings could be presented to the rest of the group for discussion.

Learners can discuss the types of problems they might encounter when delivering or collecting items and prepare a poster of how these could be dealt with. Learners should practise securing packages correctly and will need access to the relevant materials. Learners can discuss the types of deliveries and collections made in an organisation. They can then work in small groups to discuss the security measures that need to be in place when handling post with regard to confidentiality and damaged or suspicious items. A guest speaker could provide useful information regarding aspects of confidentiality and security.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion – what type of mail might a business receive? What might it send?</p> <p>In small groups, learners discuss how efficient distribution of mail benefits a business and what would happen if there are inaccuracies or delays. Learners to record thoughts on a flipchart and feed back to the rest of the group.</p> <p>Tutor-led delivery on the importance to businesses of handling mail efficiently and securely to underpin learner knowledge.</p> <p>Assessment – learners to have one-to-one discussion with tutor and to state at least two benefits of the efficient distribution of mail to business, and at least two effects of inaccuracies and delays (Learning outcome 1).</p> <p>Assessment – learners complete a checklist of procedures for dealing with confidential information for future reference (Learning outcome 1).</p>
<p>Visiting from speaker who works in the post room of an organisation to discuss procedures for sorting and distributing mail and dealing with suspicious or damaged items. Learners to prepare questions in advance.</p> <p>In small groups, with materials and timelines supplied by the tutor, learners to practise sorting and distributing incoming post and sorting and despatching outgoing post, choosing the most appropriate postal service.</p> <p>Assessment – learners to be observed sorting and distributing incoming post and collecting, sorting and despatching outgoing post according to agreed timelines (Learning outcome 2 and 3).</p> <p>Assessment – learners produce a checklist of procedures for dealing with damaged or suspicious items for future reference (Learning outcome 2).</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

Assessment criteria 1.1, 1.2 and 1.3 can be achieved through group discussions or through one-to-one or question and answer sessions with the tutor. Alternatively learners could produce short written statements, perhaps by completing a pro forma.

To achieve 1.1, learners will need to state two ways in which the efficient distribution of mail can benefit a business. 'Efficient' means mail is delivered on time and to the correct person. For 1.2 learners should then state two negative effects of inaccuracies or delays. To achieve 1.3, learners need to identify two procedures for protecting confidential information.

Assessment criteria 2.1, 2.3, 3.1 and 3.2 can be assessed through practical activities and it would be helpful if learners had access to a model post room or office and materials for packaging post.

2.1 and 2.3 can be achieved through sorting and distributing post correctly within a given timescale. Learners should be observed by a tutor and this observation should be taped or recorded observation on a witness statement. 2.2 can be achieved through a question and answer session and learners need to state two procedures relating to how to deal with damaged or suspicious items. This must be assessed through tutor observation.

To achieve 3.1 learners must be observed collecting and accurately sorting outgoing mail within a given timescale. To achieve 3.2 learners must despatch two different types of mail in a given timescale, choosing the most appropriate method of despatch and preparing the mail appropriately, for example for urgent or special delivery.

Any witness statements or observation records should be retained for verification purposes.

Essential resources

Visits to local organisations should be encouraged and guest speakers will give currency and vocational relevance to the topic.

Indicative resource materials

Ashley V and Ashley S – *Student Handbook Level 1 (Business and Administration Standards)* (Council for Administration, 2006) ISBN 095509202

Websites

www.cfa.uk.com	The Council for Administration
www.hse.gov.uk	Health and Safety Executive: information on health and safety in the workplace

Unit 19: Creating Business Documents

Unit reference number: K/502/4005

Level: 1

Credit value: 3

Unit aim

The aim of this unit is for learners to develop the skills to identify and produce a variety of business documents.

Unit introduction

This unit introduces learners to the types of documents used in business administration. It is essential that learners who wish to work in business administration are able to understand the types and purpose of common business documents. The range of documents included in the unit content reflect those most commonly used in a business organisation.

Learners will develop a knowledge of why organisations use templates and house style and also of when to use formal and informal communication styles.

They will then produce routine business documents using the correct format and style.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know that there are different types of business document	1.1 Identify different types of business document and when they might be used 1.2 State why templates are used for some business documents
2 Know why it is important to use the right communication style in business documents	2.1 Give examples of when to use a formal or informal communication style 2.2 State why some businesses adopt a 'house style' for certain documents

3 Be able to produce routine business documents	3.1 Produce routine business documents using the appropriate communication style 3.2 Check documents for accuracy
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Unit content

1 **Know that there are different types of business document**

Business documents: types of business document, eg letter, memo, notice, notes, agenda, minutes, reports, order forms, delivery notes, invoices, promotional flyers, emails, faxes

Purpose: to request information; to provide information; to give instructions; to attract potential customers; to confirm agreements

Templates: to ensure consistency, eg in layout, in information given; to ensure clarity

2 **Know why it is important to use the right communication style in business documents**

Formal: when to use, eg when contacting external customers, senior managers, company wide communications; situations, eg replying to customer queries, when confirming payment

Informal: when to use, eg peers, team members; situations, eg when arranging a team meal

House style: purpose, eg to encourage consistency in layout, to reflect company image, to look professional

3 **Be able to produce routine business documents**

Produce documents: using correct spelling, grammar, punctuation; appropriate greeting; complimentary close; clear structure and format; appropriate

Communication style: choosing style according to the purpose of the document; formal; informal

Accuracy: ensuring document includes correct information; clarity; spelling; grammar; punctuation; proofreading for accuracy; checking clarity and accuracy with supervisor

Essential guidance for tutors

Delivery

This is essentially a practical unit and learners will need to develop and practise the skills required to produce business documents. Tutor input will be needed to explain the format of letters, memos and other standard documents. Examples of standard documentation used in business should be available for learners. Learners can work in groups with each group researching and collecting different documents for a different purpose (as listed in the unit content). They could present their findings to the rest of the group and describe the purpose of each document.

The importance of producing well-presented and accurate business documents needs to be stressed, as this is the professional image of the organisation. Learners should have the opportunity to produce different documents using different styles and layouts. Learners will need to check their own work for spelling, grammar and punctuation. They could check each other's work and also complete activities identifying errors and correcting them.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning. Tutor to supply learners with examples of routine business documents. In small groups, learners discuss the format of the business documents and identify the purpose of each. Whole class discussion on the format and purpose of different business documents and why templates are used for some documents. Assessment – learners to complete a grid identifying common business documents, when they might be used and why a template may be used for some documents (Learning outcome 1).
Tutor-led discussion on formal and informal communication styles. Exercise – tutor to give learners example documents in different styles, and learners to identify which style. Exercise – learners practise writing short documents in formal and informal styles. Tutor-led discussion on house style and why businesses use this, with examples. Exercise – learners practise writing documents according to a given house style. Assessment – learners to complete a grid identifying when formal or informal

communication styles should be used (Learning outcome 2).

Tutor-led discussion on the importance of checking documents for accuracy. Learners to create a checklist for checking documents.

Assessment – learners to produce three routine business documents, including one in a formal and one in an informal style. Learners to check documents for accuracy using their checklist (Learning outcome 3).

Assessment feedback, review and evaluation of unit.

Assessment

To achieve assessment criterion 1.1 learners need to identify which business documents would be used for which purpose. At least four documents should be included. Evidence may be a written list of business documents identifying at least one purpose for each type of document. To achieve 1.2 learners need to state why templates are used for some business documents. This can be evidenced through a verbal response or could be added to the list of business documents.

To achieve 2.1, learners must give at least two examples of situations where a formal communication style should be used and at least two examples of when an informal communication style should be used. To achieve 2.2, learners should give at least two reasons why businesses adopt a house style. This can be evidenced through a question and answer session with the tutor, or through written responses.

To achieve 3.1, learners must produce at least three routine business documents, including two different types of document. To achieve 3.2, learners will need to check their documents for accuracy. A checklist giving a clear indication that the learner has checked the document for clarity, grammar, spelling and punctuation could be used as evidence.

Essential resources

Indicative resource materials

Ashley V and Ashley S – *Student Handbook Level 1 (Business and Administration Standards)* (Council for Administration, 2006) ISBN 0955092027

Websites

www.bbc.co.uk/skillswise/words/writing	Advice and worksheets for improving writing skills
www.cfa.uk.com	The Council for Administration
www.microsoft.com/atwork/getworkdone	Microsoft provides advice on how to construct written documents

Unit 20: Recording Business Transactions

Unit reference number: J/501/7238

Level: 1

Credit value: 4

Unit aim

This unit introduces learners to the types of documents used in business administration to record business transactions. Using the administrative task of ordering supplies, there is an opportunity for learners to confirm their numerate abilities and practise these functional skills.

Unit introduction

A range of documents are used within business administration including receipts, delivery notes and invoices. This unit will help the learner understand the types of documents used in business administration to record business transactions and their purpose. It is likely that those employed in junior administrative roles will have some responsibility for ordering and receiving office supplies, and it is important that they recognise and complete the relevant documents accurately.

It may be necessary for learners to participate in role play or scenarios to demonstrate their knowledge and understanding of learning outcome 2.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the documents used to record business transactions	1.1 Identify the types and purpose of documents used to record business transactions
2 Be able to complete an order form for office supplies	2.1 Make plans to order appropriate supplies for a given situation 2.2 Complete a purchase order form accurately 2.3 Receive the supplies and delivery notes 2.4 Receive the invoice from the

	suppliers 2.5 Make out the cheque to pay the invoice 2.6 Receive the supplier's receipt for payment of the invoice
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Unit content

1 **Know the documents used to record business transactions**

Documents recording buying and selling of goods: purchase orders, delivery notes, goods received notes, invoices, credit notes, remittance advice slips, cheques, receipts

Petty cash: types of things bought with petty cash, eg small items of equipment, stamps, refreshments; documentation for accounting for petty cash, eg receipts, recording purchases; following procedures

2 **Be able to complete an order form for office supplies**

Complete order forms: get clear instructions; use price lists and catalogues; research sources of supply; complete order form; calculate price, calculate discounts; follow procedures, eg authorisation; preferred suppliers; retaining copy documents; efficient use of orders; check delivery dates

Receive goods: procedures, eg checking delivery notes, checking invoice, procedures for payment, filling out cheque, having cheque signed, sending cheque to supplier, receiving and checking receipt

Delivery

Delivery of this unit should be through practical tasks such as completing order forms. When investigating business documents used for buying and selling learners need to develop practical skills and should be encouraged to practise completing documents in group exercises, preferably for a buying scenario. This should help learners to understand and experience how real businesses use these documents. A guest speaker would be useful to cover the importance of keeping financial records.

Learners must be able to recognise the documents listed in the unit content. They should also understand the simple sequencing of these documents. The sequencing will follow the most common conventions of business practice, for example:

1. petty cash voucher → cash payment → receipt
2. purchase order → delivery note → invoice → cheque → receipt.

Learners will be expected to know the basic purpose of the document. They will need to understand the need for accuracy when completing purchase order forms.

When examining the process for ordering office goods and supplies, tutors could use the centre's own procedures as an example. Learners could investigate procedures in a local business, or a guest speaker could explain how these work in their organisation. Tutors should provide plenty of practical exercises to develop numerical skills through completing orders.

In all situations, learners must be aware of the use of the documents produced and understand the need to consider such aspects as language and choice of images appropriate to the reader.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion on a range of documents used to record business transactions and the purpose of the different records.</p> <p>Activity – learners to undertake card matching activity to match the correct recording document to the purpose.</p> <p>Guest speaker from the finance department of the college or a local business explains the types of records kept. Learners to prepare and ask questions about the importance of this information.</p> <p>Follow up by small group discussion to identify key points.</p> <p>In pairs, learners to role-play scenarios and to practise completing records and using number skills.</p> <p>Activity – learners to place financial documents in order, to show understanding of the sequencing of the recording documents (eg petty cash voucher – cash payment – receipt).</p> <p>Assessment – learners to be given a series of documents by the tutor. Learners to identify each type of document and the purpose of each document by completing a grid (Learning outcome 1).</p>
<p>Guest speaker from a college explains the procedure for ordering and receiving goods. Learners to prepare and ask questions about the importance of following procedures.</p> <p>Follow up with small group discussion to identify key points.</p> <p>Role-play with peer observation – practical exercises to complete orders.</p> <p>Assessment – learner to order office supplies through:</p> <ul style="list-style-type: none">• accurate completion of purchase order form• receiving goods and checking supplies and delivery notes• receipt of invoice from suppliers• accurate completion of cheque to pay invoice• receiving supplier's receipt for payment of invoice. <p>The sequencing of the documentation can be recorded on a checklist or grid (Learning outcome 2).</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

To meet 1.1, learners need to be able to identify the purpose of each document. Evidence may be a written list of business documents, identifying at least one purpose for each type of document matched appropriately to a given situation.

Criteria 2.1-2.6 require the learner to order office supplies and complete the appropriate documentation according to instructions. Evidence is likely to be in the form of a collection of documents showing sources of supply, an accurately completed order form showing calculations, goods received note, invoice, cheque and receipt. Tutors can check understanding of following administrative procedures and using approved suppliers through oral questioning.

Essential resources

Centres need access to resources to support learners in developing and practising their skills when recording financial transactions. Examples of all documents outlined in the unit content should be provided, and learners should have access to office supplies catalogues, both paper-based and through websites.

Indicative resource materials

Ashley V and Ashley S – *Student Handbook Level 1* (Business and Administration Standards) (Council for Administration, 2006) ISBN 0955092027

Websites

www.bbc.co.uk/skillwise/numbers/measuring/money	BBC Skillswise page on Money – factsheets, worksheets and quizzes to improve money skills
www.cfa.uk.com	The Council for Administration

Unit 21: Supporting Business Meetings

Unit reference number: F/501/7240

Level: 1

Credit value: 4

Unit aim

This unit focuses on those providing support for a business meeting. Learners will be introduced to the tasks involved in preparing documentation and will learn the requirements for supporting meetings successfully. Learners will need to be aware of the requirements for different types of meetings, such as internal meetings and meetings involving people from outside the organisation.

As this will involve working with others, learners will need to be aware of behaviour appropriate to the formality of the meeting and the participants.

Unit introduction

Administrative staff are often involved in the setting up of business meetings and then supporting the actual meeting. Learners need to understand the processes involved in setting up a meeting including inviting delegates, booking venues and refreshments, ensuring relevant documentation is available etc. Learners also need to know their role in supporting the meeting eg ensuring the meeting room is laid out in accordance with the Chair's requirements, making notes, ensuring delegate needs are met. The final outcome focuses on follow up activities which may include sending notes to delegates, action points etc.

Where possible, learners should be given the opportunity to observe different types of meetings to gain an understanding of how personnel support meetings. Learners could also have the opportunity to participate in role play to practise skills required.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know what is required to hold a business meeting	1.1 List the requirements for holding a formal meeting 1.2 Identify the types of documentation which support business meetings
2 Be able to set up a room for a meeting	2.1 Present a plan for setting up a room for a meeting 2.2 Set up a room for a meeting
3 Be able to support a meeting	3.1 Provide support at a meeting 3.2 Take notes at a meeting showing the key action points agreed
4 Be able to complete follow-up activities after a meeting	4.1 Clear a room after a meeting 4.2 Complete follow-up activities after a meeting

Unit content

1 **Know what is required to hold a business meeting**

Requirements: date of meeting; likely length of meeting; number of participants; location eg in house, off site, number of rooms; size of room(s); resources to support the meeting, eg equipment, refreshments, documentation; participant list; supporting meeting organiser

Types of meeting: formal, eg meeting involving people outside the organisation; informal eg team briefing, staff training; location, eg in-house, off-site

Documentation: agenda, records of previous meetings, eg minutes, other supporting documentation, notification to delegates, presentations

2 **Be able to set up a room for a meeting**

Setting up the room: making up and setting out delegate packs; confirming refreshment availability eg consumables, cups, timing of refreshments; equipment, eg flipchart and pens, data projector, power supply; temperature; lighting

Order of performing tasks: following instructions; order of tasks; completion of tasks to time

3 **Be able to support a meeting**

Contribution: welcoming delegates, eg signing in, providing name badges if appropriate; recording attendees and non-attendees; taking simple notes; serving refreshments

4 **Be able to complete follow-up activities after a meeting**

Clearing a room: timing, eg ready for next meeting, after participants have left; helping colleagues, eg taking papers and equipment back to office, awareness of the need of senior staff for privacy; tidying up, eg removal of waste, retaining confidential documents, identifying material for secure disposal; leaving room as you would expect to find it

Follow-up activities: having notes checked for accuracy; distributing documents after the meeting eg notes/minutes, copies of slides, delegate lists

Delivery

Delivery of this unit will focus on learners developing practical skills involved in setting up, supporting and clearing up after a meeting. It would be useful for learners to investigate different types of meeting held in the centre to determine levels of formality and the types of procedures followed. The range of tasks involved in supporting meetings is varied and initially learners can be introduced to the practical requirements, such as booking venues and equipment, as well as other preparatory work including sending information to attendees and the organisation of resources. Learners can work in groups and visit a suitable local organisation to research the administrator's responsibilities for setting up the meeting room, complying with health and safety requirements and assisting delegates. Findings can be presented to the rest of the group for further discussion.

Learners can work in groups to share experiences of attending meetings, listing the requirements for a successful meeting. Case study material may be helpful to learners as it could give them the opportunity to plan for a mock meeting. The use of role-play scenarios would give learners the opportunity to practise setting the room up for a meeting in class and also the opportunity for other learners to give feedback on the organisation of the meeting. At all times learners should be encouraged to give constructive and positive feedback. It would be useful to show learners video/DVD clips of meeting protocol and then let them discuss the types of planning problems that can happen and how these can be dealt with.

It is important for learners to practise note taking at both formal and informal meetings. Tutors might find it useful to use real staff meetings at the centre for learners to practise and develop these skills, especially when checking the accuracy of the recorded notes.

Finally, in consolidating learning outcome 4 it would be beneficial for learners to practise clearing a room after a meeting. There are specific points to observe when clearing and vacating a meeting room, such as ensuring that the room is clean and tidy; that equipment and any forgotten personal belongings have been returned; that any relevant documentation is dealt with according to instructions; and that confidential material is not left behind. Tutors should raise the issue that sometimes senior staff may wish to continue discussions after the meeting, and therefore need privacy before the room is cleared. Learners could work in small groups in preparing a presentation or poster on the follow-up activities which should be completed after the meeting.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion on different types of business meetings – why are meetings held? What are the different types of meetings that take place within the college?</p> <p>Learners to watch a DVD to observe a formal meeting, or if possible, to observe a formal meeting taking place in college or a business.</p> <p>Guest speaker, or speaker from college to speak about the administrator’s responsibilities for setting up a meeting room. Learners to prepare questions for the speaker.</p> <p>Assessment – learners to produce a check list of requirements for setting up a formal meeting (Learning outcome 1).</p> <p>Tutor-led discussion on the range of documentation required to hold a meeting. What is the purpose of these documents?</p> <p>Assessment – learners to complete a grid showing a list of documents required to hold a business meeting. Learners to state their purpose (Learning outcome 1).</p>
<p>In small groups, learners to discuss the stages for setting up a room to hold a meeting.</p> <p>In small groups, learners should practise setting the room up for a formal and an informal meeting, followed by peer assessment and tutor feedback.</p> <p>Assessment – tutor to provide learner with a scenario for a business-related meeting eg a meeting to discuss a planned trip overseas for staff. Learner to prepare a written plan for setting up a room for a meeting, and then to set up the room according to the plan (Learning outcome 2).</p>
<p>Role-play exercises – learners to practise welcoming delegates, taking a register, and offering refreshments to delegates.</p> <p>Note-taking activity – in pairs, one learner must talk for one minute, while the other must take notes on the key points. The learners should then swap roles and repeat the exercise. They can then feedback to the group.</p> <p>Tutor-led discussion on clearing a room and the activities to be carried out after a meeting. Why are these important?</p> <p>In small groups, learners to prepare a checklist for clearing a room after a meeting.</p> <p>Learners to prepare a poster to illustrate follow-up activities required after a meeting, including proof reading of notes, preparing a distribution list, and providing delegates with a copy of slides/handouts from the meeting.</p> <p>Assessment – in small groups, learners to role-play supporting a meeting. The learner should take brief notes listing those present at the meeting, and any action points agreed. Learners should then clear the room after the role-</p>

play activity, according to their checklist. Learners should check and prepare their notes in order to provide these to delegates with a list of the delegates and any paperwork tabled at the meeting (Learning outcome 3 and Learning outcome 4).

If appropriate, learners could be assessed while supporting a suitable meeting in the college, or in a local business.

Assessment feedback, review and evaluation of unit.

Assessment

To meet 1.1, learners need to be able to show they know what is required to support a formal business meeting. Evidence could be a written list identifying the requirements for one formal and one informal meeting, or this criterion could be evidenced through oral questioning.

1.2 requires the learner to identify the documents used to support business meetings. Evidence may be a written list of documents identifying a purpose for each type of document. A proforma could be used for this purpose. Alternatively, this criterion could be evidenced through oral questioning.

For 2.1 and 2.2, the learner needs to know the stages for setting up a room and demonstrate carrying out these tasks for one type of meeting. Ideally, this would be a real work-based meeting but where this is not possible the meeting could be based on a scenario given by the tutor with a clear business purpose. Evidence may be a written plan with a checklist of activities for setting up a room supported by an observation record confirming the learner can set up a room appropriately.

For 3.1 the learner should demonstrate providing appropriate support during the meeting. Evidence may be an observation report from the tutor confirming appropriate support was provided.

To meet 3.2 the learner should produce simple notes of the meeting. It is not expected that the learner produce detailed minutes, but the notes should include those present and key action points agreed.

To meet 4.1 the learner needs to show they can follow instructions for clearing a room by undertaking specific administrative tasks and for the room to be ready for the next user. Evidence may be an observation report from the tutor confirming that the room was cleared appropriately.

4.2 could be assessed through small group discussion or one-to-one questioning by the tutor to establish that the learner knows the types of information which would be distributed to delegates after the meeting. All evidence must be available for both internal and external verification purposes.

Essential resources

Centres need access to a suitable meeting room with facilities for learners to practise and develop their meeting support skills. This may be the classroom, meeting rooms at the centre or through a visit to a local business. Role play and simulations provide valuable opportunities for learners to practise skills. Examples of action planning checklists would be useful. Guest speakers and attendance (even briefly) at different business meetings can provide a valuable input to support learning.

Indicative resource materials

Ashley V and Ashley S – *Student Handbook Level 1 (Business and Administration Standards)* (Council for Administration, 2006) ISBN 0955092027

Websites

www.businessballs.com/meetings.htm	Advice on running meetings
www.cfa.uk.com	The Council for Administration
www.effectivemeetings.com/meetingplanning/agenda/agenda.asp	Advice on planning for and running meetings, including writing an agenda
www.hse.gov	Health and Safety Executive: information on health and safety in the workplace
www.meetings.org/meeting4.htm	Information on meeting and conference venues

Unit 31: Planning an Enterprise Activity

Unit reference number: R/503/2857

Level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to give learners the skills and knowledge to plan an enterprise activity. Learners will generate ideas for products or services, and consider the roles and skills required, and the likely costs as well as the promotional materials needed.

Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. The focus of this unit is for learners to develop an understanding of how to set up an enterprise activity to sell a product or service, including the costs and responsibilities involved. Learners will also consider the skills required for the enterprise activity and how to promote the activity.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Know how to select a suitable enterprise activity	1.1 Identify strengths of ideas generated for an enterprise activity 1.2 Identify weaknesses of ideas generated for an enterprise activity
2 Know appropriate roles and skills required for the enterprise activity	2.1 Identify roles required for the enterprise activity 2.2 Identify the practical and personal skills required for the enterprise activity

Learning outcomes	Assessment criteria
3 Know the costs involved in producing and selling a product or service	3.1 Identify the cost of items and processes related to producing and selling the product or service 3.2 Identify the final pricing of the product or service using basic calculations
4 Be able to use an appropriate promotional technique	4.1 Use an appropriate method to promote a product or service

Unit content

1 **Know how to select a suitable enterprise activity**

Strengths and weaknesses of enterprise activity ideas: availability and cost of resources eg human and financial resources, materials, facilities, equipment, timescales, specific skills and knowledge required, potential demand for product or service, potential competition

2 **Know appropriate roles and skills required for the enterprise activity**

Roles required: eg planner, salesperson, manufacturer, administrator, financial controller

Practical and personal skills required: planning skills, budgeting and financial skills, manufacturing skills, communication, confidence, knowledge of product or service, customer service skills, promotional and selling skills

3 **Know the costs involved in producing and selling a product or service**

Production costs: ingredients, components, equipment, facilities, skills, time

Selling costs: advertising, printing of leaflets or flyers, facilities eg hire of stall at charity event or local market

Pricing of the product or service: realistic pricing; covering costs and making a profit

4 **Be able to use an appropriate promotional technique**

Promotional materials and methods: selection of relevant media for promotion eg poster, leaflet, flyer, launch event; using a logo or branding; using pricing strategies eg special introductory discount; conveying information about product or service in a way that is clear, accurate and attractive eg information about location, availability, contact information, features of product or service

Essential guidance for tutors

Delivery

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of the relevant enterprise concepts in an applied way. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. It can either be producing a product, for example greeting cards, baking biscuits, making sweets, making jewellery, or providing a service such as selling ice cream or carwashing. During the delivery of this unit, learners should be given as much practical experience as possible.

This unit has been designed so that it can be delivered with *Unit 32: Running an Enterprise Activity* and *Unit 33: Producing a Product*.

To introduce the unit, tutors could stimulate discussion as to what is needed for a successful enterprise activity and, through the discussion, ideas could be generated regarding different types of products and services. It is important to emphasise that the activity must be possible within the learner's current skills. These ideas could be explored individually or through group activity.

A question and answer session could determine the strengths and weaknesses of different enterprise ideas. The advantages and disadvantages of ideas could also be explored through the form of a 'Dragons' Den' type of presentation to a group, with peers commenting on the ideas.

Group discussion could be used to explore roles within an enterprise activity and the personal skills involved. Learners could also interview business people or consult entrepreneur websites for ideas on the kind of roles and skills needed for different types of enterprise activities.

In order for learners to understand the importance of promotional techniques and selling skills, it would be useful for them to watch clips of TV adverts and/or review advertising from a range of sources such as the internet, radio, newspapers and magazines. Point of sale advertising could be a useful resource which is also readily available. Specific information on selling skills could be gained from a range of services including books, internet and media articles. Personal skills in enterprise could be observed through TV documentaries on business start-ups and TV programmes such as *Dragons' Den*.

Learners could investigate costs of their chosen enterprise idea by active research via the internet or interaction with possible suppliers. Setting prices could be a result of research (such as questionnaires or a small-scale focus discussion), exploring what prices customers are prepared to pay for a product or service. Business people could also be interviewed for advice on how to set a realistic profit margin.

To complete this unit, learners could explore and research a variety of advertising media and promotional events as they decide on the appropriate promotion materials for their enterprise activity.

Assessment

This unit can be assessed through a series of structured tasks or activities including a mixture of theory-based and practical application.

For 1.1, the learner should be given the opportunity to discuss possible ideas for an enterprise activity before deciding on the strengths and weaknesses of the ideas. This could be part of a group discussion with a tutor or take place as an individual activity. The learner must identify more than one type of product or service before choosing one enterprise idea to pursue further in this unit. To achieve 1.1, the learner needs to identify at least one strength and one weakness in two different enterprise ideas.

To achieve 2.1 – 2.2, the learner needs to identify the different key roles for their enterprise activity. These could include examples such as the role of researcher, promoter, salesperson and keeping financial records. Additionally, the learner must be able to identify practical and personal skills that would be required in the enterprise activity.

To achieve 3.1, the learner needs to identify a range of costs, and processes related to producing and selling, their product or service. This could be presented as a brief poster or a written presentation.

To achieve 3.2, the learner is required to use basic calculations to show how they will work out their final sale price for their product or service. This could be included as part of the poster or the presentation produced for 3.1.

For 4.1, the learner must produce some promotional material for their product or service such as a flyer or poster which contains key information. This information should include an accurate description of the product or service, logo or branding, price, location and availability of the product or service and/or contact information.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the WorkSkills from Pearson suite. It has particular links with:

Entry Level	Level 1	Level 2
Unit 23: Planning an Enterprise Activity	Unit 32: Running an Enterprise Activity	Unit 28: Planning an Enterprise Activity
Unit 24: Running an Enterprise Activity	Unit 33: Producing a Product	Unit 29: Running an Enterprise Activity
Unit 25: Producing a Product		Unit 30: Producing a Product

Essential resources

There are no special resources needed for this unit.

Websites

www.businesslink.gov.uk

www.enterprise-education.org.uk

www.enterpriseinschools.org.uk/enterpriseinschools/index.php

www.makeyourmark.org.uk

www.speakeasydragons.com

www.stridingout.co.uk

www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation

Unit 32: Running an Enterprise Activity

Unit reference number: Y/503/2858

Level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

This unit gives learners the opportunity to use their skills and knowledge to run an enterprise activity. Learners will gain practical experience of choosing a venue, products, marketing and setting prices in relation to costs.

Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. The focus of this unit is to provide learners with the opportunity to carry out an enterprise activity. Learners will demonstrate selling a product or service, taking into account the practical and personal skills required.

Learners will also develop an understanding of how to increase the chances of success in an enterprise activity and how to evaluate its performance.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Know how to increase the likelihood of success in an enterprise activity	1.1 Identify features which would lead to the effective delivery of a chosen enterprise activity
2 Be able to complete an enterprise activity	2.1 Prepare the product or service for the enterprise activity incorporating required features 2.2 Create appropriate advertising for the product or service 2.3 Set an appropriate price for the product or service offered 2.4 Demonstrate appropriate sales and communication skills

Learning outcomes	Assessment criteria
3 Be able to review the success of the enterprise activity	3.1 Produce records to show the successes and failures of the enterprise activity 3.2 State what would be done differently should there be another enterprise activity

Unit content

1 **Know how to increase the likelihood of success in an enterprise activity**

Features leading to effective delivery: identify customers and what customers want or need, conduct market research, estimate number of sales, plan tasks and timescales, allocate tasks and roles according to a plan, evaluate skills needed and who best able to provide them

2 **Be able to complete an enterprise activity**

Selling a product using practical and personal skills: suitable product or service prepared; necessary components obtained; appropriate promotional materials produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; sales and communication skills demonstrated, implementation and organisational skills demonstrated

3 **Be able to review the success of the enterprise activity**

Producing records: show cost of producing product or service; recording numbers of product or service sold; income before costs; profits/losses; evaluating success of enterprise activity in terms of number of sales and profit made/not made; reasons for success or failure eg quality of the product, venue, cost, weather, advertising

Essential guidance for tutors

Delivery

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of the relevant enterprise concepts in an applied way. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. It can either be producing a product, for example greeting cards, baking biscuits, making sweets, making jewellery, or providing a service such as selling ice cream or carwashing. During the delivery of this unit, learners should be given as much practical experience as possible.

This unit has been designed so that it can be delivered with *Unit 31: Planning an Enterprise Activity* and *Unit 33: Producing a Product*.

At this level, learner activities will require them to carry out some multi-stepped tasks. In the completion of tasks for this unit, learners should demonstrate appropriate planning and preparation skills. Additionally, the learner must be given the opportunity to show competency in organisational skills and skills in reviewing the success (or failure) of the enterprise activity. A learner in the workplace should be able to identify and use some work-related skills in running their enterprise activity.

Learners are likely to require clear guidance from their tutor or line manager in thinking about how to run their enterprise activity, but should aim to operate with less supervision than at Entry Level 3. Regular feedback will promote steady progress in the development of the required skills and knowledge. Learners will require supervisory guidance and regular monitoring and review of progress in order to identify the knowledge and skills that have been developed.

Learners might find it helpful to use group discussions to explore features that should ensure that their enterprise activity is successful. 'Successful' in this context means that the learner understands how to carry out their activity and reach their planned sales targets.

Group discussions may also be a useful way of helping learners understand the importance of consumer needs in influencing the success of an enterprise activity. Learners could also seek advice or opinions from visiting guest speakers or other business people about consumer demand and how the enterprise activity might meet consumers' needs.

Group discussions could be used to come up with a checklist of tasks needed to carry out the activity on the day(s) chosen. The list of tasks could also be produced as an individual piece of written work or as a PowerPoint presentation.

The learner's enterprise activity could be delivered as part of an enterprise activity day using the format of a trade fair with a variety of stands.

Alternatively, the enterprise activity could also take the form of a one-off, small group activity or an individual enterprise activity.

Learners could seek guidance from record-sheet templates that suggest the key financial information that need to be recorded to evaluate the overall successes and/or failures of the enterprise activity. Learners could also seek advice from entrepreneurs or business people regarding which financial information to record and how to present it. They could also participate in a question-and-answer session with a visiting speaker.

Assessment Guidance

Assessment of this unit centres on the completion of an enterprise activity.

For 1.1, the learner must be able to identify key features leading to the success of a chosen enterprise activity. This could be provided, for example, in a written report, a brief presentation, video evidence or completion of a log or record sheet. The number of key features would depend on the nature of the enterprise activity, but typically the learner should be able to discuss at least two key features for success.

For 2.1 to 2.4, the learner must provide witnessed evidence that the enterprise activity has taken place. The product or service must have been prepared incorporating the features specified in 1.1, the price and benefits of the product or service made clear, and appropriate sales and implementation skills must have been demonstrated by the learner. The prepared product or service may comprise something the learner has produced themselves (jewellery they have made), or something produced by someone else (ice cream purchased by the learner and sold on a stall at a trade fair). Photographic or video evidence can be used, as well as a tutor witness statement.

For 3.1, some simple records need to be provided, showing costs and revenue and a calculation of profit/loss made, providing a brief comment as to the reasons for success or failure of the enterprise activity. Record sheets provided by a tutor can be used for this purpose. For 3.2, the learner should be able to state what would be done differently should there be another enterprise activity. Consideration could be given to the venue, time of the enterprise activity, the marketing, quality of the product or service, and the communication skills used.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the WorkSkills from Pearson suite. It has particular links with:

Entry Level	Level 1	Level 2
Unit 23: Planning an Enterprise Activity	Unit 31: Planning an Enterprise Activity	Unit 28: Planning an Enterprise Activity
Unit 24: Running an Enterprise Activity	Unit 33: Producing a Product	Unit 29: Running an Enterprise Activity
Unit 25: Producing a Product		Unit 30: Producing a Product

Essential resources

There are no special resources needed for this unit.

Websites

www.businesslink.gov.uk

www.enterprise-education.org.uk

www.enterpriseuk.org/

www.stridingout.co.uk

Unit 24: Job Opportunities in Business Administration

Unit reference number: R/501/7243

Level: 1

Credit value: 4

Unit aim

The principal aim of this unit is for learners to develop a plan for starting work in business administration by being given the opportunity to explore job opportunities across different areas of business. The learner will explore conditions of employment, and the qualifications and skills required for different jobs. The learner will have the opportunity to set realistic short-term and medium-term goals for their career pathway in business administration.

Unit introduction

There are a wide range of job opportunities within business administration including work in small private businesses or large corporate companies. This unit gives the learner the opportunity to identify jobs in different sectors of business administration including supervisors, project officers, administrative support eg mail room workers and management. Learners will carry out research to identify different job roles using a range of methods including internet searches, reviewing information from media sources, inviting speakers to share their experiences, visiting organisations etc.

Learning outcome 2 focuses on the terms and conditions of employment within business administration. Learners will gain a general overview of working in this sector. Information will include working patterns, salaries and benefits.

Learners will then go on to find out the necessary skills and qualifications required for different jobs within the sector. Using this information the learner can then identify their own skills gaps and develop a plan to allow them to seek employment within business administration.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about job opportunities in business administration	1.1 Identify jobs in different sectors of business administration 1.2 Describe the job roles in one functional area of business administration
2 Know about terms and conditions of employment within business administration	2.1 Describe the terms and conditions of employment within business administration
3 Know about the qualifications and skills needed for jobs in business administration	3.1 Present information about the qualifications and skills required for selected jobs in business administration
4 Be able to plan how to start work within business administration	4.1 Produce a plan to start work within business administration

Unit content

1 Know about job opportunities in business administration

Job opportunities: job opportunities in business administration eg, word processor operator, data inputter, mail room assistant, receptionist, team administrator, departmental administrator, personal assistant, team leader, supervisor manager, project coordinator, meeting room coordinator, events coordinator

Functional areas within business administration: functional areas, eg finance, IT support, operations, marketing and sales, customer service, research and development, production, facilities

2 Know about terms and conditions of employment within business administration

Work patterns: hours of work, work patterns, shift work, eg early starts, late finishes, night work, weekend work, bank holiday work, irregular work pattern; flexitime, days off during week; annual leave

Pay: eg hourly, weekly, monthly, salary scales, increments

Benefits: types of benefit, eg pension, season ticket loans, bonus for overtime, uniform/clothing allowance, subsidised/free meals, training/professional development

3 Know about the qualifications and skills needed for jobs in business administration

Qualifications: essential; desirable; general qualifications eg GCSEs, GCEs; work-based qualifications, eg NVQs in business and administration, customer service, management; vocational qualifications, eg BTEC Firsts/Nationals in Business; apprenticeships; skills qualifications, eg wordprocessing/keyboarding, audio transcription, shorthand; practical qualifications, eg moving and lifting, First Aid

Skills and qualities: personal qualities, eg organising self, ability to interrelate with others; work-related skills, eg communication, teamwork, problem solving, self-management; level of fitness

4 Be able to plan how to start work within business administration

Planning: personal skills audit, own abilities; interests; values; personal qualities; lifestyle constraints

Finding out about jobs: career pathways; experience requirements; methods, eg websites, Connexions, Careers Fairs, journals, people, eg family, friends, tutor

Making plans: considering options; realistic short-term goals, medium-term goals

Essential guidance for tutors

Delivery

Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, seminars, practical workshops, external trips and guest speakers. Additional learning resources can include journals, videos, DVDs, case studies, learner presentations and group work.

The tutor could start delivery of this unit by inviting guest speakers working in different jobs across the business administration sector. Learners could prepare questions to ask speakers about their job roles and conditions of employment.

Learners may be able to visit different business administration settings and interview or work shadow an employee. On return learners could create a leaflet to include information about the job role and conditions of employment which other learners could use as a fact sheet.

Videos and case studies may be used to help learners understand the range of job roles in the sector.

In groups learners could complete web-based research into job roles in different settings and departments within business administration and then report back to the rest of the group.

For learning outcome 2, learners could work in groups and use the local and national press and the internet to find a variety of job adverts and list the terms and conditions associated such as work patterns, pay and benefits.

The opportunity to analyse real job descriptions, covering a wide range of jobs in business administration, would help learners to understand the similarities and differences between the work patterns, pay and benefits of different jobs in the sector.

Learners could be grouped with those who are interested in similar jobs to complete web-based research into the qualifications, skills and qualities required for their preferred jobs in the sector and then report back to the rest of the group. Learners may use PowerPoint or flipcharts to present this information.

The learners could visit Connexions or access careers advice from Learndirect (www.learndirect-advice.co.uk) to help them begin their career plan. The need for goal setting and the difference between long-term and short-term goals could be explored through a question and answer session.

Learners at this level may need support in completing a personal skills audit and identifying and setting long-term and short-term goals for themselves for learning outcome 4. This may be achieved through one-to-one discussions or tutorials.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion on job opportunities in business and administration.</p> <p>Small group research – learners select one of the above and gather information about the following:</p> <ul style="list-style-type: none">• range of jobs• working patterns• pay• benefits• qualifications• skills and qualities. <p>Research could involve internet, visits to Connexions, visits to settings, professional journals.</p> <p>Activity – group presentation of information to include a factsheet for other learners.</p> <p>Activity – learners invite an employee from the chosen sector to share information about their job. Alternatively, learners may visit an appropriate work setting or talk to an employee to gather information.</p> <p>Activity – using the information gathered from the group work on skills, qualities and qualifications, the individual learner carries out a personal skills audit, eg using a template or online assessment.</p> <p>One-to-one tutorial to discuss opportunities in line with skills audit.</p> <p>Assessment – using the information gathered from the activities outlined above, individual learners provide evidence for each of the assessment criteria within the unit (Learning outcome 1, Learning outcome 2, Learning outcome 3, Learning outcome 4).</p>
Assessment feedback, review and evaluation of unit.

Assessment

The criteria for this unit may be combined into one assignment task as a plan for starting work. This may take the form of a loose-leaf folder.

To meet 1.1, learners will need to identify three different jobs within the business administration sector.

To meet 1.2, learners will need to select one business administration organisation and explain the different types of job roles within it, for example receptionist, mail room assistant, customer service advisor.

To meet 2.1, learners could select three jobs within different organisations, and compare the work patterns and pay benefits. This could be presented in chart form.

For 3.1 learners will need to give details about the skills, qualities and qualifications required for three jobs within business administration. These could be the three jobs selected for 2.1.

To produce the career plan for 4.1 the learner needs to undertake a personal skills audit and identify their interests. This could be recorded using a pro forma.

Learners will need to provide evidence of their research into possible jobs in business administration, this may be evidenced with leaflets, downloads from websites, documentation from tutorials/discussions with tutors or careers advisers.

The career plan should identify one long-term goal and two short-term goals.

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Ashley V and Ashley S – *Student Handbook Level 1 (Business and Administration Standards)* (Council for Administration, 2006) ISBN 0955092027

Websites

www.bized.co.uk	Business education resource site
www.businessbritainuk.co.uk	Information about businesses in Britain and links to other businesses and business news sites
www.fsb.org.uk	The Federation of Small Business – information, support and guidance about small businesses in the UK

Unit 1: Understanding the Business of Retail

Unit reference number: A/502/5756

Level: 1

Credit value: 1

Unit aim

The purpose of this unit is to provide learners with knowledge and understanding of the retail sector. It introduces learners to the supply chain and the different types of retail outlets and occupations found within the sector.

Unit introduction

Learners who are interested in working in the retail environment need to understand the different aspects of the business of retail. They need to understand how retail outlets differ in size and the many different occupations undertaken in these outlets. They will need to understand how the supply chain works and the contribution that the retail sector makes to the UK economy. Learners also need to be aware of how customer concerns can affect the type of products and services the retail sector offers.

This unit introduces learners to all of the above. Learners will be able to gain understanding by participating in a variety of mainly practical activities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how retail outlets differ in size and type	<p>1.1 List the different retail channels and state the main features of each one</p> <p>1.2 Identify the sizes and types of retail outlets typically found in a variety of retail locations such as high streets or retail business parks</p>
2 Understand the range of retail occupations	<p>2.1 State how different retail occupations differ between small, medium and large retail businesses</p> <p>2.2 Identify the usual entry points and progression opportunities for a variety of retail occupations</p> <p>2.3 Outline the skills, personal attributes and behaviours required for a range of retail occupations</p>
3 Understand the retail supply chain	<p>3.1 List the sources from which retailers obtain products</p> <p>3.2 Outline the key stages of a product's journey through the supply chain</p>
4 Understand the contribution which the retail sector makes to the economy of the United Kingdom	<p>4.1 Outline the size of the retail sector using information such as:</p> <ul style="list-style-type: none"> • the number of people employed • the number of retail businesses • the amount of money spent by customers each year
5 Understand how customers' concerns influence the products and services offered by retailers	<p>5.1 Outline environmental issues of concern to retail customers</p> <p>5.2 Outline ethical issues of concern to retail customers</p> <p>5.3 List the main advantages to retailers of being responsive to customers' environmental and ethical concerns.</p>

Unit content

1 Understand how retail outlets differ in size and type

Retail channels: type of channel eg shops, market stalls, show rooms, e-tailing, catalogues, e-shopping

Main features: features of retail channels eg location, cost, convenience, meeting needs of market, transport links, technology

Size and type of retail outlet: small and medium eg corner shop, market stall, kiosk, general store, convenience store; large eg supermarket, hypermarket, department store; chain stores

2 Understand the range of retail occupations

Range of retail occupations: sales assistant, working in a warehouse, shelf stacker, general manager, section manager; finance and administration; buying; marketing; customer service; security personnel

Personal qualities: friendly; reliable; flexible; paying attention to detail

Skills: communication; numeracy; problem solving; time keeping

Progression: progression routes; training; sources of information eg job centres, local, national and trade press, employment agencies, internet

3 Understand the retail supply chain

Sources: different sources eg manufacturer, producer, farmer, wholesaler

Key stages: sources; retailer; customer; disposal or recycling

4 Understand the contribution which the retail sector makes to the economy of the United Kingdom

Contribution: factors showing contribution of retail sector to UK economy eg employment, number of retail outlets, money generated from retail

5 Understand how customers' concerns influence the products and services offered by retailers

Environmental: transportation of goods; carbon footprint; production of goods eg organic food; recycling; no plastic carrier bags

Ethical: production of goods eg child labour, fair trade products, organic products, genetically modified foods, processed foods, products tested on animals

Essential guidance for tutors

Delivery

Tutors delivering this unit have the opportunity to use a diverse range of techniques. These include guest speakers, external visits, role play, discussion, video and presentations. It is important to make the unit as practical as possible.

For learning outcome 1, the tutor could start delivery by engaging learners in a discussion. This will ascertain their perception and knowledge of retail channels and outlets. The tutor can introduce the aspects they need to understand ie size, type etc. Learners can then visit a local high street or retail park to identify the outlets by size, ownership, goods sold etc. These findings can then be transferred to a wall chart. Alternatively, photographs could be taken and again transferred to a wall chart with an identification of each photograph.

For learning outcome 2, the tutor could arrange for a visiting speaker, for example a human resource manager who can explain how they hire staff and the attributes they look for. Alternatively, a visit may be arranged to a local retail outlet where learners interview the manager, to obtain the above information. The tutor should give learners time to prepare some questions. If a visiting speaker is used, with permission, they could be taped so that it can be played back later.

Learners could complete a personal skills audit. They can look at the skills they have or where there are areas for development. The skills they need to have to work in retail are listening and communication skills, problem solving, being able to work as part of a team and also being able to show initiative if there is no one to supervise them. Qualities they need are their personal presentation and a pleasant and polite personality, and also to have good time management. It may be useful to do this in small groups so their peers can agree or disagree. Often it is hard for learners at this level to state their strengths.

For learning outcome 3, the tutor needs to lead a discussion on the supply chain or show a DVD which demonstrates the path a product takes from its manufacture to reaching the shelf. This may also lead to the tutor drawing a diagram as it could be a difficult concept to understand at this level. Tutors need to explain something they are familiar with, for example a breakfast cereal, its production, packaging, transport to a warehouse or distribution centre and then to retail outlets for customers to purchase. This should generate discussion on other products. Goods that are imported may need to be explained, for example bananas – grown in another country, sold to a company, packed and sent by ship, then transported by lorries to a warehouse or distribution centre and then to the retailer for customers to purchase. If learners then produce a flow chart, on a product of their choice, it will be easy to follow and can also be easily altered if something is left out or in the wrong order.

Tutor input will be needed for learning outcome 4 as learners need to be directed to suitable websites to complete research. They should be able to print out relevant information on how retail is a large part of the UK economy.

For learning outcome 5, the tutor could explain ethical and environmental issues and then invite learners to join in a discussion. This is quite a topical issue so they should be able to contribute. Learners can then complete a practical activity to provide evidence, for example research a retail business to discover how they address ethical and environmental concerns.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Group discussion – What is retail?</p> <ul style="list-style-type: none">• identification of retail channels• identification of different retail outlets• identification of their main features. <p>Practical – visit local high street or similar in small groups and list size and types of retail outlets.</p> <p>Activity – learners provide information on different retail channels, their main features and sizes and types of retail outlets. (Learning outcome 1)</p>
<p>Tutor-led discussion on retail occupations.</p> <p>Activity – learners research, using newspapers, trade press and the internet, types of occupations in retail and progression opportunities.</p> <p>Activity – each learner completes a personal skills audit.</p> <p>Visiting speakers – explaining what type of business they are in and the qualities and skills they look for when hiring staff.</p> <p>OR</p> <p>Research – visit a shopping centre and interview managers of retail businesses to collect the above information.</p> <p>Assessment – under headings of Retail Business, Size, Job, Entry Requirements, Skills and Qualities required, learners word process a chart. (Learning outcome 2)</p>
<p>Tutor-led discussion identifying sources and key stages in the supply chain.</p> <p>Group activity – learners produce a spider diagram to illustrate the sources.</p> <p>Tutor feedback on the relevant points identified.</p> <p>Assessment – learners each produce an individual flow chart showing the sources and their journey, inserting some pictures. (Learning outcome 3)</p>
<p>Tutor-led explanation of retail statistics and how to analyse them regarding their contribution to the UK economy.</p> <p>Research – looking at internet sites eg retailindustry.about.com.</p> <p>Assessment – results of learner research showing size of the retail sector in the UK to include, for example, the number of people employed, the number of outlets, the amount of money spent annually. (Learning outcome 4)</p>
<p>Tutor-led – explanation of environmental and ethical issues generating a discussion on services and products offered by the retail industry eg recycling, fair trade products.</p> <p>Assessment – learners each produce an individual chart listing four retail</p>

Topic and suggested assignments/activities
businesses and what they offer to help address environmental and ethical concerns. Add a brief sentence on how it benefits the business. (Learning outcome 5)
Assessment feedback, review and evaluation of unit.

Assessment

This unit is best delivered in as practical way as possible, using local resources. It is best to deliver it in a series of tasks so learners are not overwhelmed, but time limits need to be given.

Learners can provide evidence for 1.1 and 1.2 through a discussion with the tutor or through presenting the information as a poster or wall chart. Learners should be able to name at least three types of retail channel and at least three types of retail outlets of different sizes.

Assessment criteria 2.1, 2.2 and 2.3 are best assessed together. Learners need to know the size and type of the retail outlet, what jobs are available, how jobs are advertised and the progression route available for employees. They also need to understand and identify the different skills and attributes required for a range of occupations. Learners can then produce a chart on the computer to show this information. It could be in table format or under a heading, for example jobs, skills and entry requirements.

For 3.1, learners need to list the sources from which retailers obtain products. This can be assessed through a verbal question and answer session, or through completion of a worksheet or pro forma.

For 3.2 learners can, individually, produce a flow chart showing the product's journey. This can be hand drawn or computer generated.

For 4.1, the tutor needs to spend time explaining statistics and showing examples of how information can be extracted from them. At this level it may be a difficult concept to understand. Learners need to be directed to websites where they can research some statistics showing the contribution the retail sector makes to the UK economy. It could be the number of jobs created, the number of retail businesses and the amount of money generated from retail sales. They could perhaps compare their own area with another part of the country.

To achieve 5.1, 5.2 and 5.3, learners need to choose four retail outlets and, in chart format, show how they respond to ethical and environmental issues.

Essential resources

There are no specialist resources needed for this unit. However, learners would benefit from access to the internet, as well as access to a local high street or shopping centre.

Indicative resource materials

Textbooks

Cox R and Brittain P – *Retailing – An Introduction* (FT Prentice Hall, 2004) ISBN 0273678191

Dion J – *The Complete Idiot's Guide to Starting and Running a Retail Store* (Alpha Books, 2008) ISBN 978-1592577262

Segal R – *Retail Business Kit for Dummies* (John Wiley & Sons, 2001) ISBN 978-0764553813

Journals

Convenience Store (William Reed Business Media)

Drapers (Emap)

The Grocer (William Reed Business Media)

Retail Week (Emap)

Websites

www.ons.gov.uk

Office for National Statistics

www.skillsmartretail.com

The Sector Skills Council for
Retail

www.statistics.gov.uk

UK National Statistics

Unit 2: Understanding Customer Service in the Retail Sector

Unit reference number: T/502/5819

Level: 1

Credit value: 2

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of retail customer service. It focuses on the importance of communicating with customers and creating positive initial impressions. It also introduces learners to the different types of customer complaints and problems.

Unit introduction

Learners who are interested in working in the retail environment need to understand how important customers are to a business and how customers quickly form an impression of the business. They need to understand how to communicate effectively and adapt to different customers and situations. Learners should have an understanding of how to deal with customer complaints.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
	To achieve each outcome a learner must demonstrate the ability to:
1 Understand the importance of customer service to a retail business	1.1 State what is meant by customer service in a retail business 1.2 Outline how customer service contributes to the success of a retail business
2 Understand what gives customers a positive initial impression of a retail business and its staff	2.1 Outline the factors which contribute to a customer's initial impression of a retail business 2.2 Outline how the staff of a retail business can give help to give customers a positive initial impression
3 Understand how service is adapted to meet the needs of individual customers	3.1 List the types of service which customers may need, including help with gaining access to products, facilities and information 3.2 List the main ways of meeting customers' needs for service, including ways of giving customers access to products, facilities and information
4 Understand the importance of communication to the delivery of customer service	4.1 Outline how written communication can contribute to the effectiveness of customer service 4.2 Outline how spoken communication and body language can contribute to the effectiveness of customer service 4.3 State how different types of questions can be used to find out what customers need 4.4 State why it is important to listen to customers

5 Understand a variety of customer complaints and problems	5.1 List the main types of customer complaints and problems 5.2 Identify solutions to typical customer complaints and problems 5.3 Outline the ways in which the law protects the rights of consumers.
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Unit content

1 **Understand the importance of customer service to a retail business**

Customer service: meeting customer needs and expectations eg providing information, dealing with enquiries, providing services; qualities needed eg helpfulness, politeness, listening skills

Contribution to success: importance to the customer – needs and expectations met; importance to the employee eg job satisfaction, increased motivation, career progression; importance to the company eg satisfied customers re-visit, tell other people, increase business

2 **Understand what gives customers a positive initial impression of a retail business and its staff**

Positive initial impression: of staff eg staff uniform, polite and ready to help, good product knowledge, approachable staff; of retail outlet eg well laid out, clearly signed, tidy and clean

3 **Understand how service is adapted to meet the needs of individual customers**

Meeting customer needs: guiding customers to correct department or location of products; advising whether products are in stock, advising on product benefits, advising on product price, advising on special offers or discounts; meeting the needs of customers with disabilities; customers returning goods; customers asking about methods of payment

4 **Understand the importance of communication to the delivery of customer service**

Written communication: types of written communication eg letters, emails, notices; purpose eg to inform customers of special offers, discount days, to request payment; the need for clear and accurate information; the need for correct spelling and grammar; polite tone

Spoken communication: need to speak clearly; being polite; level and tone of voice; smiling; making eye contact; facial expression; asking open questions to confirm customer needs; taking customer details; listening to customers eg to ensure their needs are understood and can be met, to ensure details taken accurately

5 **Understand a variety of customer complaints and problems**

Customer complaints: types of complaint eg products not in stock, faulty goods, customer cannot find products, customer has been overcharged;

complaints about retail environment eg slippery floor; complaints about unhelpful staff

Solutions: available solutions eg offering apology, compensation; explaining and agreeing solution with customer; knowing limitations of role; referring to supervisor if necessary

Law: law affecting customers eg health and safety, fire regulations, data protection, equal opportunities, disability discrimination, description of products and services, contractual obligations

Essential guidance for tutors

Delivery

Tutors delivering this unit need to arrange a visit from a customer-service manager. Discussions with learners and using pre-set questions should enable evidence to be captured for the majority of the unit.

Tutors need to draw on learners' own experiences of customer service. Everyone knows how they like to be treated in a retail outlet and how it affects whether you shop there again.

For learning outcome 1, tutors need to discuss with learners what they understand by the term 'customer service'. Use can be made of learners' own experiences to build up a picture of the range of customer needs and how they are met by retail organisations. Tutors could also organise a discussion about how effective customer service contributes to the success of a retail organisation – in terms of how it is important to customers, employees and the organisation.

For learning outcome 2, tutors could arrange a visit to a local shopping centre so that learners can assess their first impressions of a range of retail stores and observe how staff help customers. Learners can share their findings in a question and answer session.

For learning outcome 3, tutors can devise a set of scenarios on adapting to various customers' needs, which allow learners to decide on how they should be dealt with. Alternatively, learners can devise scenarios and test them out on each other. Learners do need to produce an individual set of answers.

For learning outcome 4, tutors should explain the need for good communication skills. A video on customer service is a good resource. Learners can be given a checklist and asked to look for certain things and it leads easily into a discussion on their own experiences. Learners can then role play dealing with enquiries, both face to face and by telephone.

For learning outcome 5, tutors need to devise some complaints scenarios which learners role play in small groups. The scenarios need to come to a satisfactory conclusion and learners should also identify any laws that are involved and explain how the legislation protects the customer.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor led discussion – What is customer service?</p> <ul style="list-style-type: none">• identification of good/bad customer service• individual experiences of both. <p>Practical activity – prepare questions for guest speaker.</p> <p>Guest speaker – customer service manager.</p> <p>Assessment – tutor-led question and answer session recorded individually.</p> <p>Assessment – learners respond to questions to cover their knowledge of customer service and its contribution to a business's success. Lead on to giving examples of their initial impression of a business and how staff give a positive impression. (Learning outcomes 1 and 2)</p>
<p>Tutor-devised scenarios on access for customers, information and facilities and how customer needs are met.</p> <p>Assessment – learners write down answers on how they think customer needs should be met based on scenarios. (Learning outcome 3)</p>
<p>Tutor-led discussion – types of communication: written, spoken, body language, informative questions. Learners devise checklist.</p> <p>Activity – learners watch a customer service video or DVD and identify types of communication using their checklist.</p> <p>Role-play activities – learners practise scenarios provided by the tutor including answering telephone or face-to-face enquiries. (Learning outcome 4)</p>
<p>Tutor-led discussion on customer complaints including the types of legislation which protect customers.</p> <p>Role-play activities – learners role play complaint scenarios in groups. Learners to identify which legislation has been contravened during the role play.</p> <p>Assessment – learners given customer complaints scenarios. Learners identify types of complaint and suggest solutions. Learners respond to questions on legislation protecting customers. (Learning outcome 5)</p>
<p>Assessment feedback, review and evaluation of unit</p>

Assessment

This unit can be best achieved through practical activities. A guest speaker working in customer service would be a huge asset and would provide most of the input learners need. Assessment will be completed in a holistic manner enabling learners to get the most out of their understanding.

Assessment criteria 1.1, 1.2, 2.1 and 2.2 can be assessed through a question and answer session with learners. Alternatively, learners may produce written evidence such as a spider diagram.

For 3.1 and 3.2, the tutor could provide customer-service scenarios of situations for learners to comment on. Learners should state the type of service the customers need and how their needs can be met.

To meet 4.1, 4.2, 4.3 and 4.4, learners should produce a checklist showing how written and spoken communication can contribute to customer service and the importance of listening and asking questions. Learners should also produce a list of the different types of questions that can be used to find out customer needs.

For 5.1, learners should list the main types of customer-complaint. Assessment criterion 5.2 could be assessed through learners suggesting solutions to customer complaint scenarios provided by the tutor. Learners also need to outline the legislation to be considered when providing customer service. This can be assessed through a question and answer session.

Essential resources

There are no specialist resources required for this unit. However, it would be helpful if learners had access to a guest speaker working in customer service.

Indicative resource materials

Textbooks

Cox R and Brittain P – *Retailing – An Introduction* (FT Prentice Hall, 2004) ISBN 0273678191

Dion J – *The Complete Idiot's Guide to Starting and Running a Retail Store* (Alpha Books, 2008) ISBN 978-1592577262

Newby T and McManus S – *Customer Service Handbook* (Management Pocket Books, 2002) ISBN 1903-776007

Segal R – *Retail Business Kit for Dummies* (John Wiley & Sons, 2001) ISBN 978-0764553813

Journals

Convenience Store (William Reed Business Media)

Drapers (Emap)

The Grocer (William Reed Business Media)

Retail Week (Emap)

Websites

http://customerservicezone.com/video	The Customer Service Zone – includes links to free customer service videos
www.instituteofcustomerservice.com	The Institute of Customer Service
www.ons.gov.uk	Office for National Statistics
www.retailindustryabout.com	Provides links to other websites giving advice about aspects of retail.
www.skillsmartretail.com	The Sector Skills Council for Retail
www.statistics.gov.uk	UK National Statistics

Unit 3: Understanding How a Retail Business Maintains Health, Safety and Security on its Premises

Unit reference number: M/502/5804

Level: 1

Credit value: 2

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of maintaining security as well as health and safety on retail premises. It introduces learners to the relevant legislation and provides an overview of different procedures for maintaining health, safety and security.

Unit introduction

Learners who are interested in working in the retail environment need to know about the Health and Safety at Work Act and how it relates to a retail business. They need to know how health and safety is maintained in a retail environment and also be aware of how to keep both stock and cash secure on retail premises.

This unit introduces learners to all of the above. Learners could gain a clearer understanding from a guest speaker, to discuss their experiences. Speakers could include the manager of a large retail outlet and/or a shop owner. A visit to a local shopping centre would help learners identify potential risks and hazards in this type of environment.

The final outcome in the unit focuses on how cash and stock are kept secure. Learners will consider how stock is lost and different types of shop theft. They will research different security systems will be researched including CCTV, the use of security staff and alarms.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
	To achieve each outcome a learner must demonstrate the ability to:
1 Know the main provisions of health and safety legislation in relation to a retail business	1.1 State the role of employees and employers in relation to the Health and Safety at Work Act 1.2 State when and why the Control of Substances Hazardous to Health (COSHH) regulations are important and whom they protect 1.3 State where to find information on company health and safety policies
2 Know how health and safety are maintained on the premises of a retail business	2.1 List the risks and hazards which commonly occur on the premises of a retail business 2.2 Outline precautions to reduce the risk of accidents 2.3 Outline precautions to reduce the risk of fire 2.4 List the main types of fire extinguisher and the materials each should be used on 2.5 Outline procedures for the safe manual lifting and moving of stock 2.6 State why high standards of cleanliness and hygiene should apply to the staff and premises of a retail business
3 Know how cash and stock are kept secure on the premises of a retail business	3.1 List the main causes of stock loss 3.2 List the different types of shop theft and where and when each type typically occurs 3.3 List the methods of payment typically accepted in retail outlets 3.4 Outline the main ways of preventing loss when handling payments 3.5 Outline the main checks for

	maintaining the security of cash and non-cash payments.
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Unit content

1 **Know the main provisions of health and safety legislation in relation to a retail business**

Health and Safety at Work Act: key features, impact on the role of the employer and employee

COSHH: legal requirements of employers to control hazardous substances; assessing health hazards; preventing exposure to hazardous substances; providing control measures to reduce harm to health

Sources of information: different sources eg notices, supervisor or manager, induction pack, staff handbook, company intranet

2 **Know how health and safety are maintained on the premises of a retail business**

Risks and hazards: types of risk eg damaged stock, condition of containers and packaging, location of stock, imbalance of displays, loose cables, spilt liquid, use of tools and equipment, use-by/sell-by dates, vermin, cross contamination

Precautions to reduce risks of accidents: layout of outlet and display of stock; ensuring no loose cables; damaged and old stock removed and disposed of safely; environment kept clean

Precautions to reduce risk of fire: smoke alarms; fire extinguishers; fire evacuation procedures; fire exits clearly signed; staff aware of procedures; designated fire wardens

Main types of fire extinguisher: types eg red, cream, blue, green and black; uses, eg for paper, wood, electrical fires

Manual lifting and moving: procedures for safe lifting and moving of stock

Cleanliness and hygiene: importance of – to prevent danger of contamination and cross infection, to ensure safety of customers

3 **Know how cash and stock are kept secure on the premises of a retail business**

Causes of stock loss: damaged items; out of date stock; theft

Types of shop theft: types eg shoplifting, break-ins, smash and grab; occurrences eg time of day, time of year

Methods of payment: cash; credit card; debit card; cheque

Preventing loss: stock taking; electronic tagging; stock positioning; stock recording

Maintaining security: CCTV; controlled access; security staff; alarms

Essential guidance for tutors

Delivery

Tutors delivering this unit need to arrange a visit to a large retail outlet, for example a supermarket, and arrange a talk and perhaps a tour from the manager. The size of the outlet will give learners the scope to gain all the information they need for the unit.

Tutors could give the manager a copy of the learning outcomes so they are prepared. It would be beneficial to carry out some preparation with learners so that they have some pre-arranged questions. The manager could then be invited to the centre as a guest speaker to explain about security and security systems.

It is suggested that the three learning outcomes are delivered separately, but brought together as a PowerPoint presentation under the key areas required by each learning outcome. The guest speaker could be invited in to assess learners' presentations and give some feedback.

For learning outcome 1, the tutor will introduce the Health and Safety at Work Act and COSHH regulations. Learners will then be prepared for the visit to the retail organisation. Legislation regarding hazardous substances and how they are dealt with can be explained. A tour of the building would help to reinforce these issues. During the tour, learners can make a note of the types of health and safety notices that are on display. As a result of learner investigations, there can be a class discussion about the importance of health and safety for the retail organisation and the level of protection it provides for employees. Learners could make a list of employer and employee rights and responsibilities as regards health, safety and the control of hazardous substances.

For learning outcome 2, the tutor could ask learners to identify risks and hazards in a local shopping precinct. They could list them or take photographs for discussion later. They also need to be directed to carry out web research on types of fire extinguishers and their purpose. A video could be used to demonstrate safe manual handling. The importance of keeping the premises clean and tidy should also be discussed. Alternatively, tutors could use the visit to the retail organisation for learning outcome 1 and ask learners to list the risks and hazards observed.

For learning outcome 3, tutors could invite a guest speaker who can explain about keeping stock and cash secure on their premises. They could explain the causes of stock losses, for example theft, damage, short deliveries and what the consequences are. They could also explain methods of payment and again how they are kept secure.

A PowerPoint presentation will consolidate all three learning outcomes, provide excellent assessment material and allow for a constructive feedback session.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor led discussion – explanation of the Health and Safety at Work Act and COSHH regulations.</p> <p>Visit a large retail outlet to question a manager – a retail organisation, eg Asda, to gather information on the above and also general health and safety and health and safety legislation. Learners to prepare questions to ask.</p> <p>Practical assessment activity – produce a PowerPoint presentation entitled Health, Safety and Security in Retail. Base it on the businesses you visited. First section, Health and Safety at Work Act, role of employee, role of employer. Second section COSHH explaining regulations and importance. Third section, Health and safety policies, where they should be located. (Learning outcome 1)</p> <p>Learners add to presentation producing further sections. Common risks and hazards. Precautions to reduce accidents and fire. Types of fire extinguishers. Safe manual lifting. Cleanliness and hygiene, explaining its importance. (Learning outcome 2)</p>
<p>Guest speaker – explain security of stock and cash in their retail organisation.</p> <p>Assessment – learners add to presentation producing further sections. Causes of stock losses. Different types of shop theft. Typical methods of payment and preventing loss when handling payment, checklist to maintain security of cash and non-cash payments.</p> <p>Learners deliver presentation to the manager of the retail organisation they visited. (Learning outcome 3)</p>
<p>Assessment feedback from retail manager, review and evaluation of unit.</p>

Assessment

To achieve assessment criteria 1.1, 1.2 and 1.3, learners could prepare questions to ask the manager of a large retail outlet, including the role of the employer and employees in relation to the Health and Safety at Work Act, the importance of COSHH and where information on the company's health and safety policy can be found. This will enable learners to gather the correct information for their presentation.

To achieve 2.1 and 2.2, learners should list the possible risks and hazards within a retail business and outline ways in which the risks of accidents could be minimised.

To achieve 2.3 and 2.4, learners need to identify different types of fire extinguishers and the materials that each type of fire extinguisher should be used on. They could also comment on how to minimise the risk of fire.

To achieve 2.5 and 2.6, learners need to explain safe manual lifting and the reason for cleanliness and hygiene in a retail environment.

To achieve 3.1 and 3.2, learners need to identify the main causes of stock loss and shop theft and when they are most likely to occur.

To achieve 3.3 and 3.4, learners need to list the main methods of payment accepted in retail outlets and the main ways to prevent loss when handling payments.

To achieve 3.5, learners should outline the main points to check to ensure all payments are secure.

Essential resources

There are no specialist resources required for this unit. However, learners would benefit from the opportunity to visit a retail outlet to question a manager on health, safety and security.

Indicative resource materials

Textbooks

Cox R and Brittain P – *Retailing – An Introduction* (FT Prentice Hall, 2004)
ISBN 0273678191

Dion J – *The Complete Idiot's Guide to Starting and Running a Retail Store*
(Alpha Books, 2008) ISBN 978-1592577262

Segal R – *Retail Business Kit for Dummies* (John Wiley & Sons, 2001) ISBN
978-0764553813

Journals

Convenience Store (William Reed Business Media)

Drapers (Emap)

The Grocer (William Reed Business Media)

Retail Week (Emap)

Websites

www.bizmove.com/general.mbn.htm Includes a link to stock control for retail businesses

www.hse.gov.uk The Health and Safety Executive

www.skillsmartretail.com The Sector Skills Council for Retail

Unit 4: Understanding the Retail Selling Process

Unit reference number: T/502/5805

Level: 1

Credit value: 2

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of selling within a retail environment. It introduces learners to the selling process and the purpose of product information.

Unit introduction

Learners who are interested in working in the retail environment need to understand the selling process. They need to understand how to identify what the customer wants.

They also need to be able to use product information to promote sales.

This unit introduces learners to all aspects of the selling process. Learners will be able to gain knowledge by working in a retail environment within the centre, for example a tuck shop, selling stationery, canteen, or by setting up a mock shop where role play can take place. The tutor may consider setting up a shop for a limited period.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
	To achieve each outcome a learner must demonstrate the ability to:
1 Understand the selling process	1.1 Identify the key steps of the selling process 1.2 Identify the key legislation relating to the selling process 1.3 Outline the key skills and qualities required of successful sales staff
2 Understand how to find out what the customer wants	2.1 State when and how to acknowledge, greet and approach customers 2.2 State how to find out what customers want
3 Understand how product information can be used to promote sales	3.1 List common concerns a customer may have when buying a product 3.2 State how providing information about the product can increase its attractiveness to the customer 3.3 Describe the difference between the features and benefits of products 3.4 Identify basic rules for demonstrating products to customers 3.5 State where to obtain different types of product information.

Unit content

1 **Understand the selling process**

Key steps: positioning and pricing of product; responding to customer; listening to customer needs; asking questions; providing information on products; describing benefits of product; closing techniques

Key legislation: Sale of Goods Act; Sale and Supply of Goods Act; Sale and Supply of Goods to Consumers Regulations

Key skills and qualities: being polite; communication eg speaking clearly, active listening, asking questions; smart appropriate dress; good product knowledge

2 **Understand how to find out what the customer wants**

Approach: when and how to greet; not to be intrusive; acknowledge customer; make eye contact; smile

Customer needs: how to ascertain what the customer wants; asking questions; active listening

3 **Understand how product information can be used to promote sales**

Common concerns: price; benefits in relation to similar products; will product meet customer needs

Providing information: product knowledge; knowledge of similar products for comparison; emphasising benefits of product to customer

Features and benefits: knowing which features to promote to customers; comparison with similar products; advantages; what product does; rules for demonstrating products eg complying with health and safety procedures

Sources of information: different sources eg catalogues, product specifications, manuals, labels, internet

Essential guidance for tutors

Delivery

Tutors delivering this unit could arrange for learners to have access to a retail environment within the centre. The unit can be completed using practical tasks. If possible, it would be beneficial for learners to experience a 'real' selling situation. If an authentic retail experience is not available within the centre a mock shop can be set up where learners have to sell to their peers. It would be beneficial to set up a retail shop for a limited period.

The unit could begin with a tutor-led explanation of the selling process. Learners could be shown a video/DVD of the selling process or visit a local shopping centre to watch how sales assistants work. They need to focus on how the sales assistant approaches a customer. This could be discussed later ie did they follow the steps to selling, how did they approach the customer, did they find out exactly what the customer wanted. Learners can identify how they like to be approached and how different approaches make them feel.

The tutor needs to explain the Sale of Goods Act and how to deal with refunds. This could be dealt with through scenarios where learners participate in a role play and come to a conclusion. It is a good idea to use peer assessments for the scenarios so all the group are involved.

If a mock shop is used learners could research different brands of a product so they can explain its features and sell it to someone else in the group. If it is a live retail environment someone will need to ask for a product to be explained to them. This can be video recorded and played back for everyone to complete peer reports.

Work placements could be used but employers would need to be willing to provide witness statements for all the required evidence. Alternatively the tutor could visit the learner on placement and look to see all the evidence whilst they were there.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led group discussion – what is involved in the selling process?</p> <ul style="list-style-type: none">• identifying the skills needed• identifying the legislation involved• identifying the key steps of selling. <p>Practical assessment activity – learners each design an individual poster showing all the above. (Learning outcome 1)</p>
<p>Paired role-play – greeting a customer and finding out their requirements.</p> <p>Peer assessment – peers report on each pair.</p> <p>Assessment – learners state how to agree customer needs and find out what they want either through one-to-one discussion with the tutor or in the form of a poster. (Learning outcome 2)</p>
<p>Research – find three different makes of a chosen product from the internet and print out the information.</p> <p>Paired role play – one learner is the customer and expresses concerns and the other describes the difference between the products, highlighting the benefits of each. Customer to ask where to obtain information.</p> <p>Assessment – tutor provides a scenario of a selling situation. Learner to identify:</p> <ul style="list-style-type: none">• customer's concerns• information which the seller can provide to increase product attractiveness• the features and benefits of the product• rules for demonstrating the product• where to obtain product information. (Learning outcome 3).
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

To achieve 1.1, 1.2 and 1.3, learners could produce a poster to show the key steps of selling, key legislation and the key skills and qualities needed.

To achieve criteria 2.1 and 2.2, learners could carry out a role play, in pairs, of greeting a customer and finding out what they want. The rest of the group could complete a peer report on the activity.

To achieve 3.1, 3.2, 3.3, 3.4 and 3.5, tutors could provide a scenario of a selling situation. Learners need to state:

- the customer's concerns
- information which can be used to increase product attractiveness
- the features and benefits of the product
- rules for demonstrating the product
- where the seller could obtain product information.

Alternatively, tutors could assess learners using their part-time employment and/or work placement. Learners could be given a booklet that they could complete the work placement to ensure all the necessary assessment criteria are covered. The use of witness statements will be necessary to ensure authenticity. A tutor visit may be necessary to ensure that learners produce all the necessary evidence during the placement. In addition, employers will need to be briefed about the learning outcomes and assessment criteria, as they may need to direct learners to an appropriate selling situation in order to gather the necessary evidence.

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Cox R and Brittain P – *Retailing – An Introduction* (FT Prentice Hall, 2004) ISBN 0273678191

Dion J – *The Complete Idiot's Guide to Starting and Running a Retail Store* (Alpha Books, 2008) ISBN 978-1592577262

Segal R – *Retail Business Kit for Dummies* (John Wiley & Sons, 2001) ISBN 978-0764553813

Journals

Convenience Store (William Reed Business Media)

Drapers (Emap)

The Grocer (William Reed Business Media)

Retail Week (Emap)

Website

www.skillsmartretail.com

The Sector Skills Council for Retail

Unit 5: Understanding the Control, Handling and Replenishment of Stock in a Retail Business

Unit reference number: J/502/5808

Level: 1

Credit value: 2

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of stock control systems and the procedure for replenishing, moving, handling and storing stock within a retail business.

Unit introduction

Learners who are interested in working in the retail environment need to understand the control, handling and replenishment of stock in a retail business.

This unit introduces learners to all aspects of stock control. Learners need to understand why stock must be controlled and how this benefits the retail business. They also need to be aware of how to lift and handle stock safely. Learners must understand about pricing stock and how shelves should be replenished.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
	To achieve each outcome a learner must demonstrate the ability to:
1 Understand the principles of stock control	1.1 State the main purposes of stock control systems 1.2 Describe the key features of a stock control system 1.3 Identify the technology that can be used in stock control 1.4 List the benefits of effective stock control
2 Understand how to move, handle and store stock	2.1 Identify the different techniques and methods for moving stock including how it is kept secure 2.2 Identify the different techniques and methods for handling stock including how it is kept secure 2.3 Identify the different techniques and methods for keeping and storing stock including how it kept secure 2.4 State where and in what conditions different types of stock should be stored 2.5 Identify procedures for dealing with the removal of waste 2.6 State why it is important to follow procedures for dealing with the removal of waste
3 Understand procedures for replenishing stock	3.1 Outline the procedures for replenishing stock on display 3.2 State why accurate pricing and ticketing of stock is important.

Unit content

1 Understand the principles of stock control

Purpose: to ensure outlet keeps the right amount of stock; to ensure stock is replenished; to guard against unsold stock

Features: accurate; up to date; checking stock at suitable intervals in line with procedures; updating stock records in line with procedures; identifying required stock levels; identifying shortfalls in stock; identifying type and quantities of stock to order; rotating stock; positioning stock accurately; recognising unsaleable stock; checking demand for stock regularly

Technology: systems to record amount of stock; to warn when stock is low

Benefits: to prevent over-ordering stock; to ensure stock does not run out; to ensure unsaleable stock is not sold

2 Understand how to move, handle and store stock

Techniques and methods for moving and handling: checking load; checking position of self; checking distance to be carried; asking for help; using equipment; checking equipment works and is safe; suitability of transport; safety of transport; packing goods appropriately on equipment or in transport so they are not damaged

Storing: placing goods in correct location; labelling stock; storage conditions for different types of goods

Security: products handled and moved by authorised personnel; tagged products; security staff; alarms; stock taking

Conditions: different conditions needed for different types of stock eg refrigeration or freezing for some foods; hygienic conditions; dry conditions eg for storing clothes

Removing waste: procedures for disposing of waste eg food, packaging, recycling; reasons for procedures eg health and safety, legal requirements

3 Understand procedures for replenishing stock

Replenishing stock: procedures eg when to re-order, deciding whether to re-order, stock rotation, identifying oldest stock to display first

Pricing and ticketing: importance of accurate pricing and ticketing eg to comply with

Essential guidance for tutors

Delivery

Tutors delivering this unit need access to a storage facility. It could be a department's stationery stock cupboard, canteen or catering department stock. If this is not possible, a mock shop may be used to help learners understand the concept. It would be beneficial to visit a large store such as Argos to see how they deal with stock. Learners would then also see an electronic system in use and how the system updates as stock is sold.

The unit should start with a tutor-led explanation on the purpose of stock control. Manual and electronic systems can be explained and then hopefully access to both can be arranged. Learners can then describe the benefits of both types of stock control.

Tutors can draw on the experiences of learners who work part time in a retail outlet or use DVDs which demonstrate manual and automated systems. Learners can then describe the purpose and benefits of two stock control systems and produce a flow diagram showing the key features and how technology is used.

Learners need to be aware of different conditions for storing stock. Shops such as supermarkets need some refrigerated storage as well as space for other goods. They need to be aware of how to deal with waste as there will be lots of polythene and cardboard from unpacking stock. Learners could investigate how their own centre organises its stock procedures and compare these to how a retail organisation manages its stock. A visit to the warehouse of a large retail outlet would benefit learners' understanding. The benefits of effective stock handling and the importance of each element can be discussed. In addition, learners must appreciate how stock can be handled and moved safely and the security measures that are used to ensure stock is stored safely and securely.

Learners also need to understand the concept of stock rotation when replenishing stock. This could be identified when visiting a store; it can be explained in class. If the exercise is completed within the centre, with for example stationery, there may not be as much need for stock rotation as with food items.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion – What is stock control?</p> <ul style="list-style-type: none">• identification of importance and purpose. <p>Key features of stock control.</p> <p>Practical assessment activity – learners design a flow chart for a stock control system and list the benefits of this system. (Learning outcome 1)</p>
<p>Tutor explanation – kinetic lifting – learners watch video on manual handling.</p> <p>Assessment – using illustrations, learners identify positions for lifting and why they are important.</p> <p>Practical activity – learners practise lifting items of different weights, sizes and shapes.</p> <p>Tutor-led feedback – discuss how wrong positions can affect health.</p> <p>Individual research – using tutor-devised list, learners record how products should be stored.</p> <p>Group discussion – identify different types of waste and how they are removed.</p> <p>Assessment – learners design a poster identifying at least three types of waste and their removal. Use IT and include pictures. (Learning outcome 2)</p>
<p>Tutor-led discussion – explanation of stock rotation and pricing procedures.</p> <p>Individual assessment – learners record the above information in a format that a new employee could follow. (Learning outcome 3)</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

This unit can be easily achieved by practical activities. If learners are able to access store cupboards within a centre, practical exercises can be set up. Learners could visit supermarkets and then complete exercises when they return. A mock shop could be used but this would not be as realistic.

To achieve 1.1, 1.2, 1.3 and 1.4, learners can produce two flow charts showing two stock control systems, one of which should be automated. The flow chart can include details about the purpose of the stock control system, its features and benefits and how technology can be used in a stock control system.

To achieve 2.1, 2.2 and 2.3, learners can identify, from a handout, positions used for moving stock and why it is important to use them. Learners must also identify the different methods used by retailers to handle stock and ensure that it is kept safe and secure.

For 2.4, learners can identify products from a tutor-devised list and record how they should be stored.

For 2.5 and 2.6, learners can design a poster which identifies at least three types of waste and the method used for their disposal. The poster should include details about why it is important to follow procedures for removing waste.

For 3.1 and 3.2, learners need to outline how stock can be replenished and why accurate pricing and ticketing of stock is important. Learners can produce this information in a format that a new employee would understand.

Essential resources

There are no specialist resources required for this unit. However, learners would benefit from the opportunity to practise lifting different items of different weights and sizes, and access to a retail outlet to observe methods of stock control.

Indicative resource materials

Textbooks

Cox R and Brittain P – *Retailing: An Introduction* (Financial Times and Prentice Hall, 2004) ISBN 0273678191

Fernie J – *Principles of Retailing* (Butterworth, 2003) ISBN 0750647035

Segal R – *Retail Business Kit for Dummies* (John Wiley & Sons, 2001) ISBN 978-0764553813

Varley R – *Retail Product Management* (Routledge, 2005) ISBN 415327156

Website

www.bizmore.com/general.mbn.htm Includes a link to stock control for retail businesses

Unit 6: Understanding how Individuals and Teams Contribute to the Effectiveness of a Retail Business

Unit reference number: R/502/5780

Level: 1

Credit value: 2

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of how individual and teams contribute to the effectiveness of the retail business as well as introduce learners to the main functions of employment law. The unit covers the effective characteristics of team building and the activities which can be used for improving the skills and performance of individuals.

Unit introduction

Learners who are interested in working in the retail environment need to understand how working in a team can benefit the employee and the employer. They need to understand what a contract of employment is and the consequences for the employee if they do not adhere to it. Learners also need to understand what could happen if the employer does not adhere to the contract. In this unit learners will explore the importance of identifying their own skills and how these can be improved.

This unit introduces learners to all the above. Learners will be able to gain understanding by participating in a variety of mainly practical activities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
	To achieve each outcome a learner must demonstrate the ability to:
1 Know the key employment rights and responsibilities of employees and the employer	1.1 State the purpose of a contract of employment 1.2 List the main content typically included in a contract of employment 1.3 Outline the actions which can be taken by the individual and the employer if either party fails to keep to the terms of the contract of employment 1.4 Identify the legislation which protects individuals from harassment and discrimination
2 Know the characteristics of effective teamworking in retail business	2.1 State the benefits to individual employees and to the retail business as a whole of working in teams 2.2 Identify different roles and levels of responsibility within retail teams 2.3 List the typical characteristics of effective and ineffective teams 2.4 List different techniques for communicating effectively within a team
3 Understand a range of activities for improving own skills and performance	3.1 State the benefits to the retail business of improving employees' skills and performance 3.2 State why it is important to identify own strengths and development needs 3.3 List the different methods for reviewing and improving the performance and skills of individual employees.

Unit content

1 **Know the key employment rights and responsibilities of employees and the employer**

Contract of employment: purpose – agreement between employer and employee; content – pay, working hours, holidays, sickness, notice period

Actions if either party does not keep to terms of contract: report to line manager or supervisor, human resource staff; organisation's grievance procedure; sue for breach of contract; disciplinary procedure

Legislation: relevant legislation eg the Sex Discrimination Act, the Race Relations (Amendment) Act, the Disability Discrimination Act

2 **Know the characteristics of effective teamworking in retail business**

Benefits: drawing on skills of team members to achieve set goals eg IT skills, planning, problem solving; taking collective responsibility

Roles and responsibilities: types of role eg supervisor, stacking shelves, taking payments, ensuring clean, safe environment, setting up displays

Characteristics of effective team: working to common goals; considering other team members; listening to other team members; encouraging other team members; motivating other team members; loyalty; providing constructive criticism; communicating

Characteristics of ineffective team: inconsiderate of other team members; lack of motivation; lack of encouragement; poor communication; working to different goals

Communication techniques: verbal eg face-to-face conversations with individual team members, team meetings; in writing eg by email, letter; listening to other team members, allowing team members to make their views known

3 **Understand a range of activities for improving own skills and performance**

Benefits: employees better trained so able to do job more effectively; motivates employees; allows employees to progress in their career; high employee morale gives good impression to customers

Identifying own skills and development needs: importance eg job satisfaction, personal fulfilment, promotion, financial benefits, opportunity to help or inspire others

Methods: setting short-term and long-term goals; training to improve skills; appraisals; personal skills audit

Essential guidance for tutors

Delivery

Tutors delivering this unit have the opportunity to use a diverse range of techniques. These include research, external visits, role play, discussion, videos and presentations. It is important to make the unit as practical as possible.

The tutor could start delivery of the unit by engaging learners in a discussion. This will ascertain their perception and knowledge of contracts of employment. These may be a totally new concept to learners. The discussion will need to identify and explore the purpose of a contract and its contents. Learners can then carry out research into contracts, looking on the internet or in the library. Learners need to identify the main points in a contract of employment. The tutor can then follow on from this with the key legislation that can be contravened and the consequences for both employer and employee. Learners need to be able to explain in writing or verbally (recorded) about the consequences and identify laws that protect an employee from harassment and discrimination.

The use of case-study material, role-play activities or a DVD could be used to show examples of how contracts of employment may be contravened – either by the employee or by the employer. Learners must be able to outline the actions that both parties can take and therefore must be able to describe the principle of disciplinary and grievance procedures. This evidence could be presented as a flow chart.

For learning outcome 2, the tutor could show a team-building video or arrange a team-building activity. From either of these, learners can identify the roles in a team and how effective they are. A visit to a fast-food restaurant where employees have to work as a team to fulfil orders would be beneficial. Learners would see that there is a manager who oversees everything and gives each team member a job to carry out. There will be two or three people taking orders and receiving payment. They rely on the team members in the kitchen to provide the orders for them to hand to the customer. It is easy to see how, if the team members in the kitchen stopped work, the whole process would grind to a halt. Perhaps another example to help learners understand team roles is to look at a football team, where there is a manager who coaches, a team captain and other members of the team who play in certain positions. This would generate a discussion on how effective it is to work in a team and how it can be ineffective if one member does not contribute. Most learners will probably have an opinion on what happens when a certain player does not play well. They need to be aware of how important it is to communicate with each other in a team. The discussion can also be used to identify the different job roles within a team and what responsibilities each team member has to ensure the team works effectively and achieve its goals. In small groups learners could role play effective and ineffective teamwork. They can then produce a wall chart depicting both effective and ineffective teamwork.

For learning outcome 3, learners can identify the importance of updating skills and the benefit that this has to a retail outlet. They can work in small groups and put their findings on a flip-chart. The pieces of flipchart paper can be put on the wall to generate tutor feedback. Learners can start identifying their strengths and weaknesses and the skills they need to improve on. Following this, the tutor can give an example of a personal development plan to show how skills can be updated. Learners can then produce a personal development plan of their own. From the feedback the tutor can explain how different people learn in different ways. A simple learning-style exercise can be undertaken and learners can see which is perceived as the best way for them to learn. They could check whether the personal development plan reflects this. One of the most important skills in retail is communication, both the ability to listen and to speak clearly.

An activity aimed at improving these skills would be to present selling a product to a group and answering questions about it. This would improve learner confidence and be an asset to the business. To improve a person's time management, the best method is probably to offer incentives, for example completing tasks on time every day for a month they could be given a day off. Training in merchandising can improve skills so that learners practise stock rotation and keep the shelves looking tidy. They would also learn to put price stickers in a certain place. Once learners have each produced a personal development plan, there could be a group discussion about how useful this plan is and how, and why, a retail outlet might use these plans to improve the individual's and organisation's performance.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to the unit and structure of the programme of learning.
<p>Group discussion – what is the purpose of a contract of employment?</p> <p>identification of employee and employer rights</p> <p>identification of expected contents.</p> <p>Paired research – find contracts of employment on the internet.</p> <p>Paired research – find contracts of employment in the library.</p> <p>Assessment – learners produce individual posters showing the main points found from their research. (Learning outcome 1)</p> <p>Tutor-led discussion – identify actions an employer or employee can take if a contract is broken. Also identify legislation that protects individuals from harassment and discrimination.</p> <p>Assessment – using tutor-devised questions, learners individually word process a leaflet showing actions from discussion. At the end of the leaflet learners state two laws that protect individuals from discrimination or harassment. (Learning outcome 1)</p>
<p>Watch a team-building video/DVD – discuss how teams work in retail.</p> <p>Visit to organisation where staff work in teams, such as McDonalds or KFC. Learners make notes on how staff work as a team and the team member's roles.</p> <p>Tutor-led feedback – discuss how working as a team helped employees. Discuss other retail outlets where teamworking happens.</p> <p>Activity – in small groups, some learners identify effective teamwork and the others' ineffective teamwork.</p> <p>Tutor-led discussion on communication and how team members can communicate with each other.</p> <p>Role-play activities – learners to role play teamworking scenarios supplied by</p>

Topic and suggested assignments/activities

the tutor.

Assessment – learners make wall displays showing the benefits of working in a team, including different roles and levels of responsibility in a team, characteristics of an effective and ineffective teams and different techniques for communicating effectively in a team. (Learning outcome 2)

Topic and suggested assignments/activities

Small group assessment activity – on flipchart paper each group lists benefits to a retail business of updating employee skills.

Tutor-led feedback – discuss the above.

Group discussion looking at the skills in the learner group and how they can be improved.

Assessment – learners produce personal development plans identifying own strengths and weaknesses. The plan must include at least three benefits to a retail organisation of improving own skills, and at least three ways of reviewing and improving the own performance and skills. (Learning outcome 3)

Activity – learners present their plans to the rest of the group, who give ideas on how to improve skills.

Tutor-led – discussion on how performance can be reviewed.

Assessment

To achieve 1.1, 1.2, 1.3 and 1.4, learners can produce a poster of the main points found from their research into contracts of employment, including:

- the purpose of the contract
- typical content
- at least two actions that can be taken by the individual if the terms of the contract are not adhered to
- legislation protecting employees from harassment and discrimination.

To achieve 2.1, 2.2, 2.3 and 2.4, learners can create a chart, poster or wall display showing the benefits of working in a team, roles and responsibilities, at least three characteristics each of effective and ineffective teams and at least four communication techniques.

To achieve 3.1, 3.2, 3.3, 3.4 and 3.5, learners could produce a personal development plan which must include details on at least three benefits to the retail business of improving employee skills and performance, the importance of developing own strengths and identifying development needs and at least three different methods for reviewing and improving own performance.

Essential resources

There are no essential resources are required for this unit.

Indicative resource materials

Websites

www.acas.org.uk

Independent organisation that provides advice and conciliation services for employees and

	employers
www.direct.gov.uk/en/employment/index.htm	UK government website for information relating to employment protection legislation
www.sandstone.co.uk/successful-team-building	Advice and resources on team building
www.skillsmart.com	The Retail Sector Skills Council

Unit 8: Introduction to the Hair and Beauty Sector

Unit reference number: R/502/3981

Level: 1

Credit value: 3

Guided learning hours: 25

Unit aim

This unit should enable learners to:

- gain a general introduction to the sector and understand the characteristics of working in the sector
- know the range of services and treatments offered in hair and beauty
- know the different types of salon and the types of clients they attract.

Unit introduction

The aim of this unit is to enable learners to gain a general introduction to the hair and beauty sector and understand the characteristics of working in the sector. Learners should be able to understand the range of services and treatments offered in hair and beauty and the different types of salon and the type of clients they attract.

The world of hair and beauty therapy is a multi-million pound industry. It is an industry that maintains high employment figures and continues to grow in demand and popularity, mainly due to the fact that more and more people are enjoying the benefits of a healthy lifestyle that involves keeping fit and looking good.

This unit is designed to show learners the types of jobs available, and the range of services and treatments offered, in a variety of different salons and workplaces. Learners will be able to identify the types of client different salons and workplaces target/attract.

This unit will allow learners to explore possible career opportunities once they are qualified to work in the hair and beauty sector. They will see an exciting, fulfilling and rewarding future waiting for them in a constantly evolving industry. This unit shows learners that, given the opportunity, they could become a successful hairdresser, beauty therapist, their own boss, have job security, meet interesting and new people and travel the world.

Essential resources

Learners will need access to a library with current textbooks, trade publications and reference material on job roles, career opportunities and types of salons, services and treatments offered in the hair and beauty sector. Internet access will give learners the opportunity to develop skills in an e-learning environment; this will need careful management by the tutor. Visits to local salons, or guest speakers invited in to give career talk presentations, would be beneficial.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the career opportunities and working patterns within the hair and beauty sector	1.1	identify occupational roles in the hair and beauty sector	<ul style="list-style-type: none"> Occupational roles in the hair and beauty sector: occupational roles eg hairdresser, stylist, colour technician, barber, beautician, beauty consultant, beauty therapist, make-up artist, masseur, nail technician, retail sales representative
		1.2	outline the working patterns in the hair and beauty sector	<ul style="list-style-type: none"> Working patterns in the hair and beauty sector: weekly hours; daytime; evening; weekends; holiday entitlement, shift work, flexible hours
		1.3	identify the main career opportunities available in the hair and beauty sector and related industries	<ul style="list-style-type: none"> Career opportunities available in the hair and beauty sector: opportunities in hair eg trainee, salon receptionist, junior stylist, senior stylist, colour technician, barber, mobile hairdresser, salon manager, salon owner; opportunities in beauty sector eg assistant therapist, junior therapist, junior nail technician, make-up consultant, nail consultant, make-up artist, senior therapist, mobile therapist, retail-sales representative, salon manager, salon owner; salons, workplaces and industries for enhancing opportunities eg mobile hairdresser, ladies salons, unisex salon, barber shop, resort spa, beauty salon, health spa, nail bar, tanning shop
		1.4	give examples of sources of information on training and career opportunities in the sector	<ul style="list-style-type: none"> Sources of information on training and career opportunities in the sector: induction training; product training; health and safety training; advanced treatment techniques training, continual professional development; up-skilling; sources of information eg internet, trade journals, workplace

Learning outcomes		Assessment criteria		Unit amplification
2	Know the main hairdressing services and beauty treatments	2.1	identify different types of salon and the types of client they attract	<ul style="list-style-type: none"> □ <i>Different types of salon and the types of client they attract:</i> ladies salon – female all ages; unisex salon – male and female all ages; barber shop – male all ages; beauty salon – male and female all ages, clients with special occasions eg holiday, wedding; health spa – male and female all ages, active clients; nail bar – manicure clients; resort spa – clients of all ages on holiday; tanning shop – clients over 16, clients with skin disorders eg psoriasis, eczema
		2.2	outline the main hairdressing services offered by salons	<ul style="list-style-type: none"> □ <i>The main hairdressing services offered by salons:</i> shampooing; conditioning; cutting; styling; blow drying; colouring; perming; shaving eg wet or dry; hair extensions
		2.3	outline the main beauty treatments offered by salons	<ul style="list-style-type: none"> □ <i>The main beauty treatments offered by salons:</i> manicures; pedicures; nail technology; eyebrow shape; eyelash tinting; eyelash perming; application of false eyelashes; make-up application; hair removal treatments eg waxing, sugaring; manual facial; body massage

Information for tutors

Delivery

Successful delivery of this unit requires learners to have opportunities to research and investigate selected job roles and types of organisations in the hair and beauty sectors, exploring aspects of career choices and a variety of different types of working environments. Learners will identify the types of clients that different salons and workplaces attract. Learners will need advice and guidance from tutors with suitable expertise to draw on their own experiences. Learners will benefit from access to the internet and trade journals in order to research job vacancies and job specifications.

Tutors should discuss job roles, career pathways, work patterns, types of salons and the services and treatments available in the hair and beauty sector. Guest speakers could talk to learners about the differences between types of salons, treatments, services and clients to help them develop their knowledge and understanding of the range within the sector. Group work and discussion should be encouraged to present and discuss findings.

Tutors should explore links with local businesses when selecting organisations to study directly. Tutors should inform the organisations of the aims and structure of the unit, and the type of information required to meet the learning outcomes.

Learners need to be aware of the different types of salons, services and treatments offered. Learners should investigate a variety of salons then focus on three different types of hair and beauty salon to demonstrate their understanding of the types of services and treatments that could be available within that establishment. Learners could be encouraged to visit salons to collect treatment and price lists. They could devise questionnaires for different salons and then collate the responses. Learners could create mood boards or PowerPoint presentations to present their findings on occupational roles or types of salon and the services offered.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Tutor-led discussion on different occupational roles in the hair and beauty sector.

Classroom activity with task sheets – learners research job roles in the hair and beauty sector through internet searches and trade publications.

Learners to find out the requirements for three job roles in the sector and display these as PowerPoint presentation or mood board.

Tutor-led discussion drawing on learner experiences in sector.

Learners to research work patterns in the sector.

Learners link their findings to three different occupational roles in hairdressing and three different occupational roles in beauty sector.

Guest speakers from either field or salon visit.

Learners to produce survey/questionnaire about types of careers and collate the responses on a chart or graph.

Topic and suggested assignments/activities

Tutor-led discussion and delivery on types of training and career opportunities.

Guest speakers to give input on further training and development needs/opportunities.

Learners to list benefits of further training.

Assessment – learner to create PowerPoint presentation or mood board giving information about at least three types of job in hairdressing and three types of job in beauty, typical work patterns, career opportunities and sources of information on training and career opportunities. (Learning outcome 1)

Tutor-led discussion/delivery on variety of salons, the types of services/treatments available and the types of clients the different salons attract.

Tutors to collate price lists from local salons or research treatments and services on the internet.

Learners to create a mood board showing the range of hairdressing and beauty salons (three types each), with types of clients targeted.

Tutor-led delivery/discussion on hairdressing services.

Learners to research different hair salons and to list the main services offered in each.

Tutor-led delivery/discussion on beauty treatments.

Learners to research different beauty salons and to list the main services offered in each.

Assessment – learner creates a presentation or mood board showing information on at least three hairdressing and three beauty salons, identifying the types of client they attract and examples of the types of treatments offered. (Learning outcome 2)

Assessment feedback, review and evaluation of unit.

Assessment

The unit is assessed by the centre and will be subject to external verification.

Achievement of the assessment criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment criteria in mind. The use of one assignment is suggested as being sufficient to allow full coverage of the learning outcomes. The single assignment would therefore comprise 1.1, 1.2, 1.3, 1.4, 2.1, 2.2 and 2.3.

For 1.1, learners must identify three job roles within hairdressing and three job roles within beauty.

For 1.2, learners must identify clearly the possible working patterns for the three types of job role in hairdressing and the three in beauty researched in 1.1. Learners can research work patterns by carrying out a survey to find out working hours, shifts and leave in the hair and beauty sector.

For 1.3, learners must identify clearly at least three main career opportunities in the hair and beauty sector.

For 1.4, learners must identify clearly sources of information for training and career development. Learners must clearly show the types of training available and identify its importance in the workplace.

Evidence for criteria 1.1, 1.2, 1.3 and 1.4 can consist of a presentation of learner findings from their research on the internet, in magazines or newspapers or by contacting salons directly, such as a PowerPoint presentation or poster, or through a discussion or question and answer session (witness statements or observation records will need to be retained as evidence).

For 2.1, learners must complete a task to name three different types of hairdressing salons and three different types of beauty salons identifying clearly the type of client they attract and giving reasons for this. Learners can produce a poster, mood board or presentation as evidence for each sector. It is anticipated that reasonable guidance will be given to learners to reinforce their knowledge.

For 2.2 and 2.3, learners must identify the types of hairdressing services and types of beauty treatments offered. This could be related to the salons investigated in 2.1. Learners must create and produce a clear presentation for a hairdressing salon and one for a beauty salon with a minimum of five services/treatments for each. Learners should support their evidence by giving reasons for findings.

Witness statements and observation reports must be retained for verification purposes.

Suggested resources

Books

Cressy S – *Business Management for Hairdressers and Therapists* (Heinemann, 2003) ISBN 0435456415

Cressy S – *The Beauty Therapy Fact File, Fourth Edition* (Heinemann, 2004) ISBN 0435451421

Ford G, Stewart H, Taylor S - *An Introduction to the Hair and Beauty Sector Entry 3 and Level 1* (Student Book Entry 3 and Level 1) (Heinemann, 2011) ISBN 9780435047511

Mcmillan C and Bodell S – *NVQ Level 1 Introducing Hairdressing, 2nd Edition* (Heinemann, 2004) ISBN 9780435464660

Journals

Guild Gazette (Guild of Beauty Therapists)

The Hairdresser's Journal (Reed Business Publishing)

Health and Beauty Salon Magazine (Reed Business Publishing)

Top Santé (Bauer Publishing)

Websites

www.babtac.com

The British Association of Beauty Therapy and Cosmetology

www.beautyguild.com

Beauty Guild

www.fhbf.org.uk

Freelance Hair and Beauty Federation

www.habia.org.uk

Habia, the Sector Skills Council for the Hair and Beauty Sector

www.hairandbeautyjobs.com

Hair and Beauty jobs

www.hairrecruitment.com

www.media-courses.com

www.professionalbeauty.co.uk

www.salonjobseeker.com

Hair Recruitment.com

London Academy of Media, Film and TV

Professional beauty

Salon Jobseeker, hairdressing and beauty careers

Unit 9: Presenting a Professional Image in a Salon

Unit reference number: Y/502/3982

Level: 1

Credit value: 3

Guided learning hours: 25

Unit aim

This unit should enable learners to:

- present and maintain a professional image in a salon environment
- communicate and behave professionally in a salon environment.

Unit introduction

The aim of this unit is to enable learners to present and maintain a professional image and communicate and behave professionally in a salon environment.

Learners may demonstrate that they are outstanding at performing the treatments; however this is only one part of being successful in the industry. This unit will show learners that the most important aspect is how you want people to view you when working in the hair and beauty sector. A smart, professional image will result in a more successful business.

The world in which we live appears to be full of 'celebrity culture'; people in the public eye projecting a certain style or image, one that we associate that person with. This is not a 'new phase' in the world of hair and beauty as it is, and always will be, associated with presenting a professional image. This unit shows learners the advantages associated with projecting a professional image and the importance of maintaining high standards. Learners must adopt a professional approach to their own personal appearance and hygiene procedures to be successful in the industry. Learners will have the opportunity to explore the possible consequences of what could happen if their professional image were compromised.

This unit introduces learners to methods of promoting a professional image, in line with salon policy. Beauty therapy can often mean working in a client's personal space, learners will be expected to identify personal hygiene procedures and show clearly ways of maintaining good standards of personal hygiene.

Finally, learners will demonstrate that they can 'look the part', and also show that they can 'be the part'. Learners will explore the positive and negative effects of attitudes and behaviours and demonstrate professional communication skills to meet the needs of different people in a salon environment.

Essential resources

Learners will need access to a salon environment and have a uniform that meets an acceptable salon policy standard. Tasks must be undertaken in a safe place of work with adequate heating, lighting and ventilation and access to both washing and first aid facilities. Learners will also require access to a library with current textbooks, trade publications and reference materials on professional basics in hairdressing and beauty therapy, including personal considerations, personal appearance, personal hygiene and professional conduct. Internet access will give learners the opportunity to develop skills in an e-learning environment. Access to a TV, DVDs, camcorder, video camera or camera would provide opportunities to collate evidence to present and promote a professional image. This will need careful management by the tutor.

There is a requirement for learners to demonstrate and present a professional image at Level 1.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to communicate in a salon environment	1.1	communicate professionally in a salon environment to meet the needs of different people	<ul style="list-style-type: none"> □ <i>Communication</i>: with client; with supervisor; with other colleagues; verbal eg polite, clear, avoiding slang or offensive language, listening and responding, respectful, tactful; non-verbal eg body language, eye contact; written eg recording appointment bookings, maintaining client records; client confidentiality
		1.2	identify the effects of positive and negative attitudes and behaviours	<ul style="list-style-type: none"> □ <i>Behaviour</i>: positive behaviour eg responsibility; enthusiasm; following instructions willingly; cooperation; tidying 'as you go'; effect of positive behaviour eg client feels relaxed, client happy with service, repeat business, increased business through word-of-mouth recommendation; negative behaviour eg ill-mannered, impertinent, closed body language, lack of interest; effects of negative behaviour eg client unhappy, loss of clients, conflict with colleagues
2	Be able to present a professional image and maintain personal hygiene in a salon	2.1	identify how to promote a professional image in a salon	<ul style="list-style-type: none"> □ <i>Present a professional image in a salon</i>: personal appearance; salon policy; professional ethics; codes of conduct relating to professional image eg staff appearance and dress code, codes of conduct relating to personal hygiene, behaviour and communication
		2.2	identify how to maintain personal hygiene	<ul style="list-style-type: none"> □ <i>Maintain personal hygiene</i>: washing hands; bathing/showering daily; using deodorant; wearing a clean, fresh uniform; clean, short and polish-free nails when delivering beauty treatments eg skin care; oral hygiene eg ensuring teeth are clean, using breath fresheners, avoiding strong smelling foods, strong drinks and smoking
2		2.3	Present a professional image in line with salon policy	<ul style="list-style-type: none"> □ <i>Professional image in line with salon policy</i>: personal appearance ie uniform, hair, jewellery, nails, shoes, fresh make-up

Information for tutors

Delivery

This unit will give learners knowledge and understanding of the importance of promoting, meeting and maintaining a professional salon image. Learners must have considerable opportunity to develop their professional skills. This should be facilitated through supervised, practical salon workshop activities, via tutor-led delivery, group discussion, reception area work experience, guest speakers, and watching suitable DVDs and demonstrations of the correct procedures in place for personal appearance, personal hygiene and professional conduct within the salon and reception area environment.

Learners and tutors are encouraged to view the unit as providing an opportunity for learners to develop professional skills and to experience the discipline needed to meet and maintain a professional standard in a salon. Tutors can use suitable games, question and answer sessions, quizzes, task sheets, true or false, memory games and DVDs to assist delivery. Often tutor or group discussion will draw on both the tutor's and learners' own experiences to support the importance of presenting a professional image. Learners will need to discuss the reasons why the presentation of a professional image is so important to the success of hair and beauty industry. Learners who are responsible and competent should respond positively to any constructive feedback. Learners should behave appropriately for the tasks in hand, and take control of situations that involve others to ensure attitudes and behaviours are professional and acceptable at all times.

Learners can work with each other or in a reception area to cover the range of considerations and factors.

Professionalism is paramount at all times. The health and safety risks associated with presenting a professional image are low, but learners must be carefully instructed on personal hygiene and should be supervised closely when working. Learners must be familiar with risk assessments.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Tutor-led delivery on presenting a professional image in the hair and beauty sector.

Practical exercises – learners complete task sheets, labelling diagrams or mood board to demonstrate knowledge of acceptable/unacceptable behaviour.

Learners to create a survey with questions on professional image and collate the results.

Learners research salons and the image they present.

Tutor-led delivery and group discussion on maintaining personal hygiene in a salon environment.

Learners to give short talks or question and answer sessions on key facts about maintaining personal hygiene.

Topic and suggested assignments/activities

Learners research salon policy/guidelines on personal hygiene.

Tutor-led discussion and/or DVD on differences between a professional and unprofessional image in a salon environment.

Learners list factors contributing to professional image for a mood board and aspire wall.

Learners carry out internet research on salon policies.

Learners create video clip showing differences between a professional and an unprofessional therapist.

Assessment – learners to respond to questions on how to promote a professional image and how to maintain personal hygiene. Learners to be observed presenting a professional image in line with a given policy. (Learning outcome 1)

Tutor-led delivery on communication skills.

DVD on communication skills in the reception area.

Learner discussion of own experiences when visiting a hair or beauty salon.

Role-play activities to develop communication skills or observation of learner while on work experience.

Tutor-led discussion on effects of positive and negative behaviours.

Learners practise carrying out open and closed body language activities.

Learners produce mood board of facial/body expressions showing positive and negative attitudes.

Learners produce glossary of key words for positive behaviour.

Assessment – learners to be observed communicating professionally with different people. Learners to produce 'dos and don'ts' salon poster showing effects of positive and negative behaviour. (Learning outcome 2)

Assessment feedback, review and evaluation of unit.

Assessment

The unit is assessed by the centre and will be subject to external verification.

Achievement of the assessment criteria should be evidenced through contextualised and vocationally-related practical experiences, with tasks specifically designed with the assessment criteria in mind. The use of one assessment is suggested as being sufficient to allow full coverage of the learning outcomes. The single assessment, would, therefore comprise 1.1, 1.2, 1.3, 2.1 and 2.2.

For 1.1, learners must demonstrate good communication skills and professional conduct when seeking and listening to guidance and clarification from tutors, as and when appropriate, in a salon situation or general salon environment. Practical observation in a hairdressing or beauty therapy reception area will provide an opportunity to show the use of communication skills to meet different people's needs. Guidance and feedback must be given on learner performance. Learners should work in a team or individually and communicate and behave politely with both tutors and other learners at all times.

For 1.2, learners must complete written evidence on the effects of positive and negative attitudes and behaviour. Learners should be observed or questioned orally from a role-play scenario within a vocational context. It is anticipated that reasonable guidance will be given to learners to reinforce their knowledge.

For 2.1, learners must identify how to promote a professional image for a salon environment. This can be evidenced through discussions or question and answer sessions, or through completed task sheets. Learners should state at least two factors which relate to maintaining a professional image, such as personal appearance and behaviour.

For 2.2, learners must identify how to meet and maintain good personal hygiene procedures. This will be evidenced through discussion and/or question and answer sessions, or through completed task sheets.

For 2.3, learners must demonstrate how to present a professional image in line with a salon policy. Learners must be assessed on their own personal appearance during practical activities. The tutor may provide the policy to be followed, and this may be the policy followed in any on site salon or realistic learning environment. Feedback on meeting the salon policy will provide evidence for assessment.

Witness statements and observation reports should be retained for verification purposes.

Suggested resources

Books

Connor J, Godfrey S and Milsom G – *BTEC National Beauty Therapy Sciences* (Heinemann Educational Secondary Division, 2004) ISBN 0435 462431

Cressy S – *The Beauty Therapy Fact File, Fourth Edition* (Heinemann, 2004) ISBN 0435451421

Ford G, Stewart H, Taylor S - *An Introduction to the Hair and Beauty Sector Entry 3 and Level 1 (Student Book Entry 3 and Level 1)* (Heinemann, 2011), ISBN 9780435047511

Hiscock J and Lovett F – *Beauty Therapy* (Heinemann, 2004) ISBN 0435451022

Journals

Guild Gazette (Guild of Beauty Therapists)

Hairdresser's Journal (Reed Business Publishing)

Health and Beauty Salon Magazine (Reed Business Publishing)

Top Santé (Bauer Publishing)

Websites

www.babtac.com

The British Association of Beauty Therapy and Cosmetology

www.beautyguild.com

Beauty Guild

www.beautytech.com

Beauty Tech

www.habia.org.uk

Habia, the Sector Skills Council for the Hair and Beauty Therapy Sector

www.professionalbeauty.co.uk

Professional beauty

Unit 101: Improving Productivity Using IT

Unit reference number: T/502/4153

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the skills and knowledge needed by the IT User to plan and review their use of predefined or commonly used IT tools for straightforward or routine activities. As a result of reviewing their work, they will be able to identify and use automated methods or alternative ways of working to improve productivity.

An activity will typically be 'straightforward or routine' because:

- the task or context will be familiar and involve few factors (for example, time available, audience needs, message, structure); and
- the techniques used will be familiar or commonly undertaken.

This unit is mandatory for the Certificate and Diploma at Level 1.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources.

Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Assessment methodology

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Plan the use of appropriate IT systems and software to meet requirements</p>	<p>1.1 Identify the purpose for using IT</p> <p>1.2 Identify the methods, skills and resources required to complete the task successfully</p> <p>1.3 Plan how to carry out the task using IT to achieve the required purpose and outcome</p> <p>1.4 Identify reasons for choosing particular IT systems and software applications for the task</p> <p>1.5 Identify any legal or local guidelines or constraints that may affect the task or activity</p> <p>1.6 Select IT systems and software applications as appropriate for the purpose</p>
<p>2 Use IT systems and software efficiently to complete planned tasks</p>	<p>2.1 Identify automated routines to improve productivity</p> <p>2.2 Use automated routines that aid efficient processing or presentation</p> <p>2.3 Complete planned tasks using IT</p>
<p>3 Review the selection and use of IT tools to make sure that tasks are successful</p>	<p>3.1 Review outcomes to make sure they meet the requirements of the task and are fit for purpose</p> <p>3.2 Decide whether the IT tools selected were appropriate for the task and purpose</p> <p>3.3 Identify the strengths and weaknesses of the completed task</p> <p>3.4 Identify ways to make further improvements to work</p>

Unit content

1 **Plan the use of appropriate IT systems and software to meet requirements**

Purpose for using IT: eg who and what the information is for, when it must be finished, what information needs to be included, where it will be used

Plan task: eg what information sources are needed, how they will be found and evaluated, what application software will be used, what skills and resources are needed to complete the task successfully, requirements for content, structure and layout; timelines

Reasons for choosing IT system and software applications: eg time, convenience, cost, benefits of IT or manual methods of preparing, processing and presenting the same information, own views on convenience and effectiveness at meeting needs, quality, accuracy, how IT can make tasks easier than other methods, streamline business processes, increase productivity

Guidelines or constraints: eg data protection, copyright, software licensing, security, organisational house style, brand guidelines

2 **Use IT system and software efficiently to complete planned tasks**

Automated routines: eg short cuts, customised menus and toolbars, run pre-set macros, templates

3 **Review the selection and use of IT tools to make sure that tasks are successful**

Review outcomes: eg quality of information used, produce drafts, review against initial plans, check with intended audience

IT tools selection: eg time taken, convenience, cost, quality, accuracy

Strengths and weaknesses of final work: eg format, layout, accuracy, clarity for audience

Improvements to work: eg correct mistakes, better ways of doing things, learning new techniques

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected.

It is anticipated that this unit is delivered towards the end of the qualification as learners are likely to gain the skills necessary to pass it through achievement of other units. This unit should be taught in conjunction with other units, eg *Unit 112: IT Software Fundamentals*, *Unit 120: Design Software*, *Unit 121: Imaging Software*, *Unit 123: Desktop Publishing Software*, *Unit 124: Multimedia Software*, *Unit 125: Presentation Software*, *Unit 127: Spreadsheet Software*, *Unit 128: Website Software* and *Unit 129: Word Processing Software*.

Assessment

A holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in IT sector suite. This unit has particular links with:

Entry Level 3	Level 1	Level 2	Level 3
Design and Imaging Software	IT Software Fundamentals	IT Software Fundamentals	Design Software
Desktop Publishing Software	Design Software	Design Software	Imaging Software
Presentation Software	Imaging Software	Imaging Software	Desktop Publishing Software
Spreadsheet Software	Desktop Publishing Software	Desktop Publishing Software	Multimedia Software
Word Processing Software	Multimedia Software	Multimedia Software	Presentation Software
	Presentation Software	Presentation Software	Spreadsheet Software
	Spreadsheet Software	Spreadsheet Software	Website Software
	Website Software	Website Software	Word Processing Software
	Word Processing Software	Word Processing Software	

This unit maps to some of the underpinning knowledge from the following areas of competence in the Entry Level 3 and Level 1 National Occupational Standards for IT Users:

- Core (IPU: Improving Productivity Using IT).

Employer engagement and vocational contexts

Many large organisations use automation in their office IT applications as well as system management. Asking an IT manager or supervisor to visit the centre and give a presentation on what automations take place in their working environment may offer the learners a concept of their unit work in context. This could be associated with system security and maintenance as a theme, with the 'visitor' asked to discuss how virus protection and operating system updates are managed.

For some centres your local ICT infrastructure managers have to complete the same in their job role and may be willing to discuss this with the learners.

Indicative resource materials

Website

<http://msdn.microsoft.com/en-us/library/shzd7dy4.aspx>

Functional Skills – Level 1

Skill	When learners are ...
ICT – Using ICT	
Identify the ICT requirements of a straightforward task	planning the use of appropriate IT systems and software to meet requirements
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	selecting IT systems and software applications as appropriate for the purpose using automated routines that aid efficient processing or presentation
ICT – Finding and selecting information	
Use search techniques to locate and select relevant information	identify the purpose for using IT identifying reasons for choosing particular IT systems and software applications for a task identify any legal or local guidelines or constraints that may affect the task or activity
Select information from a variety of ICT sources for a straightforward task	selecting information from different software applications for a straightforward task
ICT – Developing, presenting and communicating information	
Use appropriate software to meet requirements of straightforward data-handling task	selecting IT systems and software applications as appropriate for the purpose
Combine information within a publication for a familiar audience and purpose	combining information to create a publication. For example, a presentation.
Evaluate own use of ICT tools	reviewing the selection and use of IT tools to make sure that tasks are successful

Unit 13: IT User Fundamentals

Unit reference number: J/502/4206

Level: 1

Credit value: 3

Unit aim

This unit aims to enable learners with the skills and knowledge needed to use and set up IT systems sensibly, safely and securely, to evaluate the use of IT systems and to respond appropriately to IT problems.

Unit introduction

In this technological era, most of us know how to use a computer to carry out our own tasks, but what about setting up a computer system for someone else? Understanding that individuals are not the same in their abilities and needs is important for anyone entering the workplace. This unit looks at the range of system settings and features that enables a system to be set up for different user needs.

When a user has a system installed it is also important to consider their safety. Are they sitting comfortably? Do they get headaches or sore eyes after a session on the computer? Are all cables and wires secured and safe? Learners will find out how to minimise physical risks such as trip hazards, backache and repetitive strain injury.

The user will want to keep data safe and be able to access it quickly and easily. File management helps users to do this and is an integral part of running an efficient computer system. Part of this unit is concerned with organising, storing and archiving files and folders and learners will practise this using different storage media.

Once stored, data needs to be kept safe from unauthorised users and safe from corruption. Information security and integrity are central to any organisation. There are regular media reports about lost data files, hackers and viruses. In this unit these issues are considered as well as how to implement security features and carry out routine maintenance procedures to make sure systems stay safe and work smoothly.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Use IT systems to meet needs	1.1 Use correct procedures to start and shut down an IT system 1.2 Use interface features effectively to interact with IT systems 1.3 Adjust system settings to meet individual needs 1.4 Use a communication service to access the internet 1.5 Use appropriate terminology when describing IT systems
2 Organise, store and retrieve information	2.1 Work with files and folders so that it is easy to find and retrieve information 2.2 Organise and store information, using general and local conventions where appropriate 2.3 Identify what storage media to use
3 Follow and understand the need for safety and security practices	3.1 Work safely and take steps to minimise physical stress 3.2 Recognise the danger of computer viruses and identify ways to minimise risk 3.3 Keep information secure 3.4 Recognise why it is important to stay safe and to respect others when using IT-based communication 3.5 Follow relevant guidelines and procedures for the safe and secure use of IT
4 Carry out routine maintenance of IT systems and respond to routine IT system problems	4.1 Recognise why routine maintenance of hardware is important and when to carry it out 4.2 Be aware of where to get expert advice

	<p>4.3 Carry out regular routine maintenance of hardware and software safely</p> <p>4.4 Take appropriate action to handle routine IT problems</p>
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Unit content

1 Use IT systems to meet needs

Start and shut down procedures: log in; enter password; log out; shut down menu; lock, unlock

Interface features: eg desktop, window, dialog box, menu, sub-menu, toolbar, icon, scrollbar, button, drag and drop, zoom, minimise, maximise

System settings: eg window size, mouse settings, icon size, screen resolution, desktop contrast, sound volume

Communication service: broadband; dial-up; wireless; network connections; mobile device

IT systems: will vary according to the set-up, for example: computer eg PC, laptop; input device eg keyboard, mouse or other pointing device; processor; output device eg screen, printer; storage media eg memory, disk, CD, DVD, data/memory (USB) stick, hard drive, network drive

2 Organise, store and retrieve information

File and folder handling: create, name, open, save, save as files; move, copy, rename, delete files; display file lists, sort, search; create and name folders and sub folders

Organise and store: insert, remove, name, label, archive

Storage media: disk, CD, DVD, data/memory (USB) stick, media card, hard drives, network drives, mobile device

3 Follow and understand the need for safety and security practices

Work safely: health and safety issues, risks from hardware, electrical connection risks and guidelines, use and disposal of cleaning materials, handling equipment; risks to self and others from using hardware; organisational guidelines and points of contact

Physical stress: adjust seating and lighting, avoid hazards, take breaks, arrangement of hardware and cables, use of wrist rests

Minimise risk: virus-checking software, anti-spam software, firewall; treat files, software and attachments from unknown sources with caution

Information security: username and password/PIN selection, online identity/profile; real name, pseudonym, avatar; what personal information to include, who can see the information; withhold personal information

Staying safe: protect personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination

Guidelines and procedures: set by employer or organisation eg health and safety, security, copyright, netiquette, data protection

4 Carry out routine maintenance of IT systems and respond to routine IT system problems

Routine maintenance: manufacturer's guidelines; what maintenance can be completed safely; what should be left to experts; what problems may arise if maintenance is not completed; delete unwanted files; cleaning: for different components of an IT system; to maintain functionality; to maintain appearance; printer: replace printer consumables eg paper, toner cartridge; print test page, align cartridge

Expert advice: limits of own understanding and skills, help menus, manufacturer's guidelines, how to follow advice

IT problems: program not responding, error dialogue, storage full, paper jam and find solutions to these problems

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 14: IT Communication Fundamentals*, *Unit 16: Using the Internet*, *Unit 17: Using Email* and *Unit 18: Using Mobile IT Devices*.

Assessment

Where possible a holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

MacRae K – *The Computer Manual: The Step-by-step Guide to Upgrading and Repairing a PC* (Haynes Group, 2002) ISBN 1859608884

Rathbone A – *Windows XP for Dummies, Second Edition* (Hungry Minds Inc, 2004) ISBN 0764573268

White R and Downs T – *How Computers Work* (Que, 2003) ISBN 0789730332

Websites

www.bbcactive.com

www.brainpop.co.uk

www.hse.gov.uk

www.opsi.gov.uk

www.outtakes.co.uk

Unit 14: IT Communication Fundamentals

Unit reference number: Y/502/4291

Level: 1

Credit value: 2

Unit aim

This unit aims to introduce learners to retrieving relevant information from the internet and/or intranets using browser software and exchanging information using email or IT-based communication.

Unit introduction

The internet provides a wealth of information for research. However, it is important to be able to discriminate the useful from the un-useful or inaccurate. This unit has close links with *Unit 16: Using the Internet*, but the emphasis here is on the information retrieved being fit for purpose rather than the techniques of retrieval.

In the first part of the unit, learners will be given the opportunity to practise the skills they need to refine searches and check authenticity and fitness for purpose when collecting information from internet sources.

It is easy for learners to forget that other sources of information exist, such as the printed word and sound and visual media, eg video/DVD. In this unit, learners will be expected to gather a wide range of different types of information from different sources for a given purpose. Whatever the source, learners need to know about copyright laws and the potential penalties for misuse of information. Plagiarism, from internet and other sources, and the illegal downloading of music are well-publicised problems. Learners will need to know how to use and acknowledge sources.

The second part of the unit concentrates on the exchange of information through email. This links closely with *Unit 17: Using Email*, but again the emphasis should be on the appropriate use of language and the management of email communication rather than on the software techniques. Other IT-based communications such as messaging, forums and web logs are also investigated to develop an awareness of the range of potential communication media.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to use a variety of sources of information to meet needs	1.1 Use appropriate sources of IT-based and other forms of information to meet needs 1.2 Recognise different features of information 1.3 Recognise copyright constraints on the use of information
2 Be able to access, search for, select and use internet-based information and assess its fitness for purpose	2.1 Access, navigate and search internet sources of information purposefully and effectively 2.2 Use appropriate search techniques to locate and select relevant information 2.3 Indicate how the information meets requirements and is fit for purpose
3 Be able to select and use IT to communicate and exchange information	3.1 Create, access, read and respond appropriately to email and other IT-based communication 3.2 Use IT tools to maintain an address book and schedule activities

Unit content

1 Use a variety of sources of information to meet needs

Sources of information: newspapers, books, images, maps, conversations, CDs, DVDs, text messages, internet, intranets, podcasts, web logs, web-based reference sites

Features of information: factual information, creative work, opinions, information that is continually updated or live, interactive information, guides and directories

Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

2 Access, search for, select and use internet-based information and assess its fitness for purpose

Access, navigate and search: enter a web address, use a search engine, browse, save and use bookmarks

Search techniques: search keywords, quotation marks, search within results, relational operators, 'find' or search tool, turn questions into keywords for an online query

Information requirements: recognise intention and authority of provider, currency of the information, relevance, accuracy, bias, level of detail

3 Select and use IT to communicate and exchange information

Email and IT-based communication: open mailbox, read, reply to individuals, reply to all, reply with history, delete messages, use group list, forward; communicate using from, to, cc, bcc; subject and content fields, add and open attachments, use instant messaging, contribute to forums, web logs or web-based reference sites

Address book: add, amend and delete contact entries in the contacts list

Schedule activities: task list, calendar, send and respond to meeting invitations

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 13: IT User Fundamentals*, *Unit 16: Using the Internet*, *Unit 17: Using Email* and *Unit 18: Using Mobile IT Devices*.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Essential resources

To deliver this unit centres will need to have a LAN with browser and email application software or access to web-based emailing software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking this unit.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

Blake R – *Firefox for Dummies* (John Wiley and Sons, 2006) ISBN 0471748994

Dyzel B – *Outlook 2007 for Dummies* (John Wiley & Sons, 2006) ISBN 978-0470038307

Levine J R, Levine Y M, Baroudi C – *The Internet for Dummies, 11th Edition* (John Wiley and Sons, 2007) ISBN 9780470121740

Preppernau J and Cox J – *Microsoft® Office Outlook® 2007 Step by Step*
(Microsoft Press, 2007) ISBN 978-0735623002

Shelly G B – *Windows Internet Explorer 8: Introductory Concepts and Techniques*
(South Western College 2009) ISBN 0324781679

Websites

www.bbc.co.uk/schools/teachers

www.howstuffworks.com

Unit 15: IT Software Fundamentals

Unit reference number: L/502/4384

Level: 1

Credit value: 3

Unit aim

This unit aims to give learners the ability to decide when, why and how to make appropriate use of IT to develop and produce information.

Unit introduction

Do your learners know how to choose the best tool for the job? When carrying out an activity to develop and present information it is important for learners to know which is the correct software tool to select and use for the task.

Businesses and organisations need to produce information that is fit for purpose and meets the needs of the intended audience. Learners need to identify different types of information and develop an understanding of how to select the correct software tool to process and present this. This unit aims to develop the knowledge and skills needed to select the most appropriate software tool.

In the first part of the unit, learners will identify different types of information and examine various types of software applications to find out how information is entered, manipulated and presented. They will explore how to choose the best software tool to produce, edit and present different types of information. Learners should keep in mind that the information should be produced for an identified audience and be fit for purpose when selecting the correct tool for the task. The process of developing drafts for review and accuracy is key to producing information that meets these requirements. Learners should be made aware that in some cases there are accepted layouts or specific conventions to follow.

The second part of this unit will enable learners to develop the skills needed to meet these requirements, editing and combining information to produce the final presentation.

Finally, learners will review the processes and tools used to inform future practice.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Select and use software applications to meet needs and solve problems	1.1 Identify different software applications and give examples of their use 1.2 Select and use appropriate software applications to develop, produce and present different types of information to meet needs and solve problems 1.3 Identify what types of information are needed
2 Enter, develop and format different types of information to suit its meaning and purpose	2.1 Enter, organise and format different types of information to meet needs 2.2 Apply editing techniques to refine information as required 2.3 Combine information of different forms or from different sources to meet needs 2.4 Select and use appropriate page layout to present information effectively
3 Present information in ways that are fit for purpose and audience	3.1 Work accurately and proofread, using software facilities where appropriate for the task 3.2 Produce information that is fit for purpose and audience using commonly accepted layouts as appropriate
4 Make effective use of IT tools and facilities to present information	4.1 Review and modify work as it progresses to ensure the result is fit for purpose and audience 4.2 Review the effectiveness of the IT tools selected to meet presentation needs

Unit content

1 **Select and use software applications to meet needs and solve problems**

Software applications: types eg word processing, spreadsheet, databases, presentations, graphics, internet browser, email, audio and video software; use eg open and close applications, switch between applications

Types of information: text, numbers, images, sound, graphics and data records

2 **Enter, develop and format different types of information to suit its meaning and purpose**

Organise information: headings; lists; tables; templates; sort; charts and graphs; records; simple calculations

Formatting different types: text eg bullets, numbering, alignment, tabs, line spacing, colour, font, style, size; simple tables, numbers eg currency, percentages, number of decimal places; images eg size, position

Editing techniques for different types of information: eg insert, delete, copy, cut, paste, undo, redo, drag and drop, find, replace, size, crop, position

Combine different types of information: combine eg insert, size and position; types of information eg images with text eg photo and captions; presentation with audio and/or video; numbers with charts and graphs

Page layout: size; orientation eg portrait, landscape; margins, page numbering, date and time

3 **Present information in ways that are fit for purpose and audience**

Work accurately and proofread: check eg spelling, grammar, figures, calculations, print preview

Information that is fit for purpose: eg letter, memo, report, newsletter, poster, information sheet, webpage, multimedia presentation, budget, invoice, stocklist

4 **Make effective use of IT tools and facilities to present information**

Review and modify work: produce drafts; review; feed back

IT tools selection: ease of use; time taken; accuracy; cost and quality

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 12: Improving Productivity Using IT*, *Unit 19: Design Software*, *Unit 20: Imaging Software*, *Unit 21: Desktop Publishing Software*, *Unit 22: Multimedia Software*, *Unit 23: Presentation Software*, *Unit 24: Spreadsheet Software*, *Unit 25: Website Software* and *Unit 26: Word Processing Software*.

Assessment

A holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Essential resources

To deliver this unit centres will need to have a local area network with word processing, spreadsheet and graphical application software as well as multimedia software such as presentational software with audio or video tools. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking the units.

Employer engagement and vocational contexts

The use of vocational contexts is essential in the delivery and assessment of this unit. Much of the work can be set in the context of learners' work placements or be based on case studies.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

Cox J, Preppernau C, Lambert S et al – *2007 Microsoft® Office System Step by Step*
(Microsoft Press, 2008) ISBN 073562531X

Inc. Online Training Solutions – *Microsoft® Office Specialist Study Guide Office 2003 Edition* (Microsoft Press, 2004) ISBN 978-0735621107

Sherman J – *IT Office Skills for Office 2003* (Hodder Education, 2009) ISBN 034094742X

Websites

www.bbc.co.uk/schools/teachers

www.microsoft.com

Unit 16: Using the Internet

Unit reference number: T/502/4296

Level: 1

Credit value: 3

Unit aim

This unit aims to enable learners to set up and use appropriate connection methods to access the internet, make the best use of browser software tools and techniques to search for, retrieve and exchange information using a browser or public search engine, and work safely and securely online.

Unit introduction

The internet is an essential part of everyday life. As individuals we use it for many purposes such as researching, communication, shopping or downloads. Organisations provide websites for a variety of reasons – to entertain, convey information to market and sell their products. New applications for websites are continually developed, for example podcasts, online TV, music downloads and 3D images of online products.

Websites and webpages can be accessed and used for a wide variety of purposes and a range of tools and techniques can enhance our use of the internet and websites. There are also problems and dangers to be avoided when using the internet and it is important that learners know how to stay safe and secure.

The unit introduces different types of connection methods used to access the internet or an intranet. Browser software enables users to access webpages. Different browser software applications offer a range of tools to navigate webpages. The unit explores the tools and techniques that can be used to aid navigation, using browser help facilities and changing settings to meet needs.

The unit introduces search techniques for finding relevant information and explains how to use software tools to download and save different types of information, using methods of referencing sources to then subsequently find information.

The unit explores techniques used to communicate information online using various tools, for example forms or interactive sites, identifying how and when material can be posted or published to websites.

Understanding how to use the internet safely and securely is an essential part of the unit and learners will learn how to minimise security risks when working online. The unit illustrates how to stay safe and secure using computer laws, guidelines and procedures.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Connect to the internet	1.1 Access the internet or intranet 1.2 Identify different types of connection methods that can be used to access the internet
2 Use browser software to navigate webpages	2.1 Use browser tools to navigate webpages 2.2 Identify when to change browser settings to aid navigation 2.3 Adjust browser settings to meet needs 2.4 Use browser help facilities
3 Use browser tools to search for information from the internet	3.1 Select and use appropriate search techniques to locate information 3.2 Outline how information meets requirements 3.3 Use references to make it easier to find information another time 3.4 Download and save different types of information from the internet
4 Use browser software to communicate information online	4.1 Select and use tools and techniques to communicate information online 4.2 Use browser tools to share information sources with others 4.3 Submit information online using forms or interactive sites 4.4 Identify opportunities to post or publish material to websites
5 Follow and understand the need for safety and security practices when working online	5.1 Identify the threats to user safety when working online 5.2 Outline how to minimise internet security risks 5.3 Work responsibly and take appropriate safety and security

	precautions when working online 5.4 Keep personal information secure 5.5 Follow relevant laws, guidelines and procedures for the use of the internet
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Unit content

1 **Connect to the internet**

Accessing the internet: eg Internet Service Provider (ISP); username, password; hardware and software requirements

Connection methods: eg local area network (LAN), virtual private network (VPN), mobile phone, modem, router, wireless, dial-up, broadband

2 **Use browser software to navigate webpages**

Browser tools: eg go to, back, forward, refresh, stop, home, history, bookmark, new window, new tab, follow link; toolbars eg search bar, address bar: Uniform Resource Locator (URL), menu bar

Browser settings: eg homepage, autofill, security, pop-ups, appearance, privacy; search engine, toolbars, zoom, text size, accessibility

Browser help facilities: eg online support, user documentation

3 **Use browser tools to search for information from the internet**

Search techniques: eg key words, quotation marks, search within results, relational operators
eg +, -, 'find' or search tool, turn questions into key words for an online query

Information requirements: eg recognise intention and authority of provider, currency of the information, relevance, accuracy, bias, level of detail

References: eg history, favourites, bookmarks; links; log useful sites, save webpages

Download information: eg webpage, website; images, text, numbers, sound, games, video, TV, music

4 **Use browser software to communicate information online**

Communicate information: saved information eg podcasts, text, images; real-time information eg blogs, instant messaging, social networking

Share information sources: send eg link, webpage

Submit information: eg fill in and submit web forms; ratings, reviews, recommendations; wikis; discussion forums; interactive sites; netiquette

5 **Follow and understand the need for safety and security practices when working online**

Threats to user safety: eg abusive behaviour, 'cyberbullying', inappropriate behaviour and grooming; abuse of young people; false identities; financial deception, identity theft

Minimise risks: software eg virus-checking, anti-spam, firewall, Ad-ware; unknown sources eg messages, files, software, attachments

Safety precautions: eg firewall settings, internet security settings; report inappropriate behaviour; report security threats or breaches; netiquette, content filtering, avoid inappropriate disclosure of information

Information security: eg username, password/PIN selection, online identity/profile; real name, pseudonym, avatar; personal information eg to include, withhold, who can see the information

Laws, guidelines and procedures: set by employer or organisation eg health and safety, security; laws eg copyright laws, downloads, licensing

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 13: IT User Fundamentals*, *Unit 14: IT Communication Fundamentals*, *Unit 17: Using Email* and *Unit 18: Using Mobile IT Devices*.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Essential resources

To deliver this unit centres will need to have a LAN with browser application software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking the unit.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

Blake R – *Firefox for Dummies* (John Wiley and Sons, 2006) ISBN 0471748994

Levine J R, Levine Y M and Baroudi C – *The Internet for Dummies, 11th Edition* (John Wiley and Sons, 2007) ISBN 9780470121740

Shelly G B – *Windows Internet Explorer 8: Introductory Concepts and Techniques*

(South Western College, 2009) ISBN 0324781679

Websites

www.bbc.co.uk/schools/teachers

www.howstuffworks.com

Unit 17: Using Email

Unit reference number: J/502/4299

Level: 1

Credit value: 2

Unit aim

The aim of this unit is to equip learners to make the best use of email software to safely and securely send, receive and store messages.

Unit introduction

How often do learners use email to communicate? Email is a cheap, efficient and effective method of communication. It is an essential method of communication for organisations and businesses. This unit will inform learners how to use email software to send and receive messages and how to organise and store incoming messages effectively.

It is important that learners understand that organisations or employers may have guidelines and procedures to follow when using email systems and that emailing must be carried out in a professional manner, as serious problems can occur if mistakes are made. Learners will know how to organise and store incoming messages effectively and store contact details in an address book as well as how to create distribution lists and attach files to email messages. This unit aims to develop knowledge and skills in email communication and thus is an important unit in this qualification, as well as preparation for work experience.

The first part of the unit deals with how to compose, format and send email messages. It explores how to stay safe and respect others when using email and discusses the possible implications if guidelines are not followed. The unit aims to develop skills in using an electronic address book to store and retrieve contact information as well as how to attach files to email messages.

The second part of the unit aims to develop learners' knowledge and skills in managing incoming email messages effectively, knowing how and when to respond to email messages appropriately and understanding how and when to store or delete messages.

The final part of the unit will introduce learners to common email problems and how to respond to them and minimise the potential risks.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Use email software tools and techniques to compose and send messages	1.1 Use software tools to compose and format email messages 1.2 Attach files to email messages 1.3 Send email messages
2 Identify how to stay safe and respect others when using email	2.1 Identify how to stay safe and respect others when using email
3 Use an address book to organise contact information	3.1 Use an address book to store and retrieve contact information
4 Identify when and how to respond to email messages	4.1 Follow guidelines and procedures for using email 4.2 Identify when and how to respond to email messages 4.3 Read and respond to email messages appropriately
5 Identify how to organise, store or delete email messages	5.1 Identify what messages to delete and when to do so 5.2 Organise and store email messages
6 Identify how to try to react to common email problems	6.1 Respond appropriately to common email problems

Unit content

1 **Use email software tools and techniques to compose and send messages**

Compose and format email messages: format text eg font, size, colour; format paragraphs eg alignment, bullets, numbered list; spellcheck

Attach files to email messages: type; size of file; distribution list

Send email messages: eg to, from, cc, subject; reply, reply all, forward

2 **Identify how to stay safe and respect others when using email**

Staying safe and respecting others: eg private, information, images, language, confidentiality, copy lists

3 **Use an address book to organise contact information**

Address book: eg add, amend, delete contact entries, contacts list

4 **Identify when and how to respond to email messages**

Guidelines and procedures for using email: set by employer or organisation eg security, copyright guidelines; netiquette; password protection

Respond to email messages: priorities; information to send; copies eg when, who

5 **Identify how to organise, store or delete email messages**

Organise, store and delete emails: store eg folders, sub folders; save drafts; back up; delete

6 **Identify how to try to react to common email problems**

Email problems: message size; attachments eg number; unknown sources eg spam, junk, chain-mails, 'phishing' viruses; rejected email messages

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 13: IT User Fundamentals*, *Unit 14: IT Communication Fundamentals*, *Unit 16: Using the Internet* and *Unit 18: Using Mobile IT Devices*.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Essential resources

To deliver this unit centres will need to have a LAN with email application software or access to web-based emailing software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking the units.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

Dyzel B – *Outlook 2007 for Dummies* (John Wiley & Sons, 2006) ISBN 978-0470038307

Preppernau J and Cox J – *Microsoft® Office Outlook® 2007 Step by Step* (Microsoft Press, 2007) ISBN 978-0735623002

Websites

www.bbc.co.uk/schools/teachers

www.howstuffworks.com

Unit 18: Using Mobile IT Devices

Unit reference number: H/502/4374

Level: 1

Credit value: 2

Unit aim

This unit aims to give learners the ability to set up and use mobile or handheld devices such as a smartphone, personal digital assistant (PDA), portable media player, electronic organiser or data logger, for data capture, processing, exchange and storage.

Unit introduction

This unit will teach learners how to use mobile or handheld devices in a number of ways and in a manner that would be useful to an organisation. It is likely that they already use mobile phones for data capture, communication and maintenance. However, many just think of this as taking photos, texting and charging the battery. Mobile devices are taking an increasingly large role in day-to-day business so learners will need to understand how to use them in a professional manner, and also understand just what their potential is.

Learners will have the opportunity to make effective use of mobile or handheld devices, using tools and techniques to exchange information between devices on a regular basis for work or personal activities.

Learners taking this unit will have the opportunity to:

- set up devices to meet needs
- use applications and data
- transfer data
- maintain device performance.

By the end of this unit learners will be able to complete a range of tasks on their phone or personal digital assistant, or on one available at your centre. They may synchronise a calendar between the mobile device and the host system, manage a contact list or use offline applications.

Additionally learners may be able to manage the file sharing of licensed music, personal videos and images from their camera between mobile devices and a host computer. This may be accomplished using a range of cross-device communication tools such as WiFi®, Bluetooth, infrared or USB.

On some mobiles or PDAs learners may install new applications, update existing applications or exchange applications via the range of technologies available. Additionally they can use the device to send/receive emails or

messages via other systems, make Skype® calls, use online messaging systems as well as interact with Facebook® or Twitter®.

Mobile device manufacturers are continually introducing new technologies; with internet sites ensuring that their content is mobile compliant, this unit offers learners the scope to use these as part of their learning.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Set up the mobile device to meet needs	1.1 Set up the mobile device for use 1.2 Use mobile device interface features effectively 1.3 Identify when and how to adjust device settings 1.4 Adjust device settings to meet needs 1.5 Identify any specific health and safety issues associated with the use of mobile devices 1.6 Follow guidelines and procedures for the use of mobile devices
2 Use applications and files on the mobile device	2.1 Identify the different applications on the mobile device and what they can be used for 2.2 Select and use applications and files on the mobile device for an appropriate purpose 2.3 Input data accurately into a mobile device 2.4 Organise, store and retrieve data on a mobile device
3 Transfer data to and from the mobile device	3.1 Identify different types of secure connection methods that can be used between devices 3.2 Transfer information to and from the mobile device 3.3 Recognise copyright and other constraints on the use and transfer of information 3.4 Identify why it is important to stay safe, keep information secure and to respect others when using a mobile device 3.5 Keep information secure when using a mobile device

Learning outcomes	Assessment criteria
4 Maintain the performance of the mobile device	4.1 Identify factors that can affect performance of the mobile device 4.2 Use appropriate techniques to maintain the performance of the mobile device 4.3 Identify common problems that occur with mobile devices and what causes them 4.4 Identify when to try to solve a problem and where to get expert advice 4.5 Use available resources to respond quickly and appropriately to common device problems

Unit content

1 **Set up the mobile device to meet needs**

Set up mobile device: charging battery; access, eg password, login; connection eg SIM card, service provider, phone, internet, cable

Mobile device interface features: eg display, menu, sub-menu, toolbar, icon, button, keypad, wheel

Mobile device settings: resolution eg screen, image; sound eg mute, volume, ringtone; appearance eg colour, theme

Guidelines and procedures: set by employer or organisation eg health and safety, security, copyright, netiquette, user documentation; guides, troubleshooting, FAQs

2 **Use applications and files on the mobile device**

Mobile applications: eg phone, camera, address book, calendar, media, browser, games, notes, messages, office applications

Mobile applications and files: eg games and interactive material, documents, music files, video animations, image slideshows and presentations, emails, internet pages, collaborative tools, pdf documents, Office documents, e-books, Flash animations

Input data into mobile device: eg touch screen, stylus, keypad, voice command

Organise, store and retrieve data for mobile devices: files, eg create, name, open, save, save as; folders eg create, name; navigate eg menu, toolbar, icon, scrollbar, button

3 **Transfer data to and from the mobile device**

Secure connection: eg password control, Bluetooth, infrared, cable, device pairing, synchronisation software

Transfer information: eg export, drag and drop, short message service (SMS), synchronise; when transfer is successful

Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

Staying safe: eg protect personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination

Information security: eg username and password/PIN selection, online identity/profile; real name, pseudonym, avatar; what personal information to include, who can see the information, withholding personal information

4 **Maintain the performance of the mobile device**

Mobile device performance: battery life; application and file use; device maintenance; network availability eg interference, distance, location

Maintain performance: carry out routine maintenance eg battery charging, cleaning of handset, communication settings, Bluetooth or Wi-Fi turned off when not in use, closing applications after use

Mobile device problems: eg compatibility between files, systems and connections, connection lost, card full, low bandwidth, signal loss

Expert advice: eg limits of own understanding and skills, help menus, manufacturer's guidelines, how to follow advice

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 13: IT User Fundamentals*, *Unit 14: IT Communication Fundamentals*, *Unit 16: Using the Internet* and *Unit 17: Using Email*.

Assessment

Where possible an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criteria is kept by the learners.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Essential resources

Learners will need to have access to a mobile device that allows use of all the different features listed in the unit content.

The following Windows Mobile 6 Operating systems may be of use:

- WinXP Simulator for Win Mobile 6
www.microsoft.com/downloads/details.aspx?FamilyID=38c46aa8-1dd7-426f-a913-4f370a65a582&DisplayLang=en
- Microsoft Virtual PC
www.microsoft.com/downloads/details.aspx?FamilyId=04D26402-3199-48A3-AFA2-2DC0B40A73B6&displaylang=en

For additional information on the emulator software go to:

- www.downloadsquad.com/2008/03/02/microsoft-device-emulator-lets-you-run-windows-mobile-6-on-your

Employer engagement and vocational contexts

You may wish to consider working with a high-street phone retailer in the comparative elements of this unit.

With many organisations using mobile working, employing home workers as small office workers, they utilise a range of mobile technologies to ensure workers, suppliers and customers are staying in touch with team and line management as well as managing others and their work.

Many employers use this technology at differing levels and it may be part of an 'employer' discussion with the learners on how this is used in their environment.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

Kelby S and White T – *The iPhone Book: How to Do the Things You Want to Do with Your iPhone* (Peachpit Press, 2007) ISBN 978-0321534101

Lindholm C, Keinonen T and Kiljander H – *Mobile Usability: How Nokia Changed the Face of the Mobile Phone* (McGraw-Hill Professional, 2003) ISBN 978-0071385145

Pogue D – *iPhone UK: The Missing Manual, Second Revised Edition* (O'Reilly UK, 2008) ISBN 978-0955750618

Websites

There is a range of manufacturers which offer considerable support information on their products.

In presenting this unit Pearson cannot endorse/recommend any particular product or manufacturer and offers only product examples and suggestions in this unit.

Unit 19: Design Software

Unit reference number: M/502/4572

Level: 1

Credit value: 3

Unit aim

This is the ability to use a software application designed to create, modify and layout designs for display in print or on a screen (eg vector graphics for design and drawing).

Unit introduction

Modern technology makes the creation, storage and manipulation of graphic designs accessible to most computer users. Many documents can be enhanced by graphics and may even require them (eg a product brochure). The powerful facilities included in modern software means professional looking designs can be created by all computer users for inclusion in documents such as newsletters, brochures and promotional material. As well as traditional printed documents, graphic designs are widely used in webpages and in other methods of electronic presentation.

The unit covers drawn digital designs (vector graphics). Learners will use computer software to acquire, create and modify graphic designs such as logos, diagrams or cover pages for books. Although technical skills are important in this unit, it also gives an opportunity for learners to display a flair for design and demonstrate their creative skills.

This unit will enable learners to draw, manipulate and edit designs using a variety of tools and techniques.

Learners will need to check the designs they produce are of a suitable quality and fit for the intended purpose. They should also be aware of the legal issues affecting designs produced by someone else and the need to obtain permission before using such material.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Obtain, insert and combine information for designs	<ul style="list-style-type: none">1.1 Identify what designs are needed1.2 Obtain, insert and prepare designs to meet needs1.3 Identify what generic copyright and other constraints apply to the use of designs1.4 Combine information for different forms or from different sources for designs1.5 Identify the context in which the designs will be used1.6 Identify which file format to use for saving and exchanging designs1.7 Store and retrieve image files effectively, in line with local guidelines and conventions where available
2 Use design software tools to create, manipulate and edit designs or images	<ul style="list-style-type: none">2.1 Use suitable tools and techniques to create designs2.2 Use appropriate tools and techniques to manipulate and edit designs2.3 Check designs meet needs, using IT tools and making corrections as appropriate

Unit content

1 **Obtain, insert and combine information for designs**

Designs: will vary according to the task eg photos from a digital camera, scanned images, graphic elements, drawings, clip art

Prepare designs: size, crop and position

Combining information techniques: insert, size, position, wrap, order, group

Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

Context for designs: contexts will vary according to the software and task eg on-screen display, publishing on a website, hard-copy printout, digital file

File format for designs: will vary according to the content, proprietary and open-source formats eg JPEG, Bitmap, PNG, GIF

Store and retrieve: files eg create, name, open, save, save as, find

2 **Use design software tools to create, manipulate and edit designs or images**

Create designs: draw basic shapes; change properties eg line width and fill colour, download digital photos from a camera, scan and resize images, add text and other elements eg lines, boxes, arrows

Manipulation and editing techniques: align, rotate, flip, arrange, cut, paste, resize, change font, text, colour

Check designs: eg size, alignment and orientation, suitability of file format

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 12: Improving Productivity Using IT*, *Unit 15: IT Software Fundamentals*, *Unit 21: Desktop Publishing Software*, *Unit 22: Multimedia Software*, *Unit 23: Presentation Software*, *Unit 24: Spreadsheet Software*, *Unit 25: Website Software* and *Unit 26: Word Processing Software* and has particularly close links with *Unit 20: Imaging Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Essential resources

Employer engagement and vocational contexts

There may be opportunities for learners to carry out some work which relates to this unit with local employers. This might particularly be the case with local charities and voluntary organisations which might have newsletters, leaflets or websites that learners can provide graphics and images for.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

Bouton G D – *CorelDRAW® X4: The Official Guide* (McGraw-Hill Osborne, 2008)

ISBN 978-0071545709

Brundage B – *Photoshop Elements 7: The Missing Manual* (Pogue Press, 2008)

ISBN 978-0596521332

McMahon K – *Paint Shop Pro Photo X2 for Photographers* (Focal Press, 2007)

ISBN 978-0240520896

Website

<http://office.microsoft.com/en-gb/clipart/default.aspx>

Unit 20: Imaging Software

Unit reference number: J/502/4612

Level: 1

Credit value: 3

Unit aim

This is the ability to use a software application designed to create, modify and layout images for display in print or on a screen (eg raster graphics for photo manipulation or illustration).

Unit introduction

Modern technology makes the creation, storage and manipulation of graphic images accessible to most computer users. Many documents can be enhanced by graphics and may even require them (eg a product brochure). The powerful facilities included in modern software means professional looking images can be created by all computer users for inclusion in documents such as newsletters, brochures and promotional material. As well as traditional printed documents, graphic images are widely used in webpages and in other methods of electronic presentation.

The unit covers raster (bitmap) images such as those from a digital camera. Learners will use computer software to acquire, create and modify graphic images. Although technical skills are important in this unit, it also gives an opportunity for learners to display a flair for design and demonstrate their creative skills.

This unit will enable learners to acquire raster (bitmap) images from digital cameras and scanners and adjust the images using methods such as resizing and cropping.

Learners will need to check the images they produce are of a suitable quality and fit for the intended purpose. They should also be aware of the legal issues affecting images produced by someone else and the need to obtain permission before using such material.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Obtain, insert and combine information for images	<ul style="list-style-type: none">1.1 Identify what images are needed1.2 Obtain, insert and prepare images to meet needs1.3 Identify what generic copyright and other constraints apply to the use of images1.4 Combine information for different forms or from different sources for images1.5 Identify the context in which the images will be used1.6 Identify which file format to use for saving and exchanging images1.7 Store and retrieve image files effectively, in line with local guidelines and conventions where available
2 Use imaging software tools to create, manipulate and edit designs or images	<ul style="list-style-type: none">2.1 Use suitable tools and techniques to create images2.2 Use appropriate tools and techniques to manipulate and edit images2.3 Check images meet needs, using IT tools and making corrections as appropriate

Unit content

1 **Obtain, insert and combine information for images**

Images: will vary according to the task eg photos from a digital camera, scanned images, graphic elements, drawings, clip art

Prepare images: size, crop and position

Combining information techniques: insert, size, position, wrap, order, group

Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

Context for images: contexts will vary according to the software and task eg on-screen display, publishing on a website, hard-copy printout, digital file

File format for images: will vary according to the content, proprietary and open-source formats eg JPEG, Bitmap, PNG, GIF

Store and retrieve: files eg create, name, open, save, save as, find

2 **Use imaging software tools to create, manipulate and edit designs or images**

Create images: draw basic shapes; change properties eg line width and fill colour, download digital photos from a camera, scan and resize images, add text and other elements eg lines, boxes, arrows

Manipulation and editing techniques: align, rotate, flip, arrange, cut, paste, resize, change font, text, colour

Check images: eg size, alignment and orientation, suitability of file format

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 12: Improving Productivity Using IT*, *Unit 15: IT Software Fundamentals*, *Unit 21: Desktop Publishing Software*, *Unit 22: Multimedia Software*, *Unit 23: Presentation Software*, *Unit 24: Spreadsheet Software*, *Unit 25: Website Software* and *Unit 26: Word Processing Software* and has particularly close links with *Unit 19: Design Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Essential resources

Employer engagement and vocational contexts

There may be opportunities for learners to carry out some work which relates to this unit with local employers. This might particularly be the case with local charities and voluntary organisations which might have newsletters, leaflets or websites that learners can provide graphics and images for.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

Bouton G D – *CorelDRAW® X4: The Official Guide* (McGraw-Hill Osborne, 2008)

ISBN 978-0071545709

Brundage B – *Photoshop Elements 7: The Missing Manual* (Pogue Press, 2008)

ISBN 978-0596521332

McMahon K – *Paint Shop Pro Photo X2 for Photographers* (Focal Press, 2007)

ISBN 978-0240520896

Website

<http://office.microsoft.com/en-gb/clipart/default.aspx>

Unit 21: Desktop Publishing Software

Unit reference number: Y/502/4565

Level: 1

Credit value: 3

Unit aim

This unit aims to enable learners to use desktop publishing software designed to combine and manipulate text, image and graphic elements in layouts appropriate for subsequent publication to screen or print.

Unit introduction

This unit will enable learners to use a range of basic desktop publishing software tools and functions to produce professional looking documents for a variety of routine or straightforward uses, such as invitations, posters, menus and greetings cards. In designing and creating a range of publications learners will develop an understanding of standard layout and formatting techniques. They will then be encouraged to apply an imaginative approach to producing their own publications.

Learners will identify what types of information are needed to produce effective publications and use software tools and functions to input, combine and manipulate the information. They will select and use a range of desktop publishing techniques to edit and format publications.

The unit will provide learners with the opportunity to design and produce publications intended for a variety of audiences and purposes. In doing so, learners will consider the appropriateness of the graphics, text, language and layout used. They will, for instance, understand the different requirements for producing a formal poster for an adult audience, as opposed to producing a poster aimed at children.

Learners will understand that local guidelines, such as house style, can have an impact on the colours and font styles selected in producing in-house publications. They will also understand that copyright must be considered when combining information from different sources.

They will review their publications, using IT tools provided by the software and manual methods such as proofreading, to determine whether needs have been met.

The learners will develop an understanding of the different methods that can be used to input information and they will also select appropriate media to use for their publications.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Select and use appropriate designs and page layouts for publications	1.1 Identify what types of information are needed 1.2 Identify what page design and layout will be required 1.3 Select and use an appropriate page design and layout for publications in line with local guidelines, where available 1.4 Select and use appropriate media for the publication
2 Input and combine text and other information within publications	2.1 Input information into publications so that it is ready for editing and formatting 2.2 Identify copyright constraints on using others' information 2.3 Organise and combine information of different types or from different sources in line with any copyright constraints 2.4 Store and retrieve publication files effectively, in line with local guidelines and conventions where available
3 Use desktop publishing software techniques to edit and format publications	3.1 Identify what editing and formatting to use for the publication 3.2 Select and use appropriate techniques to edit publications and format text 3.3 Manipulate images and graphic elements accurately 3.4 Control text flow within single and multiple columns and pages 3.5 Check publications meet needs, using IT tools and making corrections as appropriate

Unit content

1 **Select and use appropriate designs and page layouts for publications**

Types of information: text, images, graphics, video, sound

Page design and layout: organisation of information eg size, white space, columns, consistency, orientation

Publishing guidelines: templates; house style eg branding, publication guidelines, styles, colours, font schemes

Publication media: web, document, multimedia

2 **Input and combine text and other information within publications**

Input information: use interface devices eg keyboard, mouse, scanner, stylus, touch screen, microphone, camera

Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

Combining information for publications: combine images with text and graphic elements eg insert, size, position, wrap, order, group; forms; graphic elements eg borders, lines, panels, shading, logos

Store and retrieve: files eg create, name, open, save, save as, find

3 **Use desktop publishing software techniques to edit and format publications**

Edit publications: eg drag and drop, copy and paste, find, replace, undo, redo, size, crop, position, use layout guides

Format text: use existing styles and schemes eg font size, orientation, colour, alignment

Manipulate images and graphic elements: eg size, crop, position, maintain proportion, border

Control text flow: eg in columns, around images and graphic elements, between pages

Check publishing outcomes: using software functions eg spellcheck; grammar check, word count; using manual techniques eg completeness, accuracy, orientation, layout, text alignment, formatting

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 12: Improving Productivity Using IT*, *Unit 15: IT Software Fundamentals*, *Unit 19: Design Software*, *Unit 20: Imaging Software*, *Unit 22: Multimedia Software*, *Unit 23: Presentation Software*, *Unit 24: Spreadsheet Software*, *Unit 25: Website Software* and *Unit 26: Word Processing Software*.

Assessment

A holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Essential resources

Employer engagement and vocational contexts

Learners will need access to appropriate software to allow the production of different types of publications, eg desktop publishing software, multimedia software, and access to the internet. In addition learners must have access either to different types of information, eg graphic images, or to other sources of information.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Websites

www.bbc.co.uk/schools/gcsebitesize/ict

www.teach-ict.com

Unit 22: Multimedia Software

Unit reference number: Y/502/4615

Level: 1

Credit value: 3

Unit aim

This unit aims to enable learners to use multimedia software designed to combine and manipulate text, image and graphic elements in layouts appropriate for subsequent publication to screen or in print.

Unit introduction

There are many different ways of presenting combined images and text and this unit will teach learners skills in using multimedia software. They will begin the unit by planning and organising the multimedia product that they want to create. This product could be a poster, a webpage, a DVD menu or anything that combines images and text. Learners need to find the types of outcome to meet particular requirements as there may be a client or event that needs a specific product created. They will also have to think about any copyright considerations and any permissions that need to be requested.

There is a variety of input devices that learners can use to create multimedia products. They can experiment with these to see which they prefer. Learners should be encouraged to experiment with different means and devices and see which one is most fit for purpose. There are many very good multimedia products made with the most basic devices and some of the devices that we carry around with us every day are capable of capturing impressive pictures and video.

Everything that learners create for this unit will be judged on how visually appropriate it is and they will need to manipulate what they produce to make sure that any requirements are met.

There is a lot of skill involved in editing multimedia files and learning how the software can manipulate and improve images. Learners might begin with a file in one format when it is better suited in another. When working with images they may need to change the size of the file depending on how it is going to be used. Large files cannot be used on many webpages but small images will not look very good if they are going to be printed out on a large sheet of paper. This means that when learners are working with multimedia files they also have to give a lot of thought as to where they will store them and how much space is needed.

This unit will show learners how to use multimedia software to create a product to a specific requirement using text and images.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Plan the content and organisation of multimedia products	1.1 Use simple techniques to plan and communicate the content and organisation of multimedia products 1.2 Identify the type of multimedia outcome to meet requirements 1.3 Identify what is required in the specification 1.4 Identify copyright or other constraints for using others' information
2 Obtain, input and combine content to build multimedia outcomes	2.1 Use an appropriate input device to enter content for multimedia outcomes 2.2 Combine information of different types or from different sources for multimedia outcomes 2.3 Identify the file format and storage media to use 2.4 Select and use appropriate software to write multimedia files 2.5 Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available
3 Use multimedia software tools to edit and format multimedia content to meet requirements	3.1 Select and use appropriate techniques to edit and format multimedia outcomes 3.2 Manipulate images and graphic elements accurately 3.3 Check multimedia outcomes meet needs, using IT tools and making corrections as necessary
4 Play and present multimedia outcomes	4.1 Identify what display device to use for multimedia outcomes 4.2 Use appropriate techniques to navigate and display multimedia

	outcomes 4.3 Control the playback of multimedia files 4.4 Adjust display settings to meet needs
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Unit content

1 Plan the content and organisation of multimedia products

Plan and communicate: eg flow chart, storyboard, sketches, timelines

Multimedia outcome: eg website, CD ROM, animation sequence, presentation

Multimedia specification: eg number of pages, features, audience, types of content

Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

2 Obtain, input and combine content to build multimedia outcomes

Inputting information: inputting tools and techniques will vary according to the technology being used eg interface devices eg keyboard, mouse, stylus, touch screen; microphone eg headset, built-in; camera eg web cam, video camera, mobile phone camera

Combining information techniques: insert; size; position; wrap; order; group

File format for multimedia outcomes: will vary according to the content, eg jpg for internet photo display, png for internet drawing display, svg for graphic designs (the ISO standard most likely to be fully supported by web browsers)

Store and retrieve: files eg create, name, open, save, save as, find

3 Use multimedia software tools to edit and format multimedia content to meet requirements

Edit publishing and multimedia outcomes: drag and drop; find; replace; undo; redo; size; crop and position; use layout guides

Manipulate images and graphics: size; crop; position; maintain proportion; border

Check multimedia outcomes: eg completeness, accuracy, layout, formatting, animation, sound, sequence; review against requirements

4 Play and present multimedia outcomes

Display multimedia outcomes: eg thumbnail, quarter screen, full screen

Navigation techniques: click; scroll; menus; sub-menus

Playback controls and display settings: playback controls eg start, stop, fast forward, rewind, pause; sound eg volume; screen size eg thumbnail,

quarter screen, full screen; visual eg contract, brightness, colour, black and white

Display settings: visual eg brightness, contrast; sound eg volume, balance

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 12: Improving Productivity Using IT*, *Unit 15: IT Software Fundamentals*, *Unit 19: Design Software*, *Unit 20: Imaging Software*, *Unit 21: Desktop Publishing Software*, *Unit 23: Presentation Software*, *Unit 24: Spreadsheet Software*, *Unit 25: Website Software* and *Unit 26: Word Processing Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Essential resources

Learners will need access to computer hardware with appropriate accessories, such as cameras, scanners and printers, and to appropriate software such as Director, Flash, Dreamweaver, Fireworks or Adobe PhotoShop/Image Ready.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

Adobe Creative Team – *Adobe Illustrator CS4 Classroom in a Book* (Adobe, 2008)

ISBN 0321573781

Adobe Creative Team – *Adobe Photoshop CS4 Classroom in a Book* (Adobe, 2008)

ISBN 032157379X

Gatter M – *Software Essentials for Graphic Designers: Photoshop, Illustrator, InDesign, QuarkXPress, Dreamweaver, Flash and Acrobat* (Laurence King, 2006) ISBN 1856694992

Websites

www.adobe.com

www.gimp.org

Unit 23: Presentation Software

Unit reference number: K/502/4621

Level: 1

Credit value: 3

Unit aim

This unit aims to give learners the ability to use software applications to produce presentations, which include a combination of media (eg images, animation and sound) for education, entertainment or information sharing.

Unit introduction

Organisations use presentations for a variety of purposes such as to entertain, convey information, educate and promote. The purpose and the audience determine the type of presentation and the information in it. The starting point of a presentation is understanding the purpose of the presentation and who the audience is likely to be. This will help to ensure that the information in it is appropriate.

Presentation software basics are simple to learn and enable learners to produce impressive presentations that may be used for education, job interviews, within the workplace or even recreationally. For example, learners could produce a presentation for an employer that shows the project they are working on or a photo slideshow of their holidays with animations and sounds.

The first part of the unit deals with selecting different types of information to use in presentations, identifying any constraints such as copyright on using others' information. Learners will develop their knowledge and skills by entering and combining different types of information into suitable presentation layouts. Knowing how to use presentation application software is a valuable tool that develops learners' communication skills as well as their technical IT skills.

Presentation software often provides templates that learners will take advantage of, deciding what styles and layouts will work best for their presentation. They will learn how to format their slides with bullet points, different colours and different sized fonts and backgrounds.

The second part of the unit introduces basic software tools and techniques used in developing and producing presentations. Learners will edit and format the presentation to fit the purpose and the audience.

The final part of the unit will teach learners how to prepare their slides to make sure that all of them are accurate and that there are no problems with spelling or grammar. They will need to practise presenting their slides so that their final product will be as impressive as it can be. On completion the

presentation will be reviewed to check that it meets needs, making any necessary corrections to ensure that it is fit for purpose.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Input and combine text and other information within presentation slides	1.1 Identify what types of information are required for the presentation 1.2 Select and use different slide layouts as appropriate for different types of information 1.3 Enter information into presentation slides so that it is ready for editing and formatting 1.4 Identify copyright or other constraints on using others' information 1.5 Combine information of different forms or from different sources for presentations 1.6 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available
2 Use presentation software tools to structure, edit and format slides	2.1 Identify what slide template to use 2.2 Select and use an appropriate template to structure slides 2.3 Select and use appropriate tools and techniques to edit slides 2.4 Select and use appropriate tools and techniques to format slides
3 Prepare slides for presentation	3.1 Identify how to present slides to meet needs and communicate effectively 3.2 Prepare slides for presentation 3.3 Check presentation meets needs, using IT tools and making corrections as appropriate

Unit content

1 **Input and combine text and other information within presentation slides**

Types of information: eg text, numbers, images, graphics

Combine information for presentations: eg images, charts, tables with text, text boxes

Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

Store and retrieve: files eg create, name, open, save, save as, find

2 **Use presentation software tools to structure, edit and format slides**

Presentation slide structure: eg layout; existing templates; designs and styles; organisational guidelines

Editing techniques for presentation: eg drag and drop, find, replace, undo, redo, size, crop, position, wrap text, add lines, simple shapes, cut, copy, paste

Formatting techniques for presentation slides: eg bullets, numbering, line spacing, alignment, colour, fonts, size, backgrounds

3 **Prepare slides for presentation**

Present slides: timing; transition; content; structure; meaning; organisation of information; audience needs

Prepare slides: view; reorder; rehearse timing; print eg slides, handouts, speaker notes

Check slides: spellcheck; grammar check; word count; orientation; layout; slide order; text
eg alignment, formatting; accuracy

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 12: Improving Productivity Using IT*, *Unit 15: IT Software Fundamentals*, *Unit 19: Design Software*, *Unit 20: Imaging Software*, *Unit 21: Desktop Publishing Software*, *Unit 22: Multimedia Software*, *Unit 24: Spreadsheet Software*, *Unit 25: Website Software* and *Unit 26: Word Processing Software*.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Essential resources

Learners should be presented with a variety of content to choose from, as well as an industry standard presentation application such as Microsoft PowerPoint or OpenOffice Impress.

This software should include slide tools and multimedia capabilities. Access to a range of information resources, such as CD ROMs and the internet, is necessary for carrying out research.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

Etherington S – *Formatting and Printing* (Dorling Kindersley, 2003) ISBN
0751364290

Lowe D – *PowerPoint 2007 for Dummies* (John Wiley and Sons, 2006) ISBN
0470040599

Website

www.openoffice.org/product/impress.html

Unit 24: Spreadsheet Software

Unit reference number: A/502/4624

Level: 1

Credit value: 3

Unit aim

This unit aims to equip learners to use a software application designed to record data in rows and columns, and perform calculations with numerical data.

Unit introduction

Spreadsheet software is used by many organisations to manipulate numerical data and present information. Spreadsheets can be used to store a wide range of data like financial data, including accounts, or data records such as team results. The information can be presented in a variety of ways, in table format such as an invoice or membership list and graphically using charts or graphs.

In this unit basic software tools and techniques to enter, manipulate and format data in a spreadsheet are introduced. Learners will develop the knowledge and skills necessary to format data for processing in a spreadsheet. They will learn how to enter the data into a spreadsheet structure to ensure that the presentation of the information is meaningful, clearly presenting summarised information.

The unit will introduce common functions and how to use them in simple formulas to perform mathematical calculations to numerical data. This includes how to check the accuracy of results and make corrections to formulas.

Understanding how to select the most suitable chart or graph to present numerical data graphically is an important skill that is developed in this unit. Learners will use this skill along with software tools to generate and format appropriate charts or graphs to display information.

Learners will use IT tools to produce, present and print the spreadsheet and charts or graphs, reviewing the results and correcting errors to ensure that the information produced meets needs.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Use a spreadsheet to enter, edit and organise numerical and other data	1.1 Identify what numerical and other data is needed and how the spreadsheet should be structured to meet needs 1.2 Enter and edit numerical and other data accurately 1.3 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available
2 Use appropriate formulas and tools to summarise and display spreadsheet information	2.1 Identify how to summarise and display the required information 2.2 Use functions and formulas to meet calculation requirements 2.3 Use spreadsheet tools and techniques to summarise and display information
3 Select and use appropriate tools and techniques to present spreadsheet information effectively	3.1 Select and use appropriate tools and techniques to format spreadsheet cells, rows and columns 3.2 Identify which chart or graph type to use to display information 3.3 Select and use appropriate tools and techniques to generate, develop and format charts and graphs 3.4 Select and use appropriate page layout to present and print spreadsheet information 3.5 Check spreadsheet information meets needs, using IT tools and making corrections as appropriate

Unit content

1 **Use a spreadsheet to enter, edit and organise numerical and other data**

Enter and edit spreadsheet data: numbers; text; rows and columns eg add, delete, cells eg enter data, edit, clear; replicate; find and replace

Spreadsheet structure: layout; components eg cells, rows, columns, charts

Store and retrieve: files eg create, name, open, save, save as, find

2 **Use appropriate formulas and tools to summarise and display spreadsheet information**

Analysis and interpretation of spreadsheet data: information eg totals, summary; order eg display, sorting; methods eg lists, tables, graphs, charts

Functions and formulas: simple formulas eg add, subtract, multiply, divide; design formulas; common functions eg Sum, Average, Round

3 **Select and use appropriate tools and techniques to present spreadsheet information effectively**

Formatting techniques for spreadsheet cells: eg numbers, currency, percentages, decimal places, font, alignment, borders, shading

Formatting techniques for rows and columns in spreadsheets and tables: eg height, width, borders, shading

Formatting techniques for charts and graphs: chart type eg pie chart, bar chart, single line graph; titles; axis titles; legend

Page layout: eg size, orientation, margins, page numbers, date and time

Check spreadsheet data: accuracy eg numbers, text, formulas, results; suitability eg charts, graphs

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 12: Improving Productivity Using IT*, *Unit 15: IT Software Fundamentals*, *Unit 19: Design Software*, *Unit 20: Imaging Software*, *Unit 21: Desktop Publishing Software*, *Unit 22: Multimedia Software*, *Unit 23: Presentation Software*, *Unit 25: Website Software* and *Unit 26: Word Processing Software*.

Assessment

A holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Essential resources

Learners will need access to relevant software (Microsoft Excel or similar, Microsoft Word or similar, packages compatible to allow combining of information).

Further useful resources would include sets of example spreadsheets with notes and solutions provided on a drive accessible to learners outside normal lesson time to give opportunity for independent study. It is probable that learning resource centres will also have purchased self-teach packages for spreadsheets and again access to these out of lesson time would be valuable.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

Finkelstein M, Leete G and Leete M – *OpenOffice.Org for Dummies* (John Wiley and Sons, 2003) ISBN 0764542222

Frye C – *Excel 2007 Step by Step (Step by Step (Microsoft)) – with CD* (Microsoft Press, 2007) ISBN 073562304X

Harvey G – *Excel 2007 for Dummies* (John Wiley and Sons, 2006) ISBN 0470037377

Websites

www.bized.co.uk/learn/sheets/sheet_guide.htm

www.ncwiseowl.org/kscope/techknowpark/FreeFall/Resources.html

www.openoffice.org/product/calc.html

Unit 25: Website Software

Unit reference number: L/502/4630

Level: 1

Credit value: 3

Unit aim

This unit aims to equip learners to use a software application designed for planning, designing and building websites.

Unit introduction

Website software skills are increasingly important as the internet grows and web documents are becoming one of the most popular forms of information sharing. This unit will teach learners how to use website software to create different types of webpages with appropriate features and content.

The first skills that learners will acquire involve planning and creating webpages using website software. This software may be a commercial web editing application from companies such as Microsoft® or FrontPage® or it might be a simple text editor or word processor, which allows learners to save their document as a webpage. Webpages come in a variety of file types which learners will need to understand. They will also need to understand the different types of files that can be included in a webpage, such as image files or audio files.

The internet contains millions of webpages with a wide variety of styles and qualities and one of the keys to making professional standard webpages is planning. Learners need to consider the content of their pages, for example, will they have images, text or video, will they use tables, templates or menus? These questions can usually be answered by understanding the purpose of the pages.

Throughout the unit learners will think about copyright constraints, for example on soundtracks. They will also think about how they are going to store and organise their files. If they don't consider their file structure at the beginning, others may not be able to navigate their website properly.

Once learners have completed this unit they will have the skills to create and edit webpages using dedicated software. They will also be able to use templates and upload their work onto the internet or an intranet. Learners will be able to create features such as hyperlinks and multimedia web pages and will be able to check them for problems.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Plan and create webpages	1.1 Identify what content and layout will be needed in the webpage 1.2 Identify the purpose of the webpage and intended audience 1.3 Select and use a website design template to create a single webpage 1.4 Enter or insert content for webpages so that it is ready for editing and formatting 1.5 Organise and combine information needed for webpages 1.6 Identify copyright and other constraints on using others' information 1.7 Identify what file types to use for saving content 1.8 Store and retrieve web files effectively, in line with local guidelines and conventions where available
2 Use website software tools to structure and format webpages	2.1 Identify what editing and formatting to use to aid both clarity and navigation 2.2 Select and use website features to help the user navigate simple websites 2.3 Use appropriate editing and formatting techniques 2.4 Check webpages meet needs, using IT tools and making corrections as appropriate
3 Publish webpages to the internet or an intranet	3.1 Upload content to a website 3.2 Respond appropriately to common problems when testing a webpage

Unit content

1 Plan and create webpages

Purpose and intended audience: aims and observations of the webpage; key features; user needs; information gathering eg questionnaire, surveys and interpret design and layout of webpage to meet audience needs

Webpage content and layout: webpage content and layout will vary according to the template, but may include: text eg body text, headings, captions; images eg still photographs, diagrams; numbers eg tables, charts or graphs; background eg colours, gradients, patterns, textures

Webpage templates: different template layouts contain different areas and are good for showing different things eg a page showing a blog would need a different template to a photo gallery page eg different size space for a page title, different sized spaces for an image, different sized area for text

Combine different types of information: combine images with text eg photo and captions; presentation with audio and/or video; numbers with charts and graphs

Copyright constraints: effect of copyright law eg on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions

File types and software: text eg rtf, doc, pdf; images eg jpeg, tiff, psd; charts and graphs eg xls; sound eg wav, MP3

Store and retrieve: files eg create, name, open, save, save as, find

2 Use website software tools to structure and format webpages

Editing techniques for different types of information: editing techniques appropriate to the type of information eg select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position

Website features: webpage features will vary, but may include navigation eg action buttons, links, hot spots

Check webpages: spellcheck; grammar check; word count; image size, alignment and orientation; suitability of file format

3 Publish webpages to the internet or an intranet

Upload and publish webpages: upload content to a template. Use appropriate tools and methods to upload webpages to the internet or intranet. Publishing to a local host can also be an effective method

Problems with websites: problems may vary, but could include content that is not appropriate for the template or is missing, text that is not readable or is missing, images that are oriented or sized wrongly

Website testing: view webpage using browser software

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 12: Improving Productivity Using IT*, *Unit 15: IT Software Fundamentals*, *Unit 19: Design Software*, *Unit 20: Imaging Software*, *Unit 21: Desktop Publishing Software*, *Unit 22: Multimedia Software*, *Unit 23: Presentation Software*, *Unit 24: Spreadsheet Software* and *Unit 26: Word Processing Software*.

Assessment

A holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Essential resources

Learners will need to have access to website software that allows use of all of the different features listed in the unit content. They will also need to be able to upload their website and test it once it has been uploaded.

Free webpage/website design software can be found at the following sites:

NetObjects www.netobjects.com/html/essentials.html

Fusion

Serif WebPlus www.freeserifsoftware.com/software/WebPlus/default.asp

SE
(Product
installation
number:
2759829)

Evrsoft
FirstPage

www.evrsoft.com/download.shtml

Personal WebKit
3.31

www.personalwebkit.com/downloads/index.php

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

Adobe Creative Team – *Adobe Dreamweaver CS4 Classroom in a Book*
(Adobe, 2008)
ISBN 0321573811

Jenkins S – *Web Design All-in-one for Dummies* (John Wiley and Sons,
2009)
ISBN 047041796X

Website

www.w3schools.com

Unit 26: Word Processing Software

Unit reference number: L/502/4627

Level: 1

Credit value: 3

Unit aim

This unit aims to equip learners to use a software application designed for the creation, editing and production of largely text-based documents.

Unit introduction

This unit will give learners the opportunity to use a range of word processing tools and techniques to produce appropriate, straightforward or routine documents. Typical documents may include letters, envelopes, memos, simple reports, faxes, CVs, agendas, posters, travel directions and simple webpages.

While the documents themselves may be straightforward or routine, learners will be encouraged to produce well-structured, appropriately styled documents that provide effective communication. They will achieve this by using a range of editing, formatting and page layout tools.

Learners will develop an understanding that an integral part of producing effective documents is the ability to review and adjust the content and presentation. They will use a combination of in-built tools such as spell and grammar checkers as well as using manual techniques such as proofreading and visually checking the presentation of the documents.

As well as developing the skills necessary to produce appropriate, largely text-based documents, they will learn how to:

- combine information of different types
- combine information from different sources
- store and retrieve files appropriately.

It is recommended that this unit is delivered early in the programme, as many of the skills acquired will provide a sound basis for learners to build upon in subsequent units.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Enter, edit and combine text and other information accurately within word processing documents</p>	<p>1.1 Identify what types of information are needed in documents</p> <p>1.2 Identify what templates are available and when to use them</p> <p>1.3 Use keyboard or other input method to enter or insert text and other information</p> <p>1.4 Combine information of different types or from different sources within a document</p> <p>1.5 Enter information into existing tables, forms and templates</p> <p>1.6 Use editing tools to amend document content</p> <p>1.7 Store and retrieve document files effectively, in line with local guidelines and conventions where available</p>
<p>2 Structure information within word processing documents</p>	<p>2.1 Create and modify tables to organise tabular or numeric information</p> <p>2.2 Select and apply heading styles to text</p>
<p>3 Use word processing software tools to format and present documents</p>	<p>3.1 Identify what formatting to use to enhance presentation of the document</p> <p>3.2 Select and use appropriate techniques to format characters and paragraphs</p> <p>3.3 Select and use appropriate page layout to present and print documents</p> <p>3.4 Check documents meet needs, using IT tools and making corrections as appropriate</p>

Unit content

1 **Enter, edit and combine text and other information accurately within word processing documents**

Types of information: eg text, numbers, images; other graphic elements eg lines, borders

Templates: eg agenda, memos, letters, faxes, brochures/leaflets, calendars

Input information: keyboard skills eg use the full range of keys; type accurately and efficiently, keyboard shortcuts; other input methods eg voice recognition, touch screen, stylus

Combine information: eg insert, size, position, wrap, order and group eg images, clipart, tables etc

Editing techniques: editing techniques appropriate to the type of information eg select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position

Store and retrieve files; eg create, name, open, save, save as, find

2 **Structure information within word processing documents**

Tables and forms: add table; alter table structure eg insert and delete rows and columns, adjust column width

3 **Use word processing software tools to format and present documents**

Formatting: paragraphs eg alignment, bullets, numbering, line spacing, borders, shading; character eg size, font style (typeface), colour, bold, underline, italic

Page layout: eg size, orientation, margins, page numbers, date and time

Page layout for documents: eg size, orientation, margins, columns, page breaks, page numbering; standard document layouts eg letter, memo

Check word processed documents: software tools eg spellcheck, grammar check, print preview; other eg font style and size, hyphenation, page layout, margins, line and page breaks, tables, accuracy, consistency

Essential guidance for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. This unit can be taught in conjunction with other units eg *Unit 12: Improving Productivity using IT*, *Unit 15: IT Software Fundamentals*, *Unit 19: Design Software*, *Unit 20: Imaging Software*, *Unit 21: Desktop Publishing Software*, *Unit 22: Multimedia Software*, *Unit 23: Presentation Software*, *Unit 24: Spreadsheet Software* and *Unit 25: Website Software*.

Assessment

A holistic approach to teaching is suggested for this unit. Tutors should provide learners with a variety of scenarios, from which one should be selected. These scenarios should be of interest to the learners and should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only scenario be required in order for learners to fulfil what is needed to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Essential resources

Learners will need access to appropriate text processing software (Microsoft Word® or similar). In addition learners must have access to either different types of information, eg graphic images, or to other sources of information.

Learners should also be given access to pre-prepared templates, tables and forms.

Indicative resource materials

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Websites

www.bbc.co.uk/schools/gcsebitesize/ict

www.teach-ict.com

Unit 9: Starting Work in Construction

Unit reference number: M/502/3695

Level: 1

Credit value: 4

Unit aim

This unit introduces learners to career opportunities in construction and the organisations that provide such opportunities. It encourages learners to make informed choices about their potential career options.

Unit introduction

This unit introduces learners to the different specialist areas that make up the construction and built environment sector and helps them identify the variety of careers available in each of these specialist areas, at all levels.

Learners will have the opportunity to explore the different types of organisation that operate within the construction and built environment sector in terms of their size and the type of work they undertake.

Learners will use this information to make decisions concerning possible career choices in construction, and to reflect on the effect of such choices on their preferred lifestyle.

Although learners will work independently when making decisions about their career options, they will also function as effective members of a team by working responsibly and cooperatively.

When preparing for work in the construction industry it is important that learners are able to seek and respond to guidance from colleagues and teachers during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about different types of career opportunities available in construction	1.1 Describe different types of career opportunities in construction
2 Know about different types of organisation offering career opportunities in construction	2.1 Describe different types of organisation that offer career opportunities in construction in terms of their size and the nature of the work they undertake
3 Understand how career choices can impact upon an individual's lifestyle	3.1 Explain how an individual's lifestyle may be influenced by the career choices they make
4 Be able to make informed career choices	4.1 Make realistic career choices based upon information provided
5 Be able to work responsibly with others	5.1 Demonstrate good team working skills by working responsibly and cooperatively
6 Be able to seek and respond to guidance when working as part of a team	6.1 Follow instructions when working with others 6.2 Communicate appropriately with others

Unit content

1 **Know about the different types of career opportunities available in construction**

Types of career opportunity: full-time or part-time; employed or self-employed; permanent or temporary; professional and technical eg architecture, architectural technology, surveying, civil engineering, structural engineering, building services engineering, construction management, maintenance management, facilities management; craft or operative eg bricklaying, carpentry, joinery, painting, decorating, plumbing, electrical installation, plastering, stonemasonry, roofing, wall and floor tiling, groundwork, concreting, general construction operative; skilled or unskilled

2 **Know about the different types of organisation offering career opportunities in construction**

Types: limited number of large contractors; much larger number of small and medium enterprises (SMEs)

Work undertaken: eg large public works, infrastructure, speculative house building, newbuild, conversion and adaptation, maintenance and repair, manufacture and supply of materials and components

3 **Understand how career choices can impact upon an individual's lifestyle**

Lifestyle issues: ambitions and aspirations; job satisfaction; sense of identity; financial and social benefits

Impact of career choice: requirements eg education, training and development, robust mental and physical good health; conditions of work, eg hard work, tight deadlines, working away from home or abroad, weekend working, flexitime, long hours of work, time spent travelling to work; impact, eg effect on family life, social life and personal relationships, stress levels, mental and physical demands

4 **Be able to make informed career choices**

Career choices: career choice from content 1 above, potential employers from content 2 above, implications of career choice from 3 above

5 **Be able to work responsibly with others**

Behaviour: eg responsibility, recognition of strengths, knowledge and understanding of self and other team members, cooperation

6 Be able to seek and respond to guidance when working as part of a team

Attitudes: eg enthusiasm; approachability; communication skills eg listening, questioning, speaking clearly; following instructions

Delivery

The purpose of this unit is to encourage learners to think realistically about what it would be like to be employed in the construction and built environment sector and, more particularly, to help the learner match their skills, qualities and aspirations to a job they feel they might want to do. The unit covers a wide range of jobs at all levels, but delivery should focus on those jobs the learner could access on completing a programme based on Level 1 units. Progression issues should be examined by considering the ambitions of individual learners and by matching these ambitions to further training and development opportunities.

The unit is designed to offer an overview of the work available in the construction and built environment sector, starting with the range of jobs available, their skills requirements and the different types of organisations that employ people to perform such jobs and offer good training and employment opportunities. In this unit the learner needs to consider job roles and responsibilities only in the broadest sense. This could include the difference between craft and technician roles, off-site or on-site working, construction craft or building services craft apprenticeships, together with examples of all of the above.

Learners should be made aware that, although the large organisations dominate the industry, the smaller organisations predominate. The reasons why people must work together as a team to plan, design and construct the built environment should be stressed throughout. The unit gives learners the opportunity to think about the factors that affect job choice from a variety of perspectives, including:

- their personal skills and qualities
- the skills and qualities they might wish to acquire
- the different types of organisation in the construction and built environment sector
- the needs and wants of different organisations in terms of work undertaken, physical location, size and structure
- how a job could affect their lifestyle
- how their lifestyle might have to change
- the relationship between lifestyles and job choices.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know about the different types of career opportunities available in construction</p> <p>Whole-class, teacher-led discussions supported by small group research into the different types of career opportunity available, followed by group presentations of findings. Source material to include books, CD ROMs, newspapers, trade magazines and the internet. Presentations by experienced construction personnel will prove very useful.</p>
<p>Know about the different types of organisation offering career opportunities in construction</p> <p>Whole-class, teacher-led discussions supported by small group research into the different types of organisation working in construction and the built environment, followed by group presentations of findings. Source material to include newspapers, trade magazines and the internet. Presentations by representatives from appropriate organisations will be useful.</p>
<p>Understand how career choices can impact upon an individual's lifestyle</p> <p>Whole-class, teacher-led discussions with a question and answer session to draw out the learners' thoughts on the potential personal impact of several different career choices at both professional/technical and craft/operative level. Presentations by experienced construction personnel on the personal advantages and disadvantages of their career choices will prove extremely useful.</p>
<p>Be able to make informed career choices</p> <p>Career choices must be based on the information gathered above and should be realistic and coherent. Assessment evidence should take the form of clear choice of career(s), identification of at least one organisation that offers such careers and evidence that the learner has investigated the impact of their career choice on their preferred lifestyle.</p>
<p>Be able to work responsibly with others</p> <p>Discussion of the benefits of behaving in a cooperative and responsible manner towards both staff and other learners. This requires no formal allocation of time and should occur during both delivery and assessment.</p>
<p>Be able to seek and respond to guidance when working as part of a team</p> <p>Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, why they are doing it, the nature of the careers they are contemplating and the potential impact of such careers on their preferred lifestyle. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and</p>

should occur during delivery and assessment.

Assessment

The use of one assessment instrument is suggested as being sufficient to allow full coverage of the learning outcomes, although the assessment may be conducted in two discrete parts to avoid assessment overload for learners. The assessment instrument would therefore comprise 1.1, 2.1, 3.1, 4.1, 5.1 and 6.1. The assessment could be divided up into two parts as follows: firstly 1.1 and 2.1 and secondly 3.1 and 4.1. 5.1, 6.1 and 6.2 can be assessed over the whole period of assessment for both parts and will require no extra time.

For 1.1, learners must describe two different types of career opportunities in construction in terms of the skills and abilities needed. One career should relate to professional and technical career opportunities and the other should relate to craft and operative job opportunities. There is no requirement for a highly detailed answer but the two types of job role must be clearly differentiated.

For 2.1, learners must describe two different types of organisation that offer career opportunities in construction, in terms of their size and the nature of the work they undertake. One should be a large organisation engaged in major construction projects and the other should be a small or medium enterprise (SME) engaged in smaller works. There is no requirement for a highly detailed answer but the two types of organisation, and the nature of the work they do, must be clearly differentiated.

For 3.1, learners must explain how an individual's lifestyle may be influenced by the career choices they make in terms of the training and development that will be needed, their general state of health, the conditions under which they will work, the possible effect on their personal relationships and the general demands of the chosen career. The treatment can be broad as there is no requirement for the learner to make a career or job choice at this point.

For 4.1, learners must make two realistic career choices. These need not relate to their desired career path as it is unlikely that this will be clear to the learner at this stage. Learners must demonstrate the ability to make career choices based on information provided by their tutor. This information should relate to the training and development needed for a range of jobs and the nature of the different organisations they might work for. As for 1.1 above, there is no requirement for a highly detailed answer, but learners' responses should be essentially correct and clearly differentiated from each other.

For 5.1, learners must demonstrate good team working skills by working in a responsible and cooperative manner and by sharing resources and ideas with other learners. They must, however, produce their own individual evidence. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors as and when appropriate, and by acting upon the guidance received. They should communicate appropriately with both tutors and other learners at all times. The evidence could take the form of a witness statement.

Essential resources

The most significant resources for this unit are:

- structured visits to workshops, offices and building sites
- work experience in workshops, in offices or on building sites
- contact with personnel working at all levels in the industry.

This offers a perspective on the nature of work in the construction and built environment sector that will inform the learner's choice of units and hence their 'taster' experience. Internet access will give learners an opportunity to develop a range of skills in e-learning but the tutor will need to manage it carefully.

Indicative resource materials

Textbooks

There is a wealth of careers information to be found, much of it of a local nature. School, college and public libraries will have useful material, and trade magazines and local and regional newspapers will all help learners assess the job market at any given time.

Osborn D – *Introduction to Building* (Longman, 2002)
ISBN 9780582473034

Websites

www.citb.org.uk/careers

www.connexions.gov.uk

www.summitskills.org.uk

Unit 10: Health and Safety and Welfare in Construction

Unit reference number: D/502/3692

Level: 1

Credit value: 4

Unit aim

This unit is designed to introduce learners to the health and safety and welfare issues in construction. It aims to help learners to be aware of the potential hazards to which they may be exposed in construction environments and how to reduce these risks.

Unit introduction

This unit introduces learners to the health and safety and welfare issues associated with developing practical skills in a construction environment. The first part looks at causes of construction accidents. The second part looks at hazards in construction, safety signs, fire extinguishers and the use of personal protective equipment (PPE). The third part is concerned with HASAWA and COSHH.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the causes of accidents in construction	1.1 Describe the causes of accidents in construction
2 Know about the hazards and safety signs in a construction environment	2.1 Identify potential hazards in a construction environment 2.2 Identify the safety signs used in a construction environment
3 Know how to minimise the risk of hazards	3.1 Identify and select methods used to minimise the risks of hazards 3.2 Describe ways to reduce risks
4 Know about the different types of fire extinguishers and when to use them	4.1 List different types of fire extinguishers 4.2 Describe when different types of fire extinguishers should be used
5 Know about the legislation HASAWA and COSHH	5.1 Describe the purpose of HASAWA 5.2 Describe the purpose of COSHH

Unit content

1 **Know the causes of accidents in construction**

Causes: falls, trips, electrocution, poor manual handling, poor maintenance, lack or misuse of personal protective equipment (PPE), messing about, untidiness, below ground, confined spaces, moving plant or machinery, drugs, tiredness, daylight

2 **Know about the hazards and safety signs in a construction environment**

Materials: sawdust, nails, medium density fibreboard (MDF), lime, paraffin, solvent paints, solders, lead, asbestos

Tools: tenon saw, wood chisel, bolster, hammer, basic pipe-welding equipment

Equipment: stepladders, hop-ups, trestles

Safety signs: mandatory prohibition, warning and safe condition signs

3 **Know how to minimise the risk of hazards**

Risks: basic risk assessment, reduce/minimise risks, types and uses of PPE, planning for work, correct use of ladder

4 **Know about the different types of fire extinguishers and when to use them**

Types: water, foam, powder, carbon dioxide; when they should be used

5 **Know about the legislation HASAWA and COSHH**

Legislation: key concepts

Implications: employers, employees, self-employed people and learners

Essential guidance for tutors

Delivery

The most important requirement of the unit is that learners are given learning opportunities to develop health, safety and welfare awareness in construction environments.

Tutors should also encourage the reliable, positive and enthusiastic response to learning that employers value in prospective employees. The evidence required to satisfy the assessment criteria can be achieved in one carefully designed assignment.

This unit will be most effectively delivered using a combination of directed research on the part of the learner, case studies and hazard awareness exercises, with appropriate support from the tutor. The internet can be used to find details of PPE and its application, as well as information on material hazards. Development of hazard checklists prior to workshop activity would assist hazard awareness and this would form part of the assessment evidence required for this unit. An outline of the purpose of HASAWA and COSHH risk assessments is all that is required as part of the learner's work.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the causes of accidents in construction</p> <p>Whole-class, tutor-led discussion on statistics and causes of accidents. Learners draw graphs/pie charts/produce a health and safety information poster. Source material to include books, CD ROMs, newspapers, trade magazines and the internet. Presentations by experienced construction personnel will prove useful.</p>
<p>Know about the hazards and safety signs in a construction environment</p> <p>Whole-class, tutor-led discussion about hazards in construction/safety signs. Source material to include books, CD ROMs, newspapers, trade magazines and the internet. Presentations by experienced construction personnel will prove useful.</p>
<p>Know how to minimise the risk of hazards</p> <p>PPE identification sheets. What hazard(s) has/have been minimised/reduced by selecting particular PPE. Discussion of other methods of reducing risk in construction.</p>
<p>Know about the different types of fire extinguishers and when to use them</p>

Learners identify different types of fire extinguishers in the building and when to use them. Plan of building with types of fire extinguishers noted. Video/film on this subject.

Know about the legislation HASAWA and COSHH

Whole-class, tutor-led discussion on a government act/law. Brief content of HASAWA and COSHH. Implications for people working in construction.

Assessment

For 1.1, learners must describe the causes of accidents in the construction industry. This will be most clearly evidenced by the learner's assessment work.

For 2.1 and 2.2, learners must identify the hazards and safety signs in a construction environment. This will be most clearly evidenced by completion of topical identification sheets by the learner.

For 3.1 and 3.2, learners must identify, select and describe methods used to minimise the risks of hazards. This will be most clearly evidenced by completion of hazard identification sheets, possibly prior to vocational tasks assessment work.

For 4.1 and 4.2, learners must identify the different types of fire extinguishers and when to use them. This will be most clearly evidenced by the learner completing topical identification sheets.

For 5.1 and 5.2, learners must outline the purpose of HASAWA and COSHH. This will be most clearly evidenced their assessment work.

Essential resources

This is a theory-based unit and it is expected that centres will have suitable classroom facilities with appropriate resources for effective delivery of the unit.

Indicative resource materials

Textbook

Health and Safety in Construction (3rd Edition, HSE Books, 2001)
ISBN 9780717661824

Websites

www.hse.gov.uk

www.hss.com

Unit 11: Working as a Team to Move and Handle Resources

Unit reference number: T/502/3696

Level: 1

Credit value: 4

Unit aim

This unit introduces learners to safe resource handling techniques and the physical consequences of poor resource handling. Learners are given opportunities to work in teams to handle resources safely.

Unit introduction

This unit introduces learners to the regulations and guidance that apply to manual handling operations and explains how unsafe manual handling techniques can lead to injury.

Learners will have the opportunity to explore the techniques used to move and handle resources such as materials, components and fixings. They will perform these techniques both with and without the use of simple lifting aids, alone and as part of a team.

Learners will learn to work in a responsible and cooperative manner as they move and handle resources safely. They will work as effective members of a team by following instructions and communicating effectively with other members of the team.

When preparing for work in the construction industry it is important that learners are able to seek and respond to guidance from colleagues and teachers during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about the regulations and guidance that apply to the safe moving and handling of resources	1.1 Identify the regulations and guidance that apply to the safe moving and handling of resources, including the Manual Handling Operations Regulations 1992
2 Understand how unsafe manual handling techniques can cause injury to self and others	2.1 Explain how unsafe manual handling techniques can cause injuries to themselves and others
3 Be able to work as part of a team when carrying out safe moving and handling of resources	3.1 Perform safe moving and handling of resources as part of a team, without the use of lifting aids 3.2 Perform safe moving and handling as part of a team, with the use of lifting aids
4 Be able to work responsibly with others	4.1 Demonstrate team working skills by working responsibly and cooperatively when moving and handling resources with others
5 Be able to seek and respond to guidance when working as part of a team	5.1 Follow instructions when working with others 5.2 Communicate appropriately with others

Unit content

1 **Know about the regulations and guidance that apply to the safe moving and handling of resources**

Regulations: the Manual Handling Operations Regulations 1992

Guidance: to follow appropriate systems of work laid down for their own safety; to make proper use of equipment provided for their own safety; to cooperate with tutors on health and safety matters; to inform tutors if they identify any hazardous handling activities; to take care to ensure that their activities do not put others at risk

2 **Understand how unsafe manual handling techniques can cause injury to self and others**

Unsafe manual handling techniques: eg exceeding maximum load, holding loads away from the body, twisting, bending, stooping, reaching upwards, jerking, lifting over long distances, repetitive handling, moving too quickly, lifting bulky and unwieldy loads

Injuries: eg musculoskeletal disorders (MSDs), pain, discomfort, tenderness, swelling, impaired movement

3 **Be able to work as part of a team when carrying out safe moving and handling of resources**

Safe moving and handling of resources: maximum load guidelines; use of appropriate PPE; safe lifting (alone, in pairs, using lifting aids)

Maximum load guidelines: dependent upon many factors eg gender (male or female), position (standing or sitting), height (shoulder, elbow, knuckle or mid lower leg), arms (extended or not extended), number carrying out lifting (alone or with partner)

PPE: to protect head, body, hands, chest, arms, feet as appropriate

Lifting: set feet apart; place leading leg forward; bend knees; get a firm grip; keep back straight; keep load close to body; keep shoulders level; avoid twisting; lift in stages

Lifting in pairs: as above but maximum load two-thirds the sum of individual capabilities, lift in tandem, follow instructions

Using lifting aids: eg shelf trolleys, sheet trolleys, sack trucks, lift trucks, pallet trucks, sheet hoists, chutes, roll cages, lifting hooks; alone and as part of a team

4 **Be able to work responsibly with others**

Behaviour: eg responsibility, recognition of hazards to self and others, cooperation, clear communication with team when lifting

5 Be able to seek and respond to guidance when working as part of a team

Attitudes: eg enthusiasm; approachability; communication skills eg listening, questioning, speaking clearly; following instructions

Delivery

This unit will give learners their first experience of the skills and equipment associated with moving and handling resources and the knowledge required to underpin correct moving and handling techniques. Learners must be given opportunities to develop their knowledge and practical skills through supervised moving and handling of resources in the workshop, group teaching and demonstrations of the equipment, techniques and PPE involved.

This unit gives learners an opportunity to experience a very important element of the work involved in practical construction tasks.

Mechanical lifting aids are very useful because they reduce the need for manual handling, but they can pose their own hazards. All types of lifting equipment, including lifting gear and lifting operations, must comply with the Lifting Operations and Lifting Equipment Regulations 1998, the Approved Code of Practice and the Provision of Work Equipment Regulations 1998. Lifting equipment covers cranes, lifts and hoists, and components such as chains, ropes, slings, hooks, shackles and eyebolts. Centres should consider the following checklist for lifting aids.

- All lifting equipment must be suitable for the intended activity. Consider the environment in which it will be used, the load to be lifted and the way in which it will be used.
- Lifting equipment must have adequate strength and stability, particularly if mobile.
- Operators must be trained in the safe use of lifting equipment, must have relevant experience and must be competent to operate lifting equipment safely. Particular attention must be paid to the maturity and judgement of young people.
- Ensure that a competent person thoroughly examines and inspects all lifting equipment on a regular basis. Keep copies of the reports of those examinations.
- Clearly mark machinery and accessories with their safe working load.
- Ensure a competent person plans and supervises all lifting operations to ensure that they are carried out safely.

Centres must assess the risks to learners before they start work. If learners are young people, centres must take into account their inexperience, their lack of awareness of potential risks, their immaturity and their unfamiliarity with the working environment. Consideration must also be taken of their age and the consequent possibility of their not yet being fully physically developed. Centres must provide information to parents of school-age children about the risks and the control measures introduced. They must take account of the risk assessment in determining whether the young

person should undertake certain work activities, including moving and handling resources.

The maximum load that can be lifted manually without the use of lifting aids depends on many factors, including gender (male or female), position (standing or sitting), height (shoulder, elbow, knuckle or mid lower leg) and arms (extended or not extended). Special considerations should be made for pregnancy and people with disabilities. Centres are encouraged to access L23 Manual Handling: Guidance on the Regulations and, in particular, regulation 4(3) and the guidance on individual capability (paragraph 177 onwards).

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know about the regulations and guidance that apply to the safe moving and handling of resources</p> <p>Identification by the tutor of the appropriate regulations and the importance of complying with these regulations. A presentation by an experienced construction operative on what constitutes the correct behaviour and approach.</p>
<p>Understand how unsafe manual handling techniques can cause injury to self and others</p> <p>DVD or video presentation of safe manual and handling techniques and of injuries caused by poor practice in moving and handling resources. Whole-class, tutor-led discussion of links between bad practice and the physical harm it can cause.</p>
<p>Practise working as part of a team to move and handle resources</p> <p>Practical demonstration of safe moving and handling techniques. The relevant techniques are best taught by tutor demonstration, followed by the learners practising the techniques. The tutor should monitor learners as they practise and provide guidance, advice, correction or praise as appropriate. The appropriate PPE must be made available, properly maintained and worn at all times.</p>
<p>Be able to work as part of a team when carrying out safe moving and handling of resources</p> <p>Assessment. Three hours to demonstrate knowledge of regulations and guidance, and an understanding of the potential physical consequences of non-compliance with the regulations. Six hours to demonstrate the use of safe working practices to move and handle resources.</p>
<p>Be able to work responsibly with others</p> <p>Discussion of the benefits of behaving in a communicative, cooperative and responsible manner towards both tutors and other learners. Small group exercise to identify possible hazards associated with moving and handling resources, followed by short presentations. This requires no formal allocation of time and should occur during both delivery and assessment.</p>
<p>Be able to seek and respond to guidance when working as part of a team</p> <p>Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain the techniques they are using and the aids they are using to help them. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during delivery and assessment.</p>

Assessment

The use of two assessment instruments is suggested to allow full coverage of the learning outcomes. The first assessment instrument would comprise 1.1 and 2.1. It should focus on the regulations and guidance that underpin the safe moving and handling of resources, the consequences of unsafe moving and handling and how compliance with regulations and guidance prevents the injuries that can be caused by the use of unsafe techniques. The second assessment instrument would comprise 3.1, 3.2 and 4.1 and should focus on the performance of safe moving techniques, both individually and as part of a team, both with and without the use of lifting aids. This should include an understanding of when lifting aids are useful and when not. 5.1 and 5.2 can be assessed over the whole period of assessment and will require no extra time.

For 1.1, learners must demonstrate that they know that there are regulations and guidance relating to the moving and handling of resources, and they should be able to name the main piece of legislation, the Manual Handling Operations Regulations 1992. They should be aware of the important aspects of the guidance, but there is no requirement for a detailed understanding, nor are learners required to quote specific sections from the legislation or the guidance.

For 2.1, learners must be able to name two examples of unsafe manual handling techniques and two possible consequences of the use of unsafe techniques. There is no requirement for the cause and effect to be linked, nor is there any requirement for an explanation of the mechanisms by which unsafe manual handling techniques can cause injuries.

For 3.1, learners must be able to use the correct techniques and PPE required to move and handle resources, both individually and as part of a team, but without recourse to lifting aids. There is no requirement for learners to handle every material and/or resource they could encounter on a typical building site, but those used must be specific to the construction industry and should include bulky and unwieldy loads. It is anticipated that learners at this level will need considerable guidance. Close supervision is required at all times to ensure that learners neither exceed the maximum allowed load nor use unsafe handling techniques.

For 3.2, learners must be able to use the correct techniques and PPE required to move and handle resources, both individually and as part of a team. There is no requirement for learners to handle every material and/or resource they could encounter on a typical building site, but those used must be specific to the construction industry and should include bulky and unwieldy loads. It is anticipated that learners at this level will need considerable guidance. It is essential that a competent person plans and supervises all lifting operations that use lifting aids, to ensure that they are carried out safely.

For 4.1, learners must work responsibly with others. This must include communicating clearly with each other when working as part of a team and responding correctly and promptly to all instructions from the tutor and other learners. Learners should be aware of any hazards associated with the moving and handling operations they are asked to perform, but they need

not produce risk assessments or suggest control measures. The evidence could take the form of a witness statement.

For 5.1 and 5.2, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors as and when appropriate, and by acting on the guidance received. They should communicate appropriately with both tutors and other learners at all times. The evidence could take the form of a witness statement.

Essential resources

The main resources are something to move and handle and a large enough space, with sufficient headroom, in which to do the moving and handling. The resources to be moved and handled should clearly relate to the construction industry and should include bulky and unwieldy loads.

Learners should have access to some or all of the following lifting aids: shelf trolleys, sheet trolleys, sack trucks, lift trucks, pallet trucks, sheet hoists, chutes, roll cages and lifting hooks.

There must be access to adequate washing and first aid facilities, and space for the storage of PPE such as hard hats, high visibility jackets, gloves and safety boots.

Indicative resource materials

Textbooks

Manual Handling, Manual Handling Operations Regulations 1992 (as amended in 2002). Guidance on Regulations L23 (3rd Edition, HSE Books, 2004) ISBN 071762823X

There are also a number of free information leaflets available to view and to print from the HSE website: www.hse.gov.uk/pubns/manlinde.htm

Aching arms (or RSI) in small businesses INDG171 (rev 1)

Are you making the best use of lifting and handling aids? INDG398

Getting to grips with manual handling: A short guide INDG143 (rev 2)

Manual handling assessment charts INDG383

Manual handling: Solutions you can handle HSG115 (HSE Books, 1994) ISBN 0717606937

Mark a parcel – save a back INDG348

All of the publications referred to above are available from HSE Books, PO Box 1999, Sudbury, Suffolk CO10 2WA.

Telephone: 01787 881165

Fax: 01787 313995

Website: www.hsebooks.co.uk

Websites

www.communitiesscotland.gov.uk

www.hsebooks.co.uk

www.hse.gov.uk/msd

<http://osha.europa.eu>

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the basic equipment used to produce construction drawings	1.1 Select the drawing equipment required to produce a construction drawing
2 Be able to prepare a sheet of drawing paper	2.1 Create the border and a completed title panel for a construction drawing
3 Be able to produce a basic construction drawing	3.1 Draw a vertical section through a cavity wall, the strip foundation to the wall and a concrete ground floor
4 Be able to work responsibly with others	4.1 Demonstrate good team working skills by working responsibly and cooperatively
5 Be able to seek and respond to guidance when working as part of a team	5.1 Follow instructions when working with others 5.2 Communicate appropriately with others

Unit content

1 Know the basic equipment used to produce construction drawings

Drawing equipment: eg drawing board, 45° set square, 30/60 set square, T-square, pencils, eraser, drawing board clips, masking tape, ruler, compass

2 Be able to prepare a sheet of drawing paper

Conventions: 10 mm border; title box to include name, date and title of drawing

3 Be able to produce a basic construction drawing in an acceptable time

Drawing: vertical section; through cavity wall, strip foundation and concrete ground floor

4 Be able to work responsibly with others

Behaviour: eg responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'

5 Be able to seek and respond to guidance when working as part of a team

Attitudes: eg enthusiasm; approachability; communication skills eg listening, questioning, speaking clearly; following instructions

Essential guidance for tutors

Delivery

This unit will give learners their first experience of the practical drawing skills associated with the production of a construction drawing, together with any job knowledge required to underpin such practical drawing skills. Learners must be given opportunities to develop their knowledge and practical drawing skills through supervised classroom/drawing studio activities, group teaching and demonstrations of the equipment and techniques involved.

The unit has been designed to provide the basic knowledge, understanding and skills needed to produce a simple construction drawing. The emphasis is on manual drawing techniques; computer aided design (CAD) techniques are not a requirement of the unit. By developing manual drawing techniques learners will improve their hand-to-eye coordination.

The use of parallel action drawing boards is encouraged, although drawing boards and traditional T-squares and set squares may be substituted where parallel action boards are unavailable.

Tutors should demonstrate the various techniques and skills to produce a construction drawing and learners must practise these techniques. Tutors will need to deliver the skills and techniques associated with correct paper alignment, accurate line drawing, lettering and hatching.

The most important requirement of the unit is that learners are given opportunities to practise construction drawing techniques and procedures. To do this they must be able to recognise and select the drawing equipment and materials. Tutors will therefore need to demonstrate correct selection and use of the appropriate drawing equipment and materials. They must also demonstrate the practical drawing skills required, monitor learners' performance as they practise their skills, correct poor practice and commend good practice. Tutors must encourage learners to ask for help and advice when it is needed. Tutors should encourage the reliable, positive and enthusiastic response to learning that employers value in prospective employees. All of the evidence required to satisfy the grading criteria can be achieved in the drawing assignment.

Learners and tutors are encouraged to view the unit as a 'taster', in that it gives the learner an opportunity to experience the type of work involved in construction drawing.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the basic equipment used to produce construction drawings</p> <p>Whole-class, tutor-led discussion about drawing equipment. Individual work on drawing equipment identification sheets.</p>
<p>Be able to prepare a sheet of drawing paper</p> <p>Practical demonstration (group or individual) of how to fix and mark out sheets of drawing paper. The hand-to-eye motor skills associated with this task are best taught by demonstration by the tutor, followed by practice by the learner. The tutor should monitor learners as they practise their skills and provide guidance, advice, correction or praise, as needed.</p>
<p>Be able to produce a basic construction drawing in an acceptable time</p> <p>Practical demonstration (group or individual) of how to use the equipment to produce a drawing. The hand-to-eye motor skills associated with using technical drawing equipment are best taught by demonstration by the tutor, followed by practice by the learner. The tutor should monitor the learners as they practise their skills and provide guidance and advice, and correction or praise, as appropriate.</p>
<p>Be able to produce a basic construction drawing in an acceptable time</p> <p>Assessment. A maximum of four hours to produce the drawing on A3 paper.</p>
<p>Be able to work responsibly with others</p> <p>Use of health and safety videos to demonstrate the benefits of maintaining a tidy workspace. Discussion of important role played by behaving towards others in a cooperative and responsible manner. Constant encouragement from tutors to do neat work and maintain a tidy work space.</p>
<p>Be able to seek and respond to guidance when working as part of a team</p> <p>Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a piece of drawing equipment or discuss their drawing as they produce it. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during practice and assessment.</p>

Assessment

The evidence can be provided by a single practical assignment covering all of the assessment criteria for the unit. Achievement of assessment criteria should be evidenced through vocationally related practical drawing experiences with tasks specifically designed with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical drawing activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements. However, many assessment criteria may be assessed directly through learners' assessment work, which must be presented in the form of a portfolio.

For 1.1, learners must select the drawing equipment required to produce a construction drawing. This will be most clearly evidenced by completion of appropriate drawing equipment worksheets.

For 2.1, learners must create the border and a completed title panel for a construction drawing. This will be most clearly evidenced by the learner's assessment work.

For 3.1, learners must draw a vertical section through a cavity wall, the strip foundation to the wall and a concrete ground floor. There is no requirement for the work to comply with a specific drawing scale. This will be most clearly evidenced by the learner's assessment work.

For 4.1, learners should work responsibly when producing a construction drawing in the classroom/drawing studio. The evidence could take the form of a witness statement.

For 5.1 and 5.2, learners must be able to seek guidance from tutors and other experienced people. The learner must follow instructions and communicate appropriately with other learners and with their tutors and/or instructors. The evidence could take the form of a witness statement.

Indicative resource materials

Textbooks

BSI – *Construction Drawing Practice, BS1192 Part 5* (British Standards Institute, 1999) ISBN 0580295141

Ching F D K – *Architectural Graphics* (John Wiley & Sons, 2002) ISBN 9780471209065

Huth M W – *Understanding Construction Drawings* (Delmar, 2005) ISBN 9781401862695

Reekie F – *Reekie's Architectural Drawing* (Architectural Press, 1995) ISBN 9780340573242

Thompson A – *Introduction to Construction Drawing* (Butterworth-Heinemann, 1993) ISBN 9780340568231

Website

The NLN materials website at www.nln.ac.uk contains a drawing symbols database.

Unit 13: Developing Bricklaying Skills

Unit reference number: J/502/3685

Level: 1

Credit value: 4

Unit aim

This unit introduces learners to the hand tools, materials and personal protective equipment (PPE) used in bricklaying, and offers them opportunities to develop the skills needed to construct basic brickwork structures.

Unit introduction

Emphasis is placed on the correct selection and safe use of the appropriate tools and equipment required to carry out basic bricklaying processes.

Learners will be given the opportunity to practise the bricklaying techniques used to construct basic brickwork structures, and to use these techniques to construct a half-brick wall in an acceptable time.

Although learners will work independently when constructing their half-brick wall, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workshop, and by working responsibly with others.

When preparing for work in the construction industry it is important that learners are able to seek and respond to guidance from colleagues and teachers during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

It is assumed that learners will either have successfully completed the *Health and Safety and Welfare in Construction* unit before starting this unit, or that they will be studying the *Health and Safety and Welfare in Construction* unit alongside this one, using an integrated delivery and assessment approach.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the hand tools used in basic bricklaying processes	1.1 List and describe appropriate hand tools to be used in basic bricklaying processes
2 Know the materials used in basic bricklaying processes	2.1 List and describe appropriate materials to be used in basic bricklaying processes
3 Know the personal protective equipment (PPE) used in basic bricklaying processes	3.1 List and describe appropriate PPE to be used in basic bricklaying processes
4 Be able to apply safe working practices to produce half-brick walling	4.1 Select and use hand tools safely to lay bricks in stretcher bond, minimum seven bricks in length, minimum five courses high, with one stopped end
5 Be able to work responsibly with others	5.1 Maintain a clean and tidy work environment 5.2 Work responsibly in the workshop
6 Be able to seek and respond to guidance when working as part of a team	6.1 Follow instructions when working with others 6.2 Communicate appropriately with others

Unit content

1 **Know the hand tools used in basic bricklaying processes**

Hand tools: eg walling trowel, jointing iron, spirit level, builder's line and pins, tingle, club hammer, bolster chisel, hawk, soft brush

2 **Know the materials used in basic bricklaying processes**

Materials: bricks; lime-based mortar

3 **Know the personal protective equipment (PPE) used in basic bricklaying processes**

Personal protective equipment: hard hat; eye protection; safety boots; high-visibility jacket; hand barrier cream

Basic bricklaying processes: stack bricks; set out brickwork; lay mortar; butter vertical joints; lay bricks: plumb, level and gauge

4 **Be able to apply safe working practices to produce half-brick walling**

Safe working practices: compliance with advice and guidance given; safe maintenance, use and storage of tools and equipment

Half-brick walling: straight lengths in stretcher bond; minimum seven bricks in length; minimum five courses high; one stopped end

5 **Be able to work responsibly with others**

Behaviour: eg responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'

6 **Be able to seek and respond to guidance when working as part of a team**

Attitudes: eg enthusiasm; approachability; communication skills eg listening, questioning, speaking clearly; following instructions

Delivery

This unit will give learners their first experience of the practical skills associated with the production of brickwork, together with the knowledge required to underpin these practical skills. Learners must be allowed considerable opportunity to develop their knowledge and practical skills and this should be facilitated through extensive use of supervised practical workshop activities, allied to group teaching and demonstrations of the tools, equipment, materials, techniques and PPE involved.

Learners and tutors are encouraged to view the unit as a 'taster', in that it gives the learner an opportunity to experience the type of work involved in bricklaying.

All construction craft tasks are problems to be solved (often in three dimensions) with available tools and materials and within a given timescale. The solutions to the problems are the conventional techniques, methods and procedures that craftspeople have developed to address the work they face on a daily basis. Learners will need to discuss the materials, tools, equipment, PPE and techniques to be used with a responsible and competent person and should respond positively to any advice given. They should then select the tools, equipment, materials and PPE appropriate for the task in hand, and use these to produce the specified brickwork task.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the hand tools used in basic bricklaying processes</p> <p>Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Requisition tools from store.</p>
<p>Know the materials used in basic bricklaying processes</p> <p>Site visit. Presentation from qualified working bricklayer. Trip to builders' merchant.</p>
<p>Know the personal protective equipment (PPE) used in basic bricklaying processes</p> <p>Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works. Individual work on PPE identification sheets. Learners complete requisition sheets to obtain PPE from store. Learners given opportunities to select and wear the full range of PPE used in brickwork.</p>
<p>Practise the processes used to produce basic brickwork structures</p> <p>Practical demonstration of how to keep work areas tidy. The hand-to-eye motor skills associated with bricklaying are best taught by the tutor demonstrating the skills required, followed by the learners practising the skills. The tutor should monitor learners as they practise their skills and provide guidance and advice, and correction or praise, as appropriate.</p>
<p>Be able to apply safe working practices to produce half-brick walling</p> <p>Assessment. Two hours to demonstrate knowledge of the hand tools, materials and PPE to be used in the practical assessment task. Evidence of selection or de-selection of each required. This can be achieved by completion of in-house requisition forms or similar. Four hours to demonstrate use of safe working practices to construct basic brickwork structure.</p>
<p>Be able to work responsibly with others</p> <p>Use of health and safety videos/DVDs to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by on-site personnel behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical bricklaying sessions.</p>
<p>Be able to seek and respond to guidance when working as part of a team</p> <p>Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence</p>

required to achieve the unit. This requires no formal allocation of time and should occur during practice and assessment.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally related practical experiences with tasks specifically designed with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements.

The use of two assessment instruments is suggested to allow full coverage of the outcomes. The first assessment instrument would comprise 1.1, 2.1 and 3.1 and should focus upon the correct selection of the tools, materials and PPE required to complete the brickwork task and the reason why each is deemed to be appropriate. The second assessment instrument would comprise 4.1, 5.1, 5.2, 6.1 and 6.2, and should focus on the completion of the practical brickwork task.

For 1.1, learners must list and describe commonly used hand tools. This will be most clearly evidenced by completion of appropriate requisition orders.

For 2.1, learners must list and describe the correct materials to be used to complete the brickwork task. This will be most clearly evidenced by completion of appropriate requisition orders.

For 3.1, learners must list and describe the appropriate PPE to be worn or used when completing the brickwork task. This will be most clearly evidenced by completion of appropriate requisition orders.

For 4.1, learners must be able to select and use tools, materials and PPE to construct a brick wall to the following specification: straight lengths in stretcher bond, minimum seven bricks in length, minimum five courses high, one stopped end. Learners must be aware of the need to lay bricks plumb, level and to gauge, but there are no specified tolerances at this level. It is anticipated that considerable guidance will be given to learners. Photographs, observation records and witness statements could be provided as evidence.

For 5.1 and 5.2, learners must maintain a clean and tidy workspace and work responsibly with others. Learners should be aware of any hazards associated with the practical tasks they perform but they need not produce risk assessments or suggest control measures. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors as and when appropriate, and by acting on the guidance received. They should communicate appropriately with tutors and other learners at all times. The evidence could take the form of a witness statement.

Essential resources

Learners will require access to hand tools and materials of a nature and standard typical of a proper work environment. The learning environment must be a safe place of work, with adequate space for spot boards and the safe construction of brickwork models, adequate washing facilities for the

removal of mortar from exposed skin, access to first aid facilities and storage of PPE.

Indicative resource materials

Textbooks

Brett P – *A Building Craft Foundation: Levels 1 & 2* (3rd Revised Edition, Nelson Thornes, 2007) ISBN 9780748781843

Brick Development Association – *BDA Guide to Successful Brickwork* (3rd Edition, Butterworth-Heinemann, 2005) ISBN 9780750664691

Websites

www.ciob.org.uk

www.citb.org.uk

www.hse.gov.uk

www.iosh.co.uk

www.rospa.co.uk

www.rtpi.org.uk

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the hand tools used in basic carpentry processes	1.1 List and describe appropriate hand tools to be used in basic carpentry processes
2 Know the materials used in basic carpentry processes	2.1 List and describe appropriate materials to be used in basic carpentry processes
3 Know the personal protective equipment (PPE) used in basic carpentry processes	3.1 List and describe appropriate PPE to be used in basic carpentry processes
4 Be able to apply safe working practices to produce a carpentry item	4.1 Select and use hand tools safely to make a carpentry item (photograph display item with hinge(s)) in an acceptable time
5 Be able to work responsibly with others	5.1 Maintain a clean and tidy work environment 5.2 Work responsibly in the workshop
6 Be able to seek and respond to guidance when working as part of a team	6.1 Follow instructions when working with others 6.2 Communicate appropriately with others

Unit content

1 **Know the hand tools used in basic carpentry processes**

Hand tools: eg steel rule, tri-square, sliding bevel, pencil, marking/mortice gauge, mallet, tenon saw, mitre box, mortice/bevel-edged chisels, nail punch, claw hammer, wheel brace, twist drill bits, screwdrivers, smoothing plane, abrasive paper and block, straight edge, winding sticks, bradawl

2 **Know the materials used in basic carpentry processes**

Materials: softwood timber; Polyvinyl Acetate glue (PVA); oval nails; panel pins; wood screws; hinges

3 **Know the personal protective equipment (PPE) used in basic carpentry processes**

Personal protective equipment: eg eye protection, safety boots, dust mask, ear defenders, and other personal protective equipment as appropriate

Basic carpentry processes: plane sawn timber; fixing hinges, cutting mitres, fixing beading/moulding

4 **Be able to apply safe working practices to produce a carpentry item**

Safe working practices: compliance with advice and guidance given; safe maintenance, use and storage of tools and equipment

Carpentry item: timber photograph/mirror display item with hinge(s)

5 **Be able to work responsibly with others**

Behaviour: eg responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'

6 **Be able to seek and respond to guidance when working as part of a team**

Attitudes: eg enthusiasm; approachability; communication skills eg listening, questioning, speaking clearly; following instructions

Essential guidance for tutors

Delivery

This unit will give learners their first experience of the practical skills associated with the production of a basic carpentry item, together with any job knowledge required to underpin such practical skills. Learners must be given opportunities to develop their knowledge and practical skills through supervised workshop activities, group teaching and demonstrations of the theories, equipment and techniques involved.

Learners will need to practise planning a piece of sawn timber, cutting and fixing a steel hinge, and also cutting beading or moulding using a mitre box. Tutors must demonstrate these skills and techniques. Learners will use the skills and techniques to produce the assessment work (a display item).

Tutors may wish to use regularised timber for learners to plane for the assessment work. The unit content states that learners have to only plane timber and **not** prepare the timber completely.

The most important requirement of the unit is that learners are given opportunities to practise carpentry techniques and procedures. To do this they must be able to recognise and select the tools, materials and PPE needed to work safely. Tutors will therefore need to demonstrate correct selection and use of the appropriate hand tools, materials and PPE. They must also demonstrate the practical carpentry skills required and monitor learners' performance as they practise their skills. Tutors should correct poor practice and commend good practice. They must encourage learners to ask for help and advice when necessary and to maintain a clean and tidy workplace. Tutors should encourage the reliable, positive and enthusiastic response to learning that employers value in prospective employees.

Learners and tutors are encouraged to view the unit as a 'taster', in that it gives the learner an opportunity to experience the type of work involved in carpentry.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the hand tools used in basic carpentry tasks</p> <p>Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Tool requisition sheets.</p>
<p>Know the materials used in basic carpentry tasks</p> <p>Site visit. Presentation from qualified working carpenter. Trip to timber yard suppliers. Material requisition sheets.</p>
<p>Know the personal protective equipment (PPE) used in performing basic carpentry tasks</p> <p>Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works. Individual work on PPE identification sheets. PPE requisition sheets. Learners to be provided with opportunities to select and wear the full range of PPE used in carpentry.</p>
<p>Practise the processes used to produce basic carpentry item</p> <p>Practical demonstration of how to keep individual work areas tidy. The hand-to-eye motor skills associated with carpentry are best taught by the tutor demonstrating the skills required, followed by the learners practising the skills. The tutor should monitor the learners as they practise their skills and provide guidance and advice, and correction or praise, as appropriate.</p>
<p>Be able to apply safe working practices to produce a carpentry item</p> <p>Assessment. Two hours to produce the paperwork required in the form of requisition forms/tool identification sheets. Four hours to produce carpentry item. Practical assessment evidence could be a photograph and a learner's description of what they have done.</p>
<p>Be able to work responsibly with others</p> <p>Use of health and safety videos to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by on-site personnel behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical carpentry workshop sessions.</p>
<p>Be able to seek and respond to guidance when working as part of a team</p> <p>Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during practice and assessment.</p>

Assessment

The evidence can be provided by a single practical assignment covering all of the assessment criteria for the unit. Achievement of assessment criteria should be evidenced through vocationally related practical experiences with tasks specifically designed with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements plus photographs of the completed work.

For 1.1, learners must list and describe the hand tools to be used in the practical task. This will be most clearly evidenced by completion of appropriate requisition orders or tool identification sheets.

For 2.1, learners must list and describe the materials to be used in the practical task. This will be most clearly evidenced by completion of appropriate requisition orders or materials identification sheets.

For 3.1, learners must list and describe the items of PPE to be used in the practical task. This will be most clearly evidenced by completion of appropriate requisition orders or PPE identification sheets.

For 4.1, learners must be able to produce a display carpentry item. It is anticipated that considerable guidance may need to be provided to learners at this level. There is no requirement for the work to comply with specific tolerances, or to demonstrate a professional standard. It is sufficient that the task has been completed. Photographs, observation records and witness statements could be provided as evidence.

For 5.1 and 5.2, learners should work as part of a team to create and maintain a clean and tidy work environment. They must also work responsibly when producing the basic carpentry item in the workshop. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must be able to seek guidance from tutors and other experienced persons. Learners must follow instructions and communicate appropriately with other learners and with their tutors and/or instructors. The evidence could take the form of a witness statement.

Essential resources

Learners will require access to carpentry workbenches, hand tools, materials, fixings and equipment of a nature and standard typical of a proper work environment.

The learning environment must be a safe place of work. Adequate workshop space must be provided for the safe storage and use of timber, as well as adequate washing facilities, access to first aid facilities and storage for PPE.

Indicative resource materials

Textbooks

Brett P – *Wood Occupations: Level 1* (Nelson Thornes, 2007)
ISBN 9780748781836

Porter B – *Carpentry and Joinery Volume 1* (Butterworth-Heinemann, 2001)
ISBN 9780750651356

Websites

www.geoffswoodwork.co.uk

www.getwoodworking.com

www.hse.gov.uk

Unit 15: Developing Joinery Skills

Unit reference number: H/502/3693

Level: 1

Credit value: 4

Unit aim

This unit is designed to introduce learners to the hand tools, materials, personal protective equipment (PPE) and skills used in joinery. Learners will have the opportunity to produce a joinery item.

Unit introduction

Emphasis is placed on the correct selection and safe use of the appropriate tools, materials and equipment required to carry out basic joinery tasks.

Learners will be given the opportunity to practise the wood-jointing techniques used to construct basic wood joints, and to use these techniques to construct a simple joinery item in an acceptable time.

Although learners will work independently when constructing their joinery item, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workshop, and by working responsibly with others.

When preparing for work in the construction industry it is important that learners are able to seek and respond to guidance from colleagues and teachers during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

It is recommended that learners will either have successfully completed the *Health and Safety and Welfare in Construction* unit before starting this unit, or that they will be studying the *Health and Safety and Welfare in Construction* unit alongside this one, using an integrated delivery and assessment approach.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the hand tools used in basic joinery processes	1.1 List and describe appropriate hand tools to be used in basic joinery processes
2 Know the materials and fixings used in basic joinery processes	2.1 List and describe appropriate materials and fixings to be used in basic joinery processes
3 Know the personal protective equipment (PPE) used in basic joinery processes	3.1 List and describe appropriate PPE to be used in basic joinery processes
4 Be able to apply safe working practices to produce a joinery product	4.1 Select and use hand tools safely to produce a stool in an acceptable time
5 Be able to work responsibly with others	5.1 Maintain a clean and tidy work environment 5.2 Work responsibly in the workshop
6 Be able to seek and respond to guidance when working as part of a team	6.1 Follow instructions when working with others 6.2 Communicate appropriately with others

Unit content

1 **Know the hand tools used in basic joinery processes**

Hand tools: eg steel rule, tri-square, sliding bevel, pencil, marking/mortice gauge, mallet, tenon saw, mortice/bevel-edged chisels, nail punch, claw hammer, wheel brace, carpenter's brace, screwdrivers, smoothing plane, abrasive paper and block

2 **Know the materials and fixings used in basic joinery processes**

Materials: softwood timber; Polyvinyl Acetate (PVA) glue; oval nails; panel pins; shrink plates, wood screws

3 **Know the personal protective equipment (PPE) used in basic joinery processes**

Personal protective equipment: eg eye protection, safety boots, dust mask, ear defenders, other PPE as appropriate

Basic joinery processes: forming housing joint, tee halving joint, mortice and tenon joint

4 **Be able to apply safe working practices to produce a simple joinery item**

Safe working practices: compliance with advice and guidance given; safe maintenance, use and storage of tools and equipment

Joinery item: stool

5 **Be able to work responsibly with others**

Behaviour: eg responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'

6 **Be able to seek and respond to guidance when working as part of a team**

Attitudes: eg enthusiasm; approachability; communication skills eg listening, questioning, speaking clearly; following instructions

Delivery

This unit will give learners their first experience of the practical skills associated with the production of a basic joinery item, together with the knowledge required to underpin such practical skills. Learners must be given opportunities to develop their knowledge and practical skills through supervised workshop activities, group teaching and demonstrations of the theories, equipment and techniques involved.

Learners will need to practise marking out and cutting basic timber joints. Tutors must demonstrate these skills and techniques. Learners will use the skills and techniques to produce the assessment work (a stool).

The most important requirement of the unit is that learners are given opportunities to practise joinery techniques and procedures. To do this they must be able to recognise and select the tools, materials and PPE needed to work safely. Tutors will therefore need to demonstrate correct selection and use of the appropriate hand tools, materials and PPE. They must also demonstrate the practical joinery skills required and monitor learners' performance as they practise their skills. They must correct poor practice and commend good practice. Tutors must encourage the learners to ask for help and advice when necessary and to maintain a clean and tidy workplace. Tutors should encourage the reliable, positive and enthusiastic response to learning that employers value in prospective employees.

Learners and tutors are encouraged to view the unit as a 'taster', in that it gives the learner an opportunity to experience the type of work involved in joinery.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the hand tools used in basic joinery processes</p> <p>Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Requisitioning tools from tools store.</p>
<p>Know the materials and fixings used in basic joinery processes</p> <p>Site visit. Presentation from qualified working joiner. Trip to timber merchant.</p>
<p>Know the personal protective equipment (PPE) used in basic joinery processes</p> <p>Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works. Individual work on PPE identification sheets. Completion of requisition sheets to obtain PPE from store. Learners given opportunities to select and wear the full range of PPE used in a joinery workshop.</p>
<p>Practise the processes used to produce basic wood jointing</p> <p>Practical demonstration of how to keep individual work areas tidy. The hand-to-eye motor skills associated with joinery are best taught by the tutor demonstrating the skills required, followed by the learners practising the skills. The tutor should monitor the learners as they practise their skills and provide guidance and advice, and correction or praise, as appropriate.</p>
<p>Be able to apply safe working practices to produce a joinery product</p> <p>Assessment. Two hours to produce the paperwork required in the form of requisition forms/tool identification sheets. Four hours to produce joinery item.</p>
<p>Be able to work responsibly with others</p> <p>Use of health and safety videos to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by personnel behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical joinery workshop sessions.</p>
<p>Be able to seek and respond to guidance when working as part of a team</p> <p>Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during practice and assessment.</p>

Assessment

The evidence can be provided by a single practical assignment covering all of the assessment criteria for the unit. Achievement of assessment criteria should be evidenced through vocationally related practical experiences with tasks specifically designed with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements plus photographs of the completed work.

For 1.1, learners must list and describe the hand tools to be used in the practical task. This will be most clearly evidenced by completion of appropriate requisition orders.

For 2.1, learners must list and describe the materials to be used in the practical task. This will be most clearly evidenced by completion of appropriate requisition orders.

For 3.1, learners must list and describe the items of PPE to be used in the practical task. This will be most clearly evidenced by completion of appropriate requisition orders.

For 4.1, learners must be able to produce a joinery item. It is anticipated that learners at this level will need considerable guidance. There is no requirement for the work to comply with specific tolerances, or to demonstrate a professional standard. It is sufficient that the task has been completed. Photographs, observation records and witness statements could be provided as evidence.

For 5.1 and 5.2, learners should work as part of a team to create and maintain a clean and tidy work environment. They must also work responsibly with others when producing the joinery item in the workshop. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must be able to seek guidance from tutors and other experienced people. Learners must follow instructions and communicate appropriately with other learners and with their tutors and/or instructors. The evidence could take the form of a witness statement.

Essential resources

Learners will require access to joinery work benches, joinery hand tools and materials of a nature and standard typical of a proper work environment.

The learning environment must be a safe place of work. Adequate workshop space must be provided for the safe storage and use of timber, as well as adequate washing facilities, access to first aid facilities and storage for PPE.

Indicative resource materials

Textbooks

Brett P – *Wood Occupations: Level 1* (Nelson Thornes, 2007)
ISBN 9780748781836

Porter B – *Carpentry and Joinery Volume 1* (Butterworth-Heinemann, 2001)
ISBN 9780750651356

Websites

www.geoffswoodwork.co.uk

www.getwoodworking.com

www.hse.gov.uk

Unit 16: Developing Construction Painting Skills

Unit reference number: R/502/3690

Level: 1

Credit value: 4

Unit aim

This unit introduces learners to the hand tools, materials and personal protective equipment (PPE) used in painting, and offers them opportunities to develop the skills needed to paint surfaces.

Unit introduction

In this unit learners will need to practise painting techniques and use them to paint a flat wall area.

Emphasis is placed on the correct selection and safe use of the appropriate tools and equipment required to carry out basic painting tasks.

Although learners will work independently when painting, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workshop, and by working responsibly with others.

When preparing for work in the construction industry it is important that learners are able to seek and respond to guidance from colleagues and teachers during the learning process. This unit will help learners develop an understanding of the personal qualities that are valued by employers.

It is recommended that learners will either have successfully completed the *Health and Safety and Welfare in Construction* unit before starting this unit, or that they will be studying the *Health and Safety and Welfare in Construction* unit alongside this one, using an integrated delivery and assessment approach.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the hand tools and equipment used in basic painting tasks	1.1 List and describe appropriate hand tools and equipment to be used in the painting process
2 Know the materials used in basic painting tasks	2.1 List and describe appropriate materials to be used in the painting process
3 Know the personal protective equipment (PPE) used in basic painting tasks	3.1 List and describe appropriate personal protective equipment to be used when painting
4 Be able to apply safe working practices to paint a flat wall area	4.1 Select and use hand tools safely to paint a flat wall area of 2 m ²
5 Be able to work responsibly with others	5.1 Maintain a clean and tidy work environment 5.2 Work responsibly in the workshop
6 Be able to seek and respond to guidance when working as part of a team	6.1 Follow instructions when working with others 6.2 Communicate appropriately with others

Unit content

1 **Know the hand tools and equipment used in basic painting tasks**

Hand tools: abrasive paper, scrapers, shave hook, filling knife, paint kettle, paintbrush, paint roller, paint roller tray

Equipment: stepladder, hop-up

2 **Know the materials used in basic painting tasks**

Water-based paint materials: vinyl and silk emulsion paints

Solvent-based paint materials: wood primer, undercoat, eggshell and gloss finish

Other materials: white spirits, turpentine, knotting, filler

3 **Know the personal protective equipment (PPE) to be used in basic painting tasks**

Personal protective equipment: gloves and other PPE as appropriate

4 **Be able to apply safe working practices to paint a flat wall area**

Safe working practices: compliance with advice and guidance given; safe maintenance, use and storage of tools and equipment

Basic painting processes: preparation of a painting surface, paint a flat wall area of 2 m² using solvent – or water-based paints, cutting into mouldings

5 **Be able to work responsibly with others**

Behaviour: eg responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'

6 **Be able to seek and respond to guidance when working as part of a team**

Attitudes: eg enthusiasm; approachability; communication skills eg listening, questioning, speaking clearly; following instructions

Essential guidance for tutors

Delivery

This unit will give learners their first experience of the practical skills associated with painting, together with any job knowledge required to underpin such practical skills. Learners must be given opportunities to develop their knowledge and practical skills through supervised workshop activities, group teaching and demonstrations of the theories, equipment and techniques involved.

Learners will need to practise painting a wall of at least 2 m², cutting into moulding, and also cutting beading or moulding using a mitre box. Tutors must demonstrate these skills and techniques. Learners will use the skills and techniques to produce the required assessment work.

The most important requirement of the unit is that learners are given opportunities to practise painting techniques and procedures. To do this they must be able to recognise and select the tools, materials and PPE needed to work safely. Tutors will therefore need to demonstrate correct selection and use of the appropriate hand tools, materials and PPE. They must also demonstrate the practical painting skills required and monitor learners' performance as they practise their skills. They must correct poor practice and commend good practice. Tutors must encourage learners to ask for help and advice when it is needed and to maintain a clean and tidy workplace. Tutors should encourage the reliable, positive and enthusiastic response to learning that employers value in prospective employees.

Learners and tutors are encouraged to view the unit as a 'taster', in that it gives the learner an opportunity to experience the type of work involved in painting.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Know the hand tools and equipment used in basic painting tasks Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Requisitioning tools from tools store.
Know the materials used in basic painting tasks Site visit. Presentation from qualified working painter. Trip to builders' merchant.
Know the personal protective equipment (PPE) used in basic painting tasks Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works. Individual work on PPE identification sheets. Learners complete requisition sheets to obtain PPE from store. Learners given opportunities to select and wear the full range of PPE used in a painting workshop.
Practise the processes used in basic painting tasks Practical demonstration of how to keep individual work areas tidy. The hand-to-eye motor skills associated with painting a flat wall surface are best taught by demonstration (group or individually) by the tutor, followed by repeated practice by the learner. The tried and tested method of developing a construction craft skill is for the learner to be shown how to do it by someone experienced, and for the learner to practise the skills, with continuous monitoring by the tutor.
Be able to apply safe working practices to paint a flat wall area Assessment. Three hours to produce the paperwork required in the form of requisition forms/tool identification sheets. Practical assessment time four hours.
Be able to work responsibly with others Use of health and safety videos to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by personnel behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical painting workshop sessions.
Be able to seek and respond to guidance when working as part of a team Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during practice and assessment.

Assessment

The evidence can be provided by a single practical assignment covering all of the assessment criteria for the unit. Achievement of assessment criteria should be evidenced through vocationally related practical experiences with tasks specifically designed with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements plus photographs of the completed work.

For 1.1, learners must list and describe the appropriate hand tools to be used in the practical task. This will be most clearly evidenced by completion of appropriate requisition orders or tool identification sheets.

For 2.1, learners must list and describe the materials to be used in the practical task. This will be most clearly evidenced by completion of appropriate requisition orders.

For 3.1, learners must list and describe the items of PPE to be used in the practical task. This will be most clearly evidenced by completion of appropriate requisition orders.

For 4.1, learners must be able to paint a flat wall area of 2 m². It is anticipated that considerable guidance may need to be provided to learners at this level. There is no requirement for the work to comply with specific tolerances, or to demonstrate a professional standard. It is sufficient that the task has been completed. Photographs, observation records and witness statements could be provided as evidence.

For 5.1 and 5.2, learners should work as part of a team to create and maintain a clean and tidy work environment. They must also work responsibly when performing the painting process. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must be able to seek guidance from tutors and other experienced people. Learners must follow instructions and communicate appropriately with other learners and with their tutors and/or instructors. The evidence could take the form of a witness statement.

Essential resources

Learners will require access to a wall of at least 2 m² to paint. They will also need access to hand tools, materials and equipment of a nature and standard typical of a proper work environment.

The learning environment must be a safe place of work. Adequate workshop space must be provided for the safe storage and use of paint, as well as adequate washing facilities, access to first aid facilities and storage for PPE.

Indicative resource materials

Textbooks

Brett P – *A Building Craft Foundation: Levels 1 & 2* (3rd Revised Edition, Nelson Thornes, 2007) ISBN 9780748781843

Fulcher A – *Painting & Decorating: An Information Manual* (Blackwell Science, 1998) ISBN 9780632041596

Websites

www.diydata.com

www.hse.gov.uk

Unit 17: Developing Construction Decorating Skills

Unit reference number: Y/502/3688

Level: 1

Credit value: 4

Unit aim

This unit introduces learners to the hand tools, materials and personal protective equipment (PPE) used in decorating, and offers them opportunities to develop the skills needed to decorate surfaces.

Unit introduction

Learners will need to practise decorating techniques, and use these techniques to decorate a surface area in an acceptable time.

Emphasis is placed on the correct selection and safe use of the appropriate tools and equipment required to carry out decorating tasks.

Although learners will work independently when decorating, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workshop, and by working responsibly with others.

When preparing for work in the construction industry it is important that learners are able to seek and respond to guidance from colleagues and teachers during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

It is recommended that learners will either have successfully completed the *Health and Safety and Welfare in Construction* unit before starting this unit, or that they will be studying the *Health and Safety and Welfare in Construction* unit alongside this one, using an integrated delivery and assessment approach.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the hand tools used in basic decorating tasks	1.1 List and describe appropriate hand tools to be used in the decorating process
2 Know the materials used in basic decorating tasks	2.1 List and describe appropriate materials to be used in the decorating process
3 Know the personal protective equipment (PPE) used in basic decorating tasks	3.1 List and describe appropriate personal protective equipment (PPE) to be used when decorating
4 Be able to apply safe working practices to produce a wallpapered wall	4.1 Select and use wallpaper paste safely to fix wallpaper to a wall of 3 m ²
5 Be able to work responsibly with others	5.1 Maintain a clean and tidy work environment 5.2 Work responsibly in the workshop
6 Be able to seek and respond to guidance when working as part of a team	6.1 Follow instructions when working with others 6.2 Communicate appropriately with others

Unit content

1 **Know the hand tools used in basic decorating tasks**

Hand tools: scrapers, filling knives, pasting table, paper-hanging brush, caulker, trimming knives, scissors or shears, rule, tape, plumb bob and line, spirit level, paste bucket, paste brush, pencil

2 **Know the materials used in basic decorating tasks**

Materials: lining wallpapers, non-patterned wallpapers, pastes, filler

3 **Know the personal protective equipment (PPE) to be used in basic decorating tasks**

Personal protective equipment: safety boots, bib and brace overalls, hand barrier cream and other PPE as appropriate

4 **Be able to apply safe working practices to produce a wallpapered wall**

Safe working practices: compliance with advice and guidance given; safe maintenance, use and storage of tools and equipment

Basic decorating processes: wallpaper a wall of 3 m², cutting around a socket or switch

5 **Be able to work responsibly with others**

Behaviour: eg responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'

6 **Be able to seek and respond to guidance when working as part of a team**

Attitudes: eg enthusiasm; approachability; communication skills eg listening, questioning, speaking clearly; following instructions

Essential guidance for tutors

Delivery

This unit will give learners their first experience of the practical skills associated with decorating, together with any knowledge required to underpin such practical skills. Learners must be given opportunities to develop their knowledge and practical skills through supervised workshop activities, group teaching and demonstrations of the theories, equipment and techniques involved.

Learners will need to practise decorating a wall of at least 3 m². Tutors must demonstrate the necessary skills and techniques which learners will then use to produce the required assessment work.

The most important requirement of the unit is that learners are given opportunities to practise decorating techniques and procedures. To do this they must be able to recognise and select the tools, materials, equipment and PPE needed to work safely. Tutors will therefore need to demonstrate correct selection and use of the appropriate hand tools, materials, equipment and PPE. They must also demonstrate the practical painting skills required and monitor learners' performance as they practise their skills. They should correct poor practice and commend good practice. Tutors must encourage learners to ask for help and advice when necessary and to maintain a clean and tidy workplace. Tutors should encourage the reliable, positive and enthusiastic response to learning that employers value in prospective employees.

Learners and tutors are encouraged to view the unit as a 'taster', in that it gives the learner an opportunity to experience the type of work involved in decorating.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Know the hand tools used in basic decorating tasks Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Requisitioning tools from tools store.
Know the materials used in basic decorating tasks Site visit. Presentation from qualified working decorator. Trip to decorating centre.
Know the personal protective equipment (PPE) used in basic decorating tasks Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works. Individual work on PPE identification sheets. Learners complete requisition sheets to obtain PPE from store. Learners provided with opportunities to select and wear the full range of PPE used in decorating.
Practise the processes used in basic decorating tasks Practical demonstration of how to keep individual work areas tidy. The hand-to-eye motor skills associated with decorating are best taught by demonstration (group or individually) by the tutor, followed by repeated practice by the learner. The tried and tested method of developing a construction craft skill is for the learner to be shown how to do it by someone experienced, and for the learner to practise the skills, with continuous monitoring by the tutor.
Be able to apply safe working practices to produce a wallpapered wall Assessment. Three hours to produce the paperwork required in the form of requisition forms/tool identification sheets. Practical assessment four hours.
Be able to work responsibly with others Use of health and safety videos to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by personnel behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical painting workshop sessions.
Be able to seek and respond to guidance when working as part of a team Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and

should occur during practice and assessment.

Assessment

The evidence can be provided by a single practical assignment covering all of the assessment criteria for the unit. Achievement of assessment criteria should be evidenced through vocationally related practical experiences with tasks specifically designed with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements plus photographs of the completed work.

For 1.1, learners must list and describe the appropriate hand tools to be used in the practical task. This will be most clearly evidenced by completion of appropriate requisition orders or tool identification sheets.

For 2.1, learners must list and describe the materials to be used in the practical task. This will be most clearly evidenced by completion of appropriate requisition orders.

For 3.1, learners must list and describe the items of PPE to be used in the practical task. This will be most clearly evidenced by completion of appropriate requisition orders.

For 4.1, learners must be able to decorate a wall area of 3 m². It is anticipated that considerable guidance may need to be provided to learners at this level. There is no requirement for the work to comply with specific tolerances, or to demonstrate a professional standard. It is sufficient that the task has been completed. Photographs, observation records and witness statements could be provided as evidence.

For 5.1 and 5.2, learners should work as part of a team to create and maintain a clean and tidy work environment. They must also work responsibly when performing the decorating process. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must be able to seek guidance from tutors and other experienced persons. The learner must follow instructions and communicate appropriately with other learners and with their tutors and/or instructors. The evidence could take the form of a witness statement.

Essential resources

Learners will require access to a wall of at least 3 m² to decorate, and to hand tools, materials and equipment of a nature and standard typical of a proper work environment.

The learning environment must be a safe place of work. Adequate workshop space must be provided for the safe storage and use of decorating materials, as well as adequate washing facilities, access to first aid facilities and storage for PPE.

Indicative resource materials

Textbooks

Brett P – *A Building Craft Foundation: Levels 1 & 2* (3rd Revised Edition, Nelson Thornes, 2007) ISBN 9780748781843

Fulcher A – *Painting & Decorating: An Information Manual* (Blackwell Science, 1998) ISBN 9780632041596

Websites

www.diydata.com

www.hse.gov.uk

Unit 18: Developing Plumbing Skills

Unit reference number: K/502/3694

Level: 1

Credit value: 4

Unit aim

This unit introduces learners to the hand tools, materials and personal protective equipment (PPE) used in plumbing. The unit offers learners opportunities to develop the skills needed to perform basic plumbing operations.

Unit introduction

Emphasis is placed on the correct selection and safe use of the appropriate tools and equipment required to carry out basic plumbing processes.

Learners will be given the opportunity to practise the plumbing techniques used to connect copper tubes and to install hot and cold taps and a tubular swivel trap to a sink. Learners will use these techniques to construct a pipe rig and a functioning sink.

Although learners will work independently when performing plumbing operations, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workshop, and by working responsibly with others.

When preparing for work in plumbing it is important that learners are able to seek and respond to guidance from colleagues and teachers during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

It is recommended that learners will either have successfully completed the *Health and Safety and Welfare in Construction* unit before starting this unit, or that they will be studying the *Health and Safety and Welfare in Construction* unit alongside this one, using an integrated delivery and assessment approach.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the hand tools used in basic plumbing processes	1.1 List and describe appropriate hand tools to be used in basic plumbing processes
2 Know the materials and components used in basic plumbing processes	2.1 List and describe appropriate materials to be used in basic plumbing processes 2.2 List and describe appropriate components to be used in basic plumbing processes
3 Know the personal protective equipment (PPE) used in basic plumbing processes	3.1 List and describe appropriate PPE to be used in basic plumbing processes
4 Be able to apply safe working practices to perform plumbing operations	4.1 Select and use hand tools safely to connect copper tubes 4.2 Select and use hand tools safely to install a functioning sink
5 Be able to work responsibly with others	5.1 Maintain a clean and tidy work environment 5.2 Work responsibly in the workshop
6 Be able to seek and respond to guidance when working as part of a team	6.1 Follow instructions when working with others 6.2 Communicate appropriately with others

Unit content

1 **Know the hand tools used in basic plumbing processes**

Hand tools: eg hacksaw, wheelcutter, file, wire wool, wrench, grips, spanner, bending spring, blowtorch

2 **Know the materials and components used in basic plumbing processes**

Materials: copper pipe; PVC tubing, jointing paste, flux

Components: capillary joints, compression joints, Tee junctions, 90° bends, hot and cold pillar taps, tubular swivel trap (P or S outlet)

3 **Know the personal protective equipment (PPE) used in basic plumbing processes**

Personal protective equipment: safety gloves; goggles; safety boots/shoes; other PPE as appropriate

Basic plumbing processes: forming capillary joints, forming compression joints; bending copper pipe; connecting taps and traps

4 **Be able to apply safe working practices to perform plumbing operations**

Safe working practices: compliance with advice and guidance given; safe maintenance, use and storage of tools and equipment

Plumbing operations: copper pipe rig with capillary joints, compression joints, Tee junction and 90° bends; connection of hot and cold water taps and tubular swivel trap to sink

5 **Be able to work responsibly with others**

Behaviour: eg responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'

6 **Be able to seek and respond to guidance when working as part of a team**

Attitudes: eg enthusiasm; approachability; communication skills eg listening, questioning, speaking clearly; following instructions

Essential guidance for tutors

Delivery

This unit will give learners their first experience of the practical skills associated with plumbing, together with the knowledge required to underpin such practical skills. Learners must be given opportunities to develop their knowledge and practical skills through supervised practical workshop activities, group teaching and demonstrations of the tools, equipment, materials, techniques and PPE involved.

Learners and tutors are encouraged to view the unit as a 'taster', in that it affords the learner an opportunity to experience the type of work involved in plumbing.

All building services craft tasks are problems to be solved (often in three dimensions) with available tools and materials and within a given timescale. The solutions to the problems are the conventional techniques, methods and procedures that building services craftspeople have developed to address the work they face on a daily basis. The learner will need to discuss the materials, components, tools, equipment, PPE and techniques to be used with a responsible and competent person and should respond positively to any advice given. They should then select the tools, equipment, materials, components and PPE appropriate for the task in hand, and use these to perform the specified plumbing tasks.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the hand tools used in basic plumbing processes</p> <p>Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Requisitioning tools from tools store.</p>
<p>Know the materials used in basic plumbing processes</p> <p>Site visit. Presentation from qualified working plumber. Trip to plumbers' merchant.</p>
<p>Know the personal protective equipment (PPE) used in basic plumbing processes</p> <p>Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works. Individual work on PPE identification sheets. Learners complete requisition sheets to obtain PPE from store. Learners given opportunities to select and wear the full range of the PPE used in plumbing.</p>
<p>Practise the processes used to perform basic plumbing processes</p> <p>Practical demonstration of how to keep work areas tidy. The hand-to-eye motor skills associated with plumbing are best taught by the tutor demonstrating the skills required, followed by the learners practising the skills. The tutor should monitor learners as they practise their skills and provide guidance, advice, correction or praise as appropriate.</p>
<p>Be able to apply safe working practices to perform plumbing operations</p> <p>Assessment. Two hours to demonstrate knowledge of the hand tools, materials and PPE to be used in the practical assessment tasks. Evidence of selection or de-selection of each required. This can be achieved by completion of in-house requisition forms or similar. Four hours to demonstrate use of safe working practices to perform basic plumbing operations.</p>
<p>Be able to work responsibly with others</p> <p>Use of health and safety videos/DVDs to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by on-site personnel behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical plumbing sessions.</p>
<p>Be able to seek and respond to guidance when working as part of a team</p> <p>Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence</p>

required to achieve the unit. This requires no formal allocation of time and should occur during practice and assessment.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally related practical experiences with tasks specifically designed with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements.

The use of two assessment instruments is suggested to allow full coverage of the learning outcomes. The first assessment instrument would comprise 1.1, 2.1 and 3.1 and should focus on the correct selection of the tools, materials and PPE required to complete the plumbing tasks and the reason why each is deemed to be appropriate. The second assessment instrument would comprise 4.1, 5.1, 5.2, 6.1 and 6.2 and should focus on the completion of the practical plumbing tasks.

For 1.1, learners must list and describe commonly used hand tools. This will be most clearly evidenced by completion of appropriate requisition orders.

For 2.1 and 2.2, learners must list and describe the correct materials and components to be used to complete the plumbing tasks. This will be most clearly evidenced by completion of appropriate requisition orders.

For 3.1, learners must list and describe the appropriate PPE to be worn or used when performing plumbing tasks. This will be most clearly evidenced by completion of appropriate requisition orders.

For 4.1 and 4.2, learners must be able to use the selected tools, materials, components and PPE to perform plumbing tasks. Learners must be aware of the need for joints to be watertight and pipes to run horizontally or vertically, but there are no specified tolerances at this level. It is anticipated that considerable guidance will be given to learners. Photographs, observation records and witness statements could be provided as evidence.

For 5.1 and 5.2, learners must maintain a clean and tidy workspace and work responsibly with others. The learners should be aware of any hazards associated with the practical tasks they perform but they need not produce risk assessments or suggest control measures. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors as and when appropriate, and by acting upon the guidance received. They should communicate appropriately with both tutors and other learners at all times. The evidence could take the form of a witness statement.

Essential resources

Learners will require access to workbenches, hand tools and materials of a nature and standard typical of a proper work environment. The learning environment must be a safe place of work to carry out the mechanical plumbing tasks, with appropriate work areas and storage for tools, equipment and PPE. Learners will also require access to a technical library with current texts on construction and the built environment and building

services. Internet access will give learners an opportunity to develop skills in e-learning but the tutor will need to manage this carefully.

Indicative resource materials

Textbooks

Basic Plumbing: Pro Tips and Simple Steps (Meredith Corporation, 2002)
ISBN 0696213206

Greeno R and Hall F – *Building Services Handbook, 5th Edition*
(Butterworth-Heinemann, 2009) ISBN 9781856176262

Treloar R D – *Plumbing: Heating and Gas Installations, 3rd Edition* (Wiley-Blackwell, 2006) ISBN 9781405139625

Websites

www.cibse.org

www.citb.org.uk

www.hse.gov.uk

www.householdersguide.com

www.iosh.co.uk

www.rospa.co.uk

www.theplumber.com

Unit 19: Developing Electrical Installation Skills

Unit reference number: Y/502/3691

Level: 1

Credit value: 4

Unit aim

This unit introduces learners to the hand tools, materials and personal protective equipment (PPE) used in electrical work, and offers learners opportunities to develop the skills used in basic electrical installation operations.

Unit introduction

Emphasis is placed on the correct selection and safe use of the appropriate tools and equipment required to carry out basic electrical installation procedures.

Learners will be given the opportunity to practise, under supervision, the electrical installation techniques used to wire a basic lighting rig and a basic ring main.

Although learners will work independently when performing electrical installation operations, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workshop, and by working responsibly with others.

When preparing for work in electrical installation it is important that learners are able to seek and respond to guidance from colleagues and teachers during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

It is recommended that learners will either have successfully completed the *Health and Safety and Welfare in Construction* unit before starting this unit, or that they will be studying the *Health and Safety and Welfare in Construction* unit alongside this one, using an integrated delivery and assessment approach.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the hand tools used in basic electrical installation processes	1.1 List and describe appropriate hand tools to be used in basic electrical installation processes
2 Know the materials and components used in basic electrical installation processes	2.1 List and describe appropriate materials and components to be used in basic electrical installation processes
3 Know the personal protective equipment (PPE) used in basic electrical installation processes	3.1 List and describe appropriate PPE to be used in basic electrical installation processes
4 Be able to apply safe working practices to perform electrical installation operations	4.1 Select and use hand tools safely to perform basic electrical installation operations
5 Be able to work responsibly with others	5.1 Maintain a clean and tidy work environment 5.2 Work responsibly in the workshop
6 Be able to seek and respond to guidance when working as part of a team	6.1 Follow instructions when working with others 6.2 Communicate appropriately with others

Unit content

1 **Know the hand tools used in basic electrical installation processes**

Hand tools: eg electrician's screwdriver (parallel slotted and Phillips head), adjustable wrench, craft knife, pliers with insulated handles, wire strippers, junior hacksaw, digital multimeter, tape measure

2 **Know the materials and components used in basic electrical installation processes**

Materials: PVC insulated flex

Components: 13A fused sockets, light fittings, 60W light bulbs, 3A and 13A cartridge fuses

3 **Know the personal protective equipment (PPE) used in basic electrical installation processes**

Personal protective equipment: eg safety gloves, goggles, safety boots/shoes, other PPE as appropriate

Basic electrical installation processes: isolate power supply; mark out circuit; position and fix components; measure cables to length; strip cables and wires; fix wires to components; check connections for electrical and mechanical soundness; test system

4 **Be able to apply safe working practices to perform electrical installation operations**

Safe working practices: compliance with advice and guidance given; safe maintenance, use and storage of tools and equipment

Electrical installation operations: basic lighting rig with minimum of four light fittings in parallel; basic ring main with minimum four 13A fused and earthed sockets

5 **Be able to work responsibly with others**

Behaviour: eg responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'

6 **Be able to seek and respond to guidance when working as part of a team**

Attitudes: eg enthusiasm; approachability; communication skills eg listening, questioning, speaking clearly; following instructions

Essential guidance for tutors

Delivery

This unit will give learners their first experience of the practical skills associated with electrical installation, together with the knowledge required to underpin these practical skills. Learners must be given opportunities to develop their knowledge and practical skills through supervised practical workshop activities, group teaching and demonstrations of the tools, equipment, materials, techniques and PPE involved.

Learners and tutors are encouraged to view the unit as a 'taster', in that it affords the learner an opportunity to experience the type of work involved in electrical installation.

All building services craft tasks are problems to be solved (often in three dimensions) with available tools and materials and within a given timescale. The solutions to the problems are the conventional techniques, methods and procedures that building services craftspeople have developed to address the work they face on a daily basis. The learner will need to discuss the materials, components, tools, equipment, PPE and techniques to be used with a responsible and competent person and should respond positively to any advice given. They should then select the tools, equipment, materials, components and PPE appropriate for the task in hand, and use these to perform the specified electrical installation tasks.

Health and safety are of paramount importance in electrical work. Learners must understand that all the work they do must be done on systems that are isolated from any source of power, and they must be aware of the special problems caused by water and electricity. When systems are tested to see whether they work properly they must be tested on a low voltage supply, and the testing procedure must be supervised by the tutor.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the hand tools used in basic electrical installation processes</p> <p>Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Requisition tools from store.</p>
<p>Know the materials and components used in basic electrical installation processes</p> <p>Site visit. Presentation from qualified working electrician. Trip to electrical supplies merchant.</p>
<p>Know the personal protective equipment (PPE) used in basic electrical installation processes</p> <p>Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works. Individual work on PPE identification sheets. Learners complete requisition sheets to obtain PPE from store. Learners given opportunities to select and wear the full range of the PPE used in electrical installation.</p>
<p>Practise the processes used to perform basic electrical installation processes</p> <p>Practical demonstration of how to keep individual work areas tidy. The skills associated with electrical installation are best taught by the tutor demonstrating the skills required, followed by the learners practising the skills. The tutor should monitor the learners as they practise their skills and provide guidance and advice, and correction or praise, as appropriate.</p>
<p>Be able to apply safe working practices to perform electrical installation operations</p> <p>Assessment. Two hours to demonstrate knowledge of the hand tools, materials and PPE to be used in the practical assessment tasks. Evidence of selection or de-selection of each required. This can be achieved by completion of in-house requisition forms or similar. Four hours to demonstrate use of safe working practices to perform basic electrical installation operations.</p>
<p>Be able to work responsibly with others</p> <p>Use of health and safety videos/DVDs to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by on-site personnel behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical electrical installation sessions.</p>
<p>Be able to seek and respond to guidance when working as part of a team</p> <p>Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as</p>

they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during practice and assessment.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally related practical experiences with tasks specifically designed with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements.

The use of two assessment instruments is suggested to allow full coverage of the outcomes. The first assessment instrument would comprise 1.1, 2.1 and 3.1 and should focus upon the correct selection of the tools, materials and PPE required to complete the electrical installation tasks and the reason why each is deemed to be appropriate. The second assessment instrument would comprise 4.1, 5.1, 5.2, 6.1 and 6.2 and should focus upon the completion of the practical electrical installation tasks.

For 1.1, learners must list and describe commonly used hand tools. This will be most clearly evidenced by completion of appropriate requisition orders.

For 2.1, learners must list and describe the correct materials to be used to complete the electrical installation tasks. This will be most clearly evidenced by completion of appropriate requisition orders.

For 3.1, learners must list and describe the appropriate PPE to be worn or used when performing electrical installation tasks. This will be most clearly evidenced by completion of appropriate requisition orders.

For 4.1, learners must be able to use the selected tools, materials, components and PPE to perform electrical installation tasks to an acceptable standard. Learners must be aware of the need for all connections to be safe and correct and all light fittings and sockets to be securely mounted in a regular arrangement, but there are no specified tolerances at this level. It is anticipated that learners will be given considerable guidance. Photographs, observation records and witness statements could be provided as evidence.

For 5.1 and 5.2, learners must maintain a clean and tidy workspace and work responsibly with others. Learners should be aware of any hazards associated with the practical tasks they perform but they need not produce risk assessments or suggest control measures. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors as and when appropriate, and by acting upon the guidance received. They should communicate appropriately with both tutors and other learners at all times. The evidence could take the form of a witness statement.

Essential resources

Learners will require access to work benches, hand tools and materials of a nature and standard typical of a proper work environment. The learning environment must be a safe place of work to carry out electrical tasks, with appropriate work areas and storage for tools, equipment and PPE. Learners will also require access to a technical library with current texts on construction and the built environment. Internet access will give learners an

opportunity to develop skills in e-learning but this will need careful management by the tutor.

Indicative resource materials

Textbooks

IEE Wiring Regulations 17th Edition (BS 7671: 2008) ISBN 9780863418440

Greeno R and Hall F – *Building Services Handbook* (5th Edition, Butterworth-Heinemann, 2009) ISBN 9781856176262

Scaddan B – *Electrical Wiring: Domestic* (Newnes, 2003) ISBN 9780750687355

Websites

www.cibse.org

www.citb.org.uk

www.electrical-online.com

www.householdersguide.com

www.hse.gov.uk

www.iosh.co.uk

www.rospa.co.uk

Unit 20: Developing Building Maintenance Skills

Unit reference number: L/502/3686

Level: 1

Credit value: 4

Unit aim

This unit introduces learners to the hand tools, materials and personal protective equipment (PPE) used in building maintenance. The unit offers learners opportunities to develop the skills needed to maintain buildings.

Unit introduction

Emphasis is placed on the correct selection and safe use of the appropriate tools and equipment required to carry out basic maintenance procedures.

Learners will be given the opportunity to practise basic maintenance processes, and to use these techniques to perform building maintenance tasks.

Although learners will work independently when performing building maintenance tasks, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workplace, and by working responsibly with others.

When preparing for work in the construction industry it is important that learners are able to seek and respond to guidance from colleagues and teachers during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

It is recommended that learners will have either successfully completed the *Health and Safety and Welfare in Construction* unit before starting this unit, or that they will be studying the *Health and Safety and Welfare in Construction* unit alongside this one, using an integrated delivery and assessment approach.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the hand tools used in building maintenance processes	1.1 List and describe appropriate hand tools to be used in building maintenance processes
2 Know the materials used in building maintenance processes	2.1 List and describe appropriate materials to be used in building maintenance processes
3 Know the personal protective equipment (PPE) used in building maintenance processes	3.1 List and describe appropriate PPE to be used in building maintenance processes
4 Be able to apply safe working practices to perform building maintenance tasks	4.1 Select and use hand tools safely to perform building maintenance tasks
5 Be able to work responsibly with others	5.1 Maintain a clean and tidy work environment 5.2 Work responsibly in the workshop
6 Be able to seek and respond to guidance when working as part of a team	6.1 Follow instructions when working with others 6.2 Communicate appropriately with others

Unit content

1 **Know the hand tools used in building maintenance processes**

Hand tools: appropriate to building maintenance processes being undertaken

2 **Know the materials used in building maintenance processes**

Materials: appropriate to building maintenance processes being undertaken

3 **Know the personal protective equipment (PPE) used in building maintenance processes**

Personal protective equipment: hard hat; eye protection; safety boots; high-visibility jacket; hand barrier cream

Building maintenance processes: repair and maintenance tasks associated with eg brickwork, carpentry, joinery, painting, decorating, plumbing and electrical installation

4 **Be able to apply safe working practices to perform building maintenance tasks**

Safe working practices: compliance with advice and guidance given; safe maintenance, use and storage of tools and equipment

Building maintenance tasks: eg repair, maintenance or replacement of sticking doors; draughty doors and windows; broken hinges; loose floorboards; gaps in floorboards; damaged skirting boards; rotten timber eg floors, doors and windows; cracks in brickwork; damaged pointing and rendering; broken windows and tiles; failures of paintwork and decorative work; air locks in pumps and radiators; blockages eg in drains, basins, lavatories and gullies; failed plumbing components eg washers, ball valves, diaphragms; leaking capillary joints and compression joints; failed electrical components eg fuses, switches, sockets, plugs, ceiling roses, thermostats

5 **Be able to work responsibly with others**

Behaviour: eg responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'

6 **Be able to seek and respond to guidance when working as part of a team**

Attitudes: eg enthusiasm; approachability; communication skills eg listening, questioning, speaking clearly; following instructions

Delivery

This unit will give learners their first experience of the practical skills associated with the performance of building maintenance tasks, together with any job knowledge required to underpin these practical skills. Learners must be given opportunities to develop their knowledge and practical skills through supervised practical workshop activities group teaching and demonstrations of the tools, equipment, materials, techniques and PPE involved.

Learners and tutors are encouraged to view the unit as a 'taster', in that it gives the learner an opportunity to experience the type of work involved in building maintenance.

All building maintenance tasks are problems to be solved (often in three dimensions) with available tools and materials and within a given timescale. The solutions to the problems are the conventional techniques, methods and procedures that maintenance personnel have developed to address the work they face on a daily basis. Learners will need to discuss the materials, tools, equipment, PPE and techniques to be used with a responsible and competent person and should respond positively to any advice given. They should then select the tools, equipment, materials and PPE appropriate for the task in hand, and use these to perform the specified tasks.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the hand tools used in building maintenance processes</p> <p>Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Requisitioning tools from tools store.</p>
<p>Know the materials used in building maintenance processes</p> <p>Site visit. Presentation from qualified working maintenance operative. Trip to builders' merchant.</p>
<p>Know the personal protective equipment (PPE) used in building maintenance processes</p> <p>Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works. Individual work on PPE identification sheets. Learners complete requisition sheets to obtain PPE from store. Learners given opportunities to select and wear the full range of PPE used in brickwork.</p>
<p>Practise the processes used to perform building maintenance tasks</p> <p>Practical demonstration of how to keep individual work areas tidy. The skills associated with building maintenance are best taught by the tutor demonstrating the skills required, followed by the learners practising the skills. The tutor should monitor the learners as they practise their skills and provide guidance and advice, and correction or praise, as appropriate.</p>
<p>Be able to apply safe working practices to perform building maintenance tasks</p> <p>Assessment. Two hours to demonstrate knowledge of hand tools, materials and PPE to be used in the practical assessment task. Evidence of selection or de-selection of each required. This can be achieved by completion of in-house requisition forms or similar. Eight hours to demonstrate use of safe working practices to perform building maintenance tasks.</p>
<p>Be able to work responsibly with others</p> <p>Use of health and safety videos/DVDs to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by on-site personnel behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical building maintenance sessions.</p>
<p>Be able to seek and respond to guidance when working as part of a team</p> <p>Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and</p>

should occur during practice and assessment.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally related practical experiences with tasks specifically designed with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements.

The use of two assessment instruments is suggested to allow full coverage of the outcomes. The first assessment instrument would comprise 1.1, 2.1 and 3.1 and should focus on the correct selection of the tools, materials and PPE required to complete the building maintenance tasks and the reason why each is deemed to be appropriate. The second assessment instrument would comprise 4.1, 5.1, 5.2, 6.1 and 6.2 and should focus on the completion of the practical building maintenance tasks.

For 1.1, learners must list and describe commonly used hand tools. This will be most clearly evidenced by completion of appropriate requisition orders.

For 2.1, learners must list and describe the correct materials to be used to complete the building maintenance tasks. This will be most clearly evidenced by completion of appropriate requisition orders.

For 3.1, learners must list and describe the appropriate PPE to be worn or used when completing the building maintenance tasks. This will be most clearly evidenced by completion of appropriate requisition orders.

For 4.1, learners must be able to use the selected tools, materials, components and PPE to perform two different building maintenance tasks to an acceptable standard. It is anticipated that learners will be given a considerable amount of guidance. Photographs, observation records and witness statements could be provided as evidence.

For 5.1 and 5.2, learners must maintain a clean and tidy workspace and work responsibly with others. Learners should be aware of any hazards associated with the practical tasks they perform but they need not produce risk assessments or suggest control measures. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors as and when appropriate, and by acting upon the guidance received. They should communicate appropriately with tutors and other learners at all times. The evidence could take the form of a witness statement.

Essential resources

Learners will require access to low-level access equipment, hand tools and materials of a nature and standard typical of a proper work environment. The maintenance tasks must be undertaken in a safe place of work with adequate space and ventilation, access to washing and first aid facilities, and storage for PPE. Learners will also require access to a technical library with current textbooks and reference material on construction and the built environment. Internet access will give learners the opportunity to develop skills in e-learning but the tutor will need to manage this carefully.

Indicative resource materials

Textbooks

Osborn D – *Introduction to Building* (Longman, 1997)
ISBN 9780582302006

Reader's Digest – *Complete Do-it-yourself Manual* (RDAL, 2003)
ISBN 9780276428043

Seeley I H – *Building Maintenance* (Palgrave Macmillan, 1987)
ISBN 9780333457016

Websites

www.buildingconservation.com

www.citb.org.uk

www.communities.gov.uk

www.hse.gov.uk

www.iphe.org.uk

Unit 24:

Developing Plastering Skills

Unit reference number: T/502/7473

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit introduces learners to the hand tools, materials and personal protective equipment (PPE) used in plastering, and offers them opportunities to develop the skills needed to apply basic plastering finishes.

Unit introduction

Emphasis is placed on the correct selection and safe use of the appropriate tools and equipment required to carry out basic plastering processes.

Learners will be given the opportunity to practise the plastering techniques used to apply basic plastering finishes, and to use these techniques to apply 2-coat plaster to a 3m² solid background in an acceptable time.

Although learners will work independently when applying the finishing coat and coving, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workshop, and by working responsibly with others.

When preparing for work in the construction industry it is important that learners are able to seek and respond to guidance from colleagues and tutors during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

It is assumed that learners will either have successfully completed unit 10 *Health and Safety and Welfare in Construction* before starting this unit, or that they will be studying the unit alongside this one, using an integrated delivery and assessment approach.

Essential resources

Learners will require access to hand tools and materials of a nature and standard typical of a proper work environment. The learning environment must be a safe place of work, with adequate space for spot boards and the safe application of 2-coat plastering models, adequate washing facilities for the removal of plaster from exposed skin, access to first-aid facilities and storage of PPE.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the hand tools used in basic plastering processes	1.1	Describe appropriate hand tools to be used in basic plastering processes	<ul style="list-style-type: none"> □ <i>Hand tools</i>: e.g. laying trowel, hawk, hand brush, gauging trowel, comb scratcher, plastic/wooden float, claw hammer, craft knife
2	Know the materials used in basic plastering processes	2.1	Describe appropriate materials to be used in basic plastering processes	<ul style="list-style-type: none"> □ <i>Materials</i>: mortars, plasters and plasterboards
3	Know the personal protective equipment (PPE) used in plastering processes	3.1	Describe appropriate PPE to be used in basic plastering processes	<ul style="list-style-type: none"> □ <i>Personal protective equipment</i>: hard hat; eye protection; safety boots; high-visibility jacket; hand barrier cream □ <i>Basic plastering processes</i>: mix undercoat and apply to 3m² solid background using dot and screed method–apply finishing coat to previously keyed background
4	Be able to apply safe working practices to mix and apply 2-coat plaster to a 3m ² solid background	4.1	Select and use hand tools safely to apply 2-coat plaster to a 3m ² solid background in an acceptable time	<ul style="list-style-type: none"> □ <i>Safe working practices</i>: compliance with advice and guidance given; safe maintenance, use and storage of tools and equipment □ <i>2-coat plastering</i>: apply suitable undercoat plaster to a 3m² using dot and screed method and apply finishing coat to previously keyed undercoat
5	Be able to work responsibly with others	5.1	Maintain a clean and tidy work environment	<ul style="list-style-type: none"> □ <i>Behaviour</i>: e.g. responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'
		5.2	Work responsibly in the workshop	

Learning outcomes		Assessment criteria		Unit amplification
6	Be able to seek and respond to guidance when working as part of a team	6.1	Follow instructions when working with others	<ul style="list-style-type: none"> □ <i>Attitudes:</i> e.g. enthusiasm; approachability; communication skills, e.g. listening, questioning, speaking clearly; following instructions
		6.2	Communicate appropriately with others	

Information for tutors

Delivery

This unit will give learners their first experience of the practical skills associated with the application of plaster coats, together with the knowledge required to underpin these practical skills. Learners must be allowed considerable opportunity to develop their knowledge and practical skills and this should be facilitated through extensive use of supervised practical workshop activities, allied to group teaching and demonstrations of the tools, equipment, materials, techniques and PPE involved.

Learners and tutors are encouraged to view the unit as a 'taster', in that it gives the learner an opportunity to experience the type of work involved in plastering.

All construction craft tasks are problems to be solved (often in three dimensions) with available tools and materials and within a given timescale. The solutions to the problems are the conventional techniques, methods and procedures that craftspeople have developed to address the work they face on a daily basis. Learners will need to discuss the materials, tools, equipment, PPE and techniques to be used with a responsible and competent person and should respond positively to any advice given. They should then select the tools, equipment, materials and PPE appropriate for the task in hand, and use these to produce the specified plastering task.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Learning outcomes

Know the hand tools used in basic plastering processes.

Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Requisition tools from store.

Know the materials used in basic plastering processes.

Site visit. Presentation from qualified working plasterer. Trip to builders' merchant.

Know the personal protective equipment (PPE) used in basic plastering processes.

Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works.

Individual work on PPE identification sheets. Learners complete requisition sheets to obtain PPE from store. Learners given opportunities to select and wear the full range of PPE used in solid plastering.

Be able to apply safe working practices to mix and apply 2-coat plaster to a solid background.

The hand-to-eye motor skills associated with plastering are best taught by the tutor demonstrating the skills required, followed by the learners practising the skills. The tutor should monitor learners as they practise their skills and provide guidance and advice, and correction or praise, as appropriate.

Assessment—two hours for learners to demonstrate knowledge of the hand tools, materials and PPE to be used in the practical assessment task. Evidence of selection or de-selection of each required.

This can be achieved by completion of in-house requisition forms or similar. Four hours to demonstrate use of safe working practices to apply the plaster to the 3m² solid background.

Learning outcomes

Be able to work responsibly with others.

Use of health and safety videos/DVDs to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by on-site personnel behaving in a cooperative and responsible manner. Practical demonstration of how to keep work areas tidy. Constant encouragement from tutors to 'tidy as you go' during practical plastering sessions.

Be able to seek and respond to guidance when working as part of a team.

Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during practice and assessment.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally related practical experiences with tasks specifically designed with the assessment criteria in mind. Many of the assessment criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements.

Centres may use any assessment method that suits the needs of their learners, but it would be best to integrate several assessment criteria into a single piece of evidence. For example, one activity covering assessment criteria 1.1, 2.1 and 3.1 could focus on the correct selection of the tools, materials and PPE required to complete the plastering task, while a second activity covering 4.1, 5.1, 5.2, 6.1 and 6.2 could focus on the completion of the practical solid plastering task.

For 1.1, learners must list and describe commonly used hand tools. This will be evidenced most clearly by completion of appropriate requisition orders.

For 2.1, learners must list and describe the correct materials to be used to complete the plastering task. This will be evidenced most clearly by completion of appropriate requisition orders.

For 3.1, learners must list and describe the appropriate PPE to be worn or used when completing the plastering task. This will be evidenced most clearly by completion of appropriate requisition orders.

For 4.1, learners must be able to select and use tools, materials and PPE to apply 2-coat plaster to a 3m² solid background to the following specification: mix undercoat and apply to 3m² solid background using dot and screed method. Apply finishing coat to previously keyed background when undercoat has had sufficient time to solidify (total time allowed for practical element – four hours). It is anticipated that considerable guidance will be given to learners. Photographs, observation records and witness statements could be provided as evidence.

For 5.1 and 5.2, learners must maintain a clean and tidy workspace and work responsibly with others. Learners should be aware of any hazards associated with the practical tasks they perform but they need not produce risk assessments or suggest control measures. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors as and when appropriate, and by acting on the guidance received. They should communicate appropriately with tutors and other learners at all times. The evidence could take the form of a witness statement.

Suggested resources

Books

Brett P – *A Building Craft Foundation: Levels 1 & 2* (3rd Revised Edition, Nelson Thornes, 2007) ISBN 9780748781843

Plastering – *NVQ and Technical Certificate Level 2* (Heinemann, 2007)
ISBN 9780435449452

Websites

www.ciob.org.uk

www.citb.org.uk

www.hse.gov.uk

www.iosh.co.uk

www.rospa.co.uk

www.rtpi.org.uk

Unit 15: Maintain the Safety of Self and Others in the Workplace

Unit reference number: R/600/0291

Level: 1

Credit value: 4

Unit aim

This unit is designed to develop the knowledge, skills and understanding to ensure that health and safety becomes part of routine working practices; to build habits of working with regard for personal safety and that of others, and if an emergency does occur to know what to do and who to report to.

Unit introduction

Health and safety form an integral part of all work roles in modern working environments. Attention to health and safety in any workplace is vital in reducing accidents and lowering risk.

This unit is designed to give learners an understanding and knowledge of safe working practices, relevant legislation, their responsibilities for working safely, and emergency procedures in their chosen area of work.

This understanding and knowledge will inform safe ways of working when learners carry out common practical tasks relevant to their chosen area of work.

The delivery and assessment of this unit should be as practical as possible and relevant to learners' chosen area of work.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the current health and safety legislation and codes of practice that apply to own areas of work	1.1 Give two examples of current health and safety legislation and outline one responsibility for each that applies to own area of work 1.2 Identify who accidents, incidents or problems should be reported to in own area of work and why

	this is necessary
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Learning outcomes	Assessment criteria
2 Understand the risks to health and safety in own area of work	2.1 Give at least three examples of specific hazards in own work situation 2.2 Identify who else might be affected by the hazards 2.3 Outline what measures could be taken in own work situation to eliminate hazards or reduce the chance of them causing harm
3 Be able to prepare to work safely	3.1 Select and wear appropriate protective clothing 3.2 Clean and tidy the work area before starting work, taking immediate steps to reduce any hazards if identified 3.3 Select and organise tools, materials and equipment before use 3.4 Follow guidance/instructions to warn others that work is about to start and of any hazards this may cause
4 Be able to work safely	4.1 Follow safety procedures and/or training to ensure the health and safety of self and others 4.2 Prepare and use equipment and/or materials safely and correctly as instructed 4.3 Demonstrate safe lifting and handling techniques and use of handling equipment if appropriate 4.4 Follow guidance/instructions to minimise environmental damage during work
5 Leave the work area in a safe condition	5.1 Clear and tidy the work area after use 5.2 Dispose of waste safely and correctly in a designated area as directed 5.3 Clean and store tools, equipment and PPE after use as directed
6 Know what to do in emergencies	6.1 State what actions to take in the event of two different types of

	<p>emergency that might happen in own workplace</p> <p>6.2 State who is responsible for dealing with each type of emergency and who and/or where to report to</p>
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Unit content

1 **Know the current health and safety legislation and codes of practice that apply to own areas of work**

Relevant legislation: eg Health and Safety at Work Act 1974 (HASAWA)

Codes of practice: relevant to sector eg PUWER, FEPA, COSHH

Accidents, incidents, problems: reporting and procedures

2 **Understand the risks to health and safety in own area of work**

Hazards: eg falling objects, sparks, dust, trip hazards, slip hazards, lifting, carrying

People: eg workers, supervisors, visitors, members of the public

Eliminating hazards: eg alternative ways of working, different equipment

3 **Be able to prepare to work safely**

Protective clothing: eg overalls, boots, goggles, ear defenders, gloves, dust masks

Tools, materials and equipment: preparation of tools appropriate to the tasks to be undertaken and in accordance with instructions

4 **Be able to work safely**

Training: sector-specific procedures and practices, location-specific procedures and practices, first aid procedures, fire regulations

Safe lifting and handling techniques: training, supervision, provision of lifting aids

5 **Leave the work area in a safe condition**

Waste disposal: correct procedures to minimise environmental damage, meeting legal requirements

6 **Know what to do in emergencies**

Emergencies: eg accident, fire, flood

Emergency procedures: responsibilities, reporting

Essential guidance for tutors

Delivery

This unit can form an integral part of standard working practices in any agricultural, horticultural, equine or small animal care setting. Learners will be able to develop transferable skills they can apply to a variety of workplace settings.

Learning outcome 1 can be delivered through classroom activities where learners can research and discuss, with tutor assistance, different pieces of health and safety legislation that are relevant to their area of work.

Learning outcome 2 can be delivered through classroom activities where learners can identify potential hazards from their work situation and discuss these with peers and tutors to identify hazard reduction methods.

Learning outcome 3 should be delivered in a practical setting where learners can take greater responsibility for their work, following tuition and coaching.

Learning outcome 4 should be delivered in a practical setting where learners can take greater responsibility for their work, following tuition and coaching.

Learning outcome 5 should be delivered in a practical setting where learners can take greater responsibility for their work, following tuition and coaching.

Learning outcome 6 can be delivered theoretically in a workplace context. Learners can identify relevant actions in familiar settings such as a work experience placement or a centre's own facilities. The emergencies should be those likely to be found in the learner's chosen sector.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Learning outcome 1 – Classroom-based activities for learners to be introduced to health and safety legislation and how it impacts on their chosen area of work. This should be followed by more specific instruction on how legislation and ways of working impact on the relevant vocational unit(s).
Learning outcome 2 – Classroom-based activities that introduce learners to the risks to health and safety in their own area of work, how these may be managed and who else may be affected. These activities should be related to the relevant vocational unit(s).
Learning outcome 3 – This outcome could be delivered as an integral part of other practical units on the programme of study. Most practical tasks will require elements of preparation for safe work and naturally occurring opportunities should be fully exploited, rather than making health and

safety a separate topic.

Learning outcome 4 – This outcome could be delivered as an integral part of other practical units on the programme of study. All practical tasks will require elements of safe work and naturally occurring opportunities should be fully exploited, rather than making health and safety a separate topic.

Topic and suggested assignments/activities
Learning outcome 5 – This outcome could be delivered as an integral part of other practical units on the programme of study. Most practical tasks will require elements that relate to leaving the work area in a safe condition and naturally occurring opportunities should be fully exploited, rather than making health and safety a separate topic.
Learning outcome 6 – Classroom-based activities that introduce learners to emergency procedures relevant to the vocational unit they are undertaking. Some simulation of emergency procedures would be appropriate as a teaching tool to enable learners to complete the required assessment activities.

Assessment

For 1.1, learners are required to give two examples of current health and safety legislation and outline one responsibility for each that applies to their own area of work. Assessment for this criterion could take the form of a poster to be put up in the workplace to inform visitors of the legislation that applies in the environment they are visiting.

For 1.2, learners are required to identify to whom accidents, incidents or problems should be reported in their own area of work and why this is necessary. This criterion could be assessed through the production of an information sheet as part of an induction pack for a new employee that containing the required information about reporting requirements.

For 2.1, learners are required to give at least three examples of specific hazards in their own work situation. Assessment for this criterion could take the form of a structured worksheet or a tutor record of discussion with the learner, where the learner could state three examples of specific hazards.

For 2.2, learners must identify who else might be affected by the hazards. Assessment for this criterion is likely to be linked to that for 2.1, and learners can state on the same worksheet or in the same discussion with the tutor who else might be affected by the three hazards given as examples for 2.1.

For 2.3, learners must outline what measures could be taken in their own work situation to eliminate hazards or reduce the chance of them causing harm. Assessment for this criterion could be linked to that for 2.1 and 2.2, using the examples learners give. Similarly, the form of assessment could be followed through, using either a worksheet or tutor record of discussions. It is essential that both aspects of this criterion are addressed in learner work and it would be expected that learners refer to all three specific hazards in their responses.

For 3.1, learners are required to select and wear appropriate protective clothing. Authenticated photographic evidence showing learners wearing different types of protective clothing would be appropriate for this criterion. Alternatively, a tutor observation record could be used.

For 3.2, learners are required to clean and tidy the work area before starting work, taking immediate steps to reduce any identified hazards.

Assessment for this criterion could take the form of a work diary to record practical tasks undertaken for other vocational units which involve learners cleaning and tidying the work area before starting work and taking immediate steps to reduce hazards. It may be appropriate to use simulation to prepare learners for assessment and to continue the simulation if insufficient naturally occurring opportunities present themselves for learners.

For 3.3, learners are required to select and organise tools, materials and equipment before use. Assessment for this criterion could take the form of a work diary to record practical tasks undertaken for other vocational units which involve learners selecting and organising tools, materials and equipment before use. The work record should be authenticated by the supervising tutor and cover a range of tools, materials and equipment appropriate to the learner's area of work.

For 3.4, learners are required to follow guidance/instructions to warn others that work is about to start and of any hazards this may cause. As for 3.2 and 3.3, a work diary could include evidence for this criterion and it should be authenticated by the supervising tutor. Learners should have the opportunity to demonstrate achievement of this criterion through several different practical tasks relevant to their own area of work, possibly in line with some of the hazards identified in learning outcome 2.

For 4.1, learners must follow safety procedures and/or training to ensure the health and safety of self and others. Continuous assessment would be appropriate for this criterion. Learner work diaries, authenticated by the supervising tutor to confirm that learners have followed the appropriate procedures, would be a suitable form of evidence.

For 4.2, learners are required to prepare and use equipment and/or materials safely and correctly as instructed. Similarly to 4.1, continuous assessment using authenticated learner work diaries would be appropriate, demonstrating that learners can use a range of equipment and materials appropriate to their own area of work.

For 4.3, the learners should demonstrate safe lifting and handling techniques and use of handling equipment if appropriate. Depending on the learner's area of work, different opportunities will arise. Appropriate use of naturally occurring opportunities to achieve this criterion, such as moving feed bags, bales of straw or hay and pieces of machinery, should be captured using photographic evidence or tutor observation records. Witness statements from supervisors in work experience placements could also be used as evidence.

For 4.4, learners are required to follow guidance/instructions to minimise environmental damage during their work. Tutor observation records to confirm that learners have met this criterion, for several tasks where environmental damage may be possible through different actions, would be appropriate.

For 5.1, learners are required to clean and tidy the work area after use. Assessing this criterion at the same time as routine practical work in the learner's chosen area of work would be appropriate. Learner work diaries, authenticated by the supervising tutor, would be an appropriate form of

assessment, possibly in conjunction with 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 and 4.4. Photographic evidence may also support this criterion.

For 5.2, learners are required to dispose of waste safely and correctly in a designated area as directed. Assessment for this criterion could take the same form as for 5.1.

For 5.3, learners are required to clean and store tools, equipment and PPE after use as directed. Assessment for this criterion could take the same form as for 5.1.

For 6.1, learners are required to state what actions to take in the event of two different types of emergency that might happen in their own workplace. Assessment evidence could take the form of a structured worksheet for learners to complete, which states two different types of emergency relevant to their own area of work. This may be supported by group discussion and tutor questioning, providing assessment evidence is produced by learners individually.

For 6.2, learners must state who is responsible for dealing with each type of emergency and who and/or where to report to. Assessment could take the same form as that for 6.1 where learners complete a structured worksheet, continuing with the two different types of emergency used for that criterion.

Essential resources

Learners should have access to vocationally relevant settings, such as an animal unit, farm or horticultural enterprise, in which a variety of practical tasks will be carried out, presenting varied opportunities to meet the requirements of this unit. Centres should also provide sufficient equipment and materials so that learners can demonstrate competence over time and several opportunities to carry out the same practical task, similarly to demonstrate competence over time.

Sufficient resources for the more theoretical aspects of the unit, such as computers, classroom space and health and safety books, leaflets and posters should also be available for learners.

Employer engagement and vocational contexts

Learners should be able to develop transferable skills, in terms of safe working practices and compliance with health and safety legislation, that they can use in the workplace either during work experience placements or in employment on completion of the course.

Indicative resource materials

Textbooks

Tutors should source suitable textbook resources relating to health and safety that support the sectors in which learners are working.

Website

www.hse.gov.uk

Unit 16: Assist with the Maintenance of Equipment

Unit reference number: F/502/4608

Level: 1

Credit value: 3

Unit aim

The learner will be able to assist with the maintenance of tools, equipment and machinery using hand tools and comply with all health and safety requirements.

Unit introduction

This unit is designed to cover the agricultural, horticultural and small animal care sectors. The assessment criteria relate to key parts of the maintenance processes for the different equipment used in the sector being studied. The unit covers the maintenance of mechanical and manual equipment using hand tools and appropriate materials.

Learners are expected to work with the equipment relevant to, and within the legislation and codes of practice for, their sector. It is not expected that learners will cover equipment, legislation or codes of practice for each sector included in this unit.

The unit assesses learners in three stages: the preparation of equipment for maintenance, the process of maintenance and the ability to work safely.

On completion of the unit it would be expected that learners could maintain equipment relevant to their sector under instruction and some supervision.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to assist with the preparation of equipment for maintenance under supervision	1.1 Check that the equipment requiring maintenance is safe in accordance with instructions 1.2 Keep the work area safe and in a condition suitable for the maintenance procedure 1.3 Obtain the necessary hand tools and materials for maintenance in accordance with instructions 1.4 Complete the preparation of equipment for maintenance in accordance with instructions
2 Be able to assist with the maintenance of equipment under supervision	2.1 Maintain manual and mechanical equipment in accordance with instructions 2.2 Clean and store tools correctly after use
3 Be able to work safely	3.1 Maintain health and safety in accordance with relevant legislation and codes of practice 3.2 Correctly identify and report any hazards 3.3 Dispose of waste safely in accordance with instructions 3.4 Carry out the work in a manner which minimises any environmental damage

Unit content

1 **Be able to assist with the preparation of equipment for maintenance under supervision**

Identification of maintenance requirements: routine maintenance, emergency maintenance; cleaning

Preparation of equipment: provision of spare parts; availability of suitable working space; availability of tools and equipment for use during maintenance

Safe working area: warning signs; management of the working area; correct use of tools

Hand tools and materials: eg spanners, sockets, screwdrivers, hammer, saw, pliers, wire brushes, disinfectants, detergents

2 **Be able to assist with the maintenance of equipment under supervision**

Equipment: eg spades, forks, shovels, trowels, scrapers, lawnmowers, strimmers, wire strainers, post drivers, pumps, heaters, siphons, dustpans, brooms, brushes

Tools: cleaning, storage, safety, security

3 **Be able to work safely**

Legislation and codes of practice: eg COSHH, PUWER, HASAWA 1974, FEPA, Control of Vibration at Work Regulations 2005, Control of Noise at Work Regulations 2005

Reporting hazards: types of hazard, who to report hazards to

Waste disposal: hazardous, non-hazardous, organic, inorganic, environmental considerations; equipment; methods

Minimising environmental damage: disposal of waste products, disposal of consumable or worn parts

Essential guidance for tutors

Delivery

This unit would best be delivered through a combination of demonstrations and the use of naturally occurring evidence. It is anticipated that learners would be required to assist in the routine maintenance of equipment, which can be scheduled into a delivery plan, but also that there would be naturally occurring opportunities to assist in the emergency maintenance of equipment when necessary. Routine maintenance such as servicing or cleaning is normally carried out after equipment has been used. The delivery and assessment of this unit could feasibly take place as part of the work process of other related units where equipment is used.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Learners introduced to the knowledge, procedures and working practices that relate to the maintenance tasks to be carried out in their chosen sector. This could include health and safety issues, correct use of hand tools, how to work within appropriate pieces of legislation and codes of practice, hazard reporting and environmental issues.
Supervised practical work for learners to develop the skills required to maintain the equipment relevant to their chosen sector. Learners will receive supportive and developmental coaching to enable them to perform to the appropriate standard for the equipment being maintained.
Practical work to allow for more formal assessment opportunities where learners are able to work more independently to achieve the assessment outcomes, in line with instructions issued by tutors.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally relevant practical experiences, with the tasks specifically designed with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. Authenticated photographic evidence is likely to form part of a portfolio of evidence for this unit. Similarly, where there are unplanned assessment opportunities, witness statements, observation records and photographic evidence are all appropriate. There are many opportunities for the elements of this unit to be assessed in conjunction with each other, and in conjunction with other units in the programme of study.

For 1.1, learners must check that the equipment requiring maintenance is safe to work on, for example disconnected from electricity supply, no dangerous sharp edges. A logbook supported by signed observation records would be an appropriate form of assessment.

For 1.2, learners must keep the work area safe and in a condition suitable for the maintenance procedure. It would be expected that this would be assessed through observation records and photographic evidence as an integral part of working processes that learners are involved in.

For 1.3, learners must obtain necessary hand tools and materials for the equipment to be maintained in accordance with instructions. This may be as diverse as disinfectants or detergents for tools used for small animal care, to spanners or screwdrivers for equipment used in the horticultural or agricultural sectors. Tutors should give clear instructions as to the tools and/or materials required for the specified maintenance task. An observation record from the tutor to confirm that learners have obtained the necessary tools and materials would be an appropriate form of assessment.

For 1.4, learners must complete the preparation of equipment for maintenance in accordance with instructions. An observation record or witness statement stating that learners have carried out the tutor or supervisor's instructions would be an appropriate form of assessment.

For 2.1, learners are required to maintain manual and mechanical equipment in accordance with instructions. Assessment for this criterion needs to recognise the requirement for both manual and mechanical equipment. The opportunities for this will vary with the sector, but as a minimum learners should maintain one item of manual equipment and one item of mechanical equipment in accordance with clear instructions from the tutor. Assessment could be a logbook describing what work has been carried out, supported by witness statements, photographic evidence, job cards or tutor observation records, as appropriate.

For 2.2, learners are required to clean and store tools correctly after use. Once learners have been instructed how to clean and store tools, a logbook describing what work has been carried out, supported by witness statements, photographic evidence, job cards or tutor observation records, would provide appropriate assessment evidence.

For 3.1, learners are required to maintain health and safety in accordance with relevant legislation and codes of practice. Learners will need to be informed of the relevant legislation and codes of practice and, more specifically, their responsibilities in relation to the identified legislation and codes of practice. Assessment could take the form of a logbook in which learners state what actions they have taken to comply with legislation and codes of practice, and tutor observation records confirming this.

For 3.2, learners are required to correctly identify and report any hazards. Naturally occurring evidence where hazards are present and require reporting will make appropriate assessment evidence, supported by a tutor observation record, will be appropriate evidence for this assessment criterion. Simulation may be needed to enable learners to identify and report hazards.

For 3.3, learners are required to dispose of waste safely in accordance with instructions. Observation records and logbooks that confirm that this has

been carried out following instructions from tutors would be appropriate forms of assessment.

For 3.4, learners must carry out work in a manner which minimises environmental damage. Tutor observation records, coupled with logbooks recording how the maintenance work carried out minimises any environmental damage, would be appropriate. This could include evidence to show how the maintenance work extends the working life of the piece of equipment, therefore minimising the need for new equipment and disposal of old equipment.

Essential resources

Learners should have access to vocationally relevant settings, such as an animal unit, farm or horticultural enterprise, in which a variety of manual and mechanical equipment is used to give learners a varied experience of maintaining equipment. Centres should also provide sufficient equipment for learners to demonstrate competence over time, and opportunities to work with different pieces of equipment.

Employer engagement and vocational contexts

Learners should be able to develop transferable skills, in terms of maintenance skills, use of tools, safe working practices and compliance with codes of practice, that they can use in the workplace under supervision.

Indicative resource materials

Textbooks

Tutors should source suitable textbooks relevant to the sector learners are working in, and which relate to the types of equipment being maintained.

Websites

www.howstuffworks.com

www.hse.gov.uk

Unit 17: Assist with the Care of Animals

Unit reference number: A/502/4588

Level: 1

Credit value: 2

Unit aim

The learner will be able to assist with the care of animals, including monitoring the health and condition of the animals and providing feed and water. All work will take place in a supervised context and must meet appropriate health and safety requirements.

Unit introduction

The purpose of this unit is to develop skills in caring for animals, in particular monitoring their health, feeding and providing them with water. This unit applies to both small animals and farm animals.

The unit has two learning outcomes which should be delivered integrally. The first learning outcome deals with developing observational skills to recognise animal health and, more importantly, ill health. A lot of practice is needed in order to become proficient in this area. The second learning outcome, while specifically dealing with feeding and providing water, provides further opportunities to reinforce and develop learners' observational skills.

It is a requirement that learners are aware of health, safety and welfare issues, and that they wear appropriate PPE at all times.

For the purposes of this unit, the term 'small animals' encompasses the range of small mammals, birds, fish, insects, reptiles and amphibians commonly kept as pets in the UK. If learners are working with small animals for this unit, they should work with a minimum of three contrasting species.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Be able to assist with monitoring and caring for the health and wellbeing of animals</p>	<p>1.1 Treat animals according to relevant legislation</p> <p>1.2 Minimise any likelihood of stress and injury to the animals</p> <p>1.3 Optimise the health and wellbeing of animals during their work</p> <p>1.4 Provide animals with the necessary opportunity to display natural behaviour, eg appearance, posture and movement, behaviour, bodily functions, social interaction</p> <p>1.5 Monitor and report physical condition, behaviour and the general health and wellbeing of animals clearly and accurately to others</p> <p>1.6 Monitor and report on the animal's environment</p> <p>1.7 Maintain health and safety, and the welfare of animals, during work</p>
<p>2 Be able to assist with providing food and water for animals</p>	<p>2.1 Feed animals in accordance with instructions</p> <p>2.2 Supply water to the animals from the correct sources, in the correct quantities and using the system in accordance with instructions</p> <p>2.3 Monitor and report on the animal's feeding and drinking habits</p> <p>2.4 Clean and maintain equipment ready for use and store it safely and securely in an appropriate place</p> <p>2.5 Dispose of any waste from</p>

	<p>feeding in the correct manner and place</p> <p>2.6 Maintain health and safety, and the welfare of animals, during work</p>
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Unit content

1 **Be able to assist with monitoring and caring for the health and wellbeing of animals**

Health: signs of health eg eyes, nose, ears, teeth, coat, excretion; signs of ill health eg cloudy/runny eyes, irregular breathing, scabs, rough coat, isolated, not eating, thin, limping; factors affecting animal welfare eg stress, handling; relevant legislation

Wellbeing: environment eg accommodation, bedding, ventilation, lighting, humidity; features of natural behaviour eg feeding patterns and methods, sleeping patterns

2 **Be able to assist with providing food and water for animals**

Food: eg concentrates, hay, silage, haylage, milk, milk powder for farm animals; eg fresh, frozen, dry, moist, tinned food for small animals; feeding habits of animals eg ruminating, grazing, feed space per animal; feed waste disposal eg uneaten haylage, pellets, moist food, live food

Water: eg trough, bucket, bottle, bowl, drinkers eg automatic, self-filling; correct height of water relative to size of animal; drinking habits of animals

Health and safety: safe working practices in accordance with risk assessments relevant to the workplace

Essential guidance for tutors

Delivery

Learning outcome 1

Learners should be given ample opportunity to recognise signs of health and ill health in a range of animals, and to learn about their natural behaviour and factors that may affect their wellbeing. If working with farm animals, young stock such as calves, lambs or piglets lend themselves to this very well, as there is almost always both healthy and not so healthy stock available at any one time. If working with small animals, animals that are kept in small groups, such as rabbits, guinea pigs or small rodents, are suitable animals to monitor in order to recognise the signs of poor and good health. The health of selected project animals could be monitored and recorded over time by learners, noting any changes over a given time period.

Learning outcome 2

Learners should, ideally, be given a range of animals to feed and provide with water. As in learning outcome 1, if working with farm animals, calves, lambs or piglets lend themselves well to this. At the same time as feeding and watering animals, the skills developed in recognising signs of health and general behaviour patterns can be practised at the same time. Learners working with small animals will need to work with a range of animals that have different feeding and watering requirements and equipment, covering a minimum of three species within the range indicated in the *Unit abstract*.

Learners need to experience different methods of water provision, in order to appreciate the wide range of equipment associated with supplying water to animals, how to keep the water supply clean and how to clean the receptacle used to provide water. Learners must also understand the need to check that animals can reach the water supply.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Identify and interpret signs of health and ill health; regular checking of animals; inspect animal environment eg stocking density, bedding, ventilation, movement, feeding patterns, sleeping patterns.
Feed animals, eg mix milk powder for lambs or calves, feed nuts or pellets to cattle, sheep or calves, feed mix or pellets to rabbits or guinea pigs, feed meat or dry diet to dogs or cats; provide forage/fibre, eg hay or straw in racks or other appropriate container; clean any feed equipment, eg buckets used for milk, bowls used for feed, water; dispose of feed waste.

Health and safety, eg wear PPE for relevant tasks.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally relevant practical experiences, with the tasks designed specifically with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. Authenticated photographic evidence is likely to form part of a portfolio of evidence for this unit.

To achieve 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 1.7, learners must be able to recognise signs of health and ill health and to monitor and report on the condition and environment of at least two farm animals, or three small animals, of different types. Learners must be able to show that they are able to provide the animals with an environment conducive to their natural behaviour and wellbeing.

To achieve 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6, learners need to show that they can feed animals in accordance with instructions. With farm animals, this could involve feeding ewes in a field or pen with the required weight of feed in a bag. Learners must also be able to judge when a water trough needs to be cleaned and where any maintenance needs to be carried out. Similarly, when working with small animals, learners should have the opportunity to demonstrate that they can feed animals in accordance with instructions, provide water in an appropriate container and clean and store utensils cleanly and safely. Learners must also monitor and report on the feeding and drinking habits of animals, whether they are working with farm or small livestock.

Essential resources

Learners need access to a range of different animals and their accommodation, and to equipment for feeding and providing water.

Employer engagement and vocational contexts

Visits to commercial farms, open farms and wild animal parks will help learners to develop an understanding of the vocational context and future employment possibilities.

Indicative resource materials

Textbooks

Alderton D – *The Illustrated Practical Guide to Small Pets and Pet Care* (Southwater, 2008) ISBN 9781844765959

Cardell K – *Practical Sheep Keeping* (The Crowood Press, 1998) ISBN 9781861261632

Elwood M and Ruelokke M – *Guinea Piglopedia* (Ringpress Books Ltd, 2003) ISBN 9781860542510

Evans J and White K – *Catlopaedia* (Ringpress Books Ltd, 2006) ISBN 9781860540189

Evans J and White K – *Doglopaedia* (Ringpress Books Ltd, 1998) ISBN 9781860540745

Grindol D – *The Canary: An Owner’s Guide to a Happy Healthy Pet* (John Wiley & Son, 2000) ISBN 9781582450186

Harper D – *Caring for Your Pet Hamsters and Gerbils* (Interpet Publishing, 1999) ISBN 9781902389813

Hulsen J – *Cow Signals* (Roodbont, Netherlands, 2007) ISBN 9789075280654

Hulsen J – *From Calf to Heifer* (Roodbont, Netherlands, 2006) ISBN 9789075280951

Logsdail C, Logsdail P and Hovers K – *Hamsterlopaedia* (Ringpress Books Ltd, 2003) ISBN 9781860542466

Manning D – *Exotic Pets* (Collins, 2008) ISBN 9780007262755

Martin H – *Zebra Finches* (Barron’s Educational Series, 2000) ISBN 9780764110405

Meadows G and Flint E – *The Dog Owner’s Handbook* (Caxton, 2002) ISBN 9781840673302

Mills D – *Aquarium Fish* (Dorling Kindersley, 2000) ISBN 9780751327267

RSPCA – *Care for your Budgerigar* (Collins, 2005) ISBN 9780007193585

RSPCA – *Care for your Guinea Pig* (Collins, 2004) ISBN 9780007182695

RSPCA – *Care for your Hamster* (Collins, 2005) ISBN 9780007193578

RSPCA – *Care for your Rabbit* (Collins, 2004) ISBN 9780007182708

Taylor D – *The Ultimate Cat Book* (Dorling Kindersley, 1994) ISBN 9780863183713

Journals

Country Smallholding

Farmers Weekly

The Smallholder

Your Dog magazine

Websites

www.bluecross.org.uk

The Blue Cross

www.defra.gov.uk

Department for Environment, Food and Rural Affairs

www.dogstrust.org.uk

The Dogs Trust

www.fwi.co.uk

Farmers Weekly

www.petcare.org.uk

The Pet Care Trust

www.rspca.org.uk

The Royal Society for the Prevention
of Cruelty to Animals

www.thebrc.org

The British Rabbit Council

www.the-kennel-club.org.uk

The Kennel Club

Unit 18: Assist with the Movement of Animals

Unit reference number: D/502/4101

Level: 1

Credit value: 2

Unit aim

The learner will be able to assist with the movement of animals, between different locations, and including loading and unloading the animals from transport vehicles. All work will take place in a supervised context and must meet appropriate health and safety requirements.

Unit introduction

The purpose of this unit is for learners to develop and practise skills that they will require whenever farm animals are moved. This will include skills in observing and, later, in predicting likely animal behaviour, especially where animals are moved into handling areas or confined spaces.

Tasks offered should ideally be carried out with animals that are fairly used to being moved, such as dairy cows, calves and sheep. It is envisaged that learners should experience moving a range of animals in a variety of ways. Learners should begin with animals that are relatively easy to move, such as dairy cows coming into the parlour from the fields, before they experience moving sheep and lambs.

The unit has two learning outcomes. Learning outcome 1 involves moving animals from one place to another, for example from a field to a handling area. Learning outcome 2 involves loading animals onto a vehicle, such as lambs being taken to an abattoir, or ewes and lambs being moved from the lambing shed to the grazing field.

It is a requirement that risk assessments are undertaken before work commences and that learners wear appropriate PPE at all times.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Be able to assist with moving animals from one place to another</p>	<p>1.1 Communicate effectively with their colleagues</p> <p>1.2 Approach the animals quietly, calmly and confidently</p> <p>1.3 Handle and restrain animals safely</p> <p>1.4 Move animals to the correct place and re-establish them as instructed</p> <p>1.5 Maintain the health and safety of themselves and others at all times</p> <p>1.6 Maintain the wellbeing of the animals at all times</p> <p>1.7 Report any problems to the appropriate person</p>
<p>2 Be able to assist with the loading and unloading of animals for transport</p>	<p>2.1 Prepare animals for transport as instructed</p> <p>2.2 Prepare the transport vehicle so that it is safe for animals to travel</p> <p>2.3 Load and unload the animals as instructed</p> <p>2.4 Establish the animals in the new area as instructed</p> <p>2.5 Maintain the health and safety of themselves and others at all times</p> <p>2.6 Maintain the wellbeing of the animals at all times</p> <p>2.7 Communicate effectively with their colleagues</p> <p>2.8 Report any problems to the appropriate person</p>

Unit content

1 **Be able to assist with moving animals from one place to another**

Moving animals: methods of moving a herd or flock eg from one field to another, from a field to a handling area; methods of lifting small animals eg lambs, piglets; count animals eg before, during or after moving where relevant; check animals are settled in new area

Safety: safety of animals and operators eg keep work area free of potential hazards that could cause injury to the group, the animals or others; risk assessment; ways of minimising risks; PPE and hygiene precautions; current, relevant legislation and codes of practice relevant to movement of specified animals

2 **Be able to assist with the loading and unloading of animals for transport**

Loading and unloading: prepare vehicle and ramp eg check hazards, apply litter to ramp, erect hurdles to prevent escape; count animals onto vehicle; count animals off vehicle; check animals are settled in new area

Safety: safety of animals and operators eg keep work area free of potential hazards that could cause injury to the group, the animals or others; risk assessment; ways of minimising risks; PPE and hygiene precautions; current, relevant legislation and codes of practice relevant to movement of specified animals

Essential guidance for tutors

Delivery

Tutors must be guided by the type of learner in order to match them to the farm animals being used. Health, safety and welfare considerations will need to be planned and carried out carefully.

A suitable environment would be a lambing shed or a dairy where calves and young stock are available.

Tutors must enforce the wearing of appropriate PPE.

Learning outcome 1

Useful practice for learners is moving sheep from a field to a handling area, for example for foot-bathing. In the appropriate season, ewes and lambs need moving for treatments to be administered. This may provide opportunities to incorporate outcomes from other units, such as those relating to care of animals or farm animal health.

Learners should have the chance to observe and react to animals' behaviour, for example dealing with situations where gates should be opened wide to avoid animals crushing each other and pushing through a confined space. Moving sheep into and through a race for foot-bathing or drafting ewes and lambs offer ideal opportunities for this.

Learning outcome 2

Learners need to recognise livestock trailers, their attachment to vehicles if relevant, and any necessary safety hitches or taillights. Learners also need to appreciate the necessity for stock-proofing the area surrounding the loading ramp in order that no animals can escape when loading.

Learners should practise counting stock both onto and off a trailer, if at all possible.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Recognise and approach stock for moving; awareness of animal behaviour, eg if females have young stock with them; move animals at a sensible pace; avoid stress; keep animals together.
Preparation of vehicle to receive animals, eg a division to separate ewes and lambs in a vehicle; check area around vehicle is stock-proof and hazard free; estimate number of animals that can be contained in the vehicle; count animals onto the vehicle; count them off and check none have been injured in transit.
Health and safety, eg wear PPE, risk assessment before carrying out a

task.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally relevant practical experiences, with the tasks designed specifically with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. Authenticated photographic evidence is likely to form part of a portfolio of evidence for this unit.

To achieve 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 1.7, learners must be able to show that they can move a group of animals safely, either as part of a small team or on their own. They must also demonstrate the ability to react to changeable animal behaviour.

To achieve 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 and 2.8, learners must be able to assist in preparing a vehicle before loading farm animals. They should be aware of the approximate number of animals that can be penned inside the vehicle. For assessment of the loading of farm animals, learners must show that the animals cannot escape from around the loading area, that the ramp is secure, and that the animals are counted onto and off the vehicle.

Essential resources

As a minimum, access to sheep, cows, calves or pigs is essential. This could be provided at a suitable farm, farm park or even a livestock market.

It is envisaged, however, that a commercial farm situation (either at a college or private farm enterprise) will be used, in order to simulate real-life conditions and confer a degree of safety to learners.

Employer engagement and vocational contexts

Visits to commercial farms and livestock markets will help learners to develop an understanding of the vocational context and future employment possibilities.

Indicative resource materials

Textbooks

Cardell K – *Practical Sheep Keeping* (The Crowood Press, 1998) ISBN 9781861261632

Case A – *Starting with Pigs* (Broad Leys Publishing, 2001) ISBN 9780906137291

Hulsen J – *From Calf to Heifer* (Roodbont, Netherlands, 2006) ISBN 9789075280951

Hulsen J – *Cow Signals* (Roodbont, Netherlands, 2007) ISBN
9789075280654

Journals

Country Smallholding

Farmers Weekly

The Smallholder

Websites

www.countrysmallholding.com

www.fwi.co.uk

www.smallholder.co.uk

Unit 19: Assist with Preparing and Maintaining Livestock Accommodation

Unit reference number: J/502/4108

Level: 1

Credit value: 2

Unit aim

The learner will be able to assist with preparing livestock accommodation, including any required cleaning to appropriate hygiene levels, providing bedding or other necessary requirements and at all times meeting the requirements of healthy and safe working. All work will take place in a supervised context.

Unit introduction

The purpose of this unit is to give learners the opportunity to experience farm situations where animals are housed and need to be provided with clean bedding and water on a regular basis.

Delivering this unit alongside others that relate to the care and feeding of farm animals will allow learners to develop, and build on, transferable skills and should lead to greater learner confidence. Tasks associated with providing bedding offer excellent opportunities to observe animal health and behaviour in the context of accommodation.

It is a requirement that risk assessments are undertaken before work commences and that learners wear appropriate PPE at all times.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Be able to assist with the preparation of livestock accommodation, under supervision</p>	<p>1.1 Prepare the necessary equipment and materials and maintain them ready for use</p> <p>1.2 Carry out cleaning routines in accordance with instructions</p> <p>1.3 Replace any ancillary materials and fittings when cleaning is complete in accordance with instructions</p> <p>1.4 Prepare accommodation so that it is safe, healthy and secure for livestock in accordance with instructions</p> <p>1.5 Ensure an adequate supply of clean, uncontaminated water is available</p>
<p>2 Be able to maintain livestock accommodation, under supervision</p>	<p>2.1 Maintain accommodation in a healthy, safe and clean condition for livestock in accordance with instructions</p> <p>2.2 Adjust and replenish materials and supplies required by livestock as instructed</p> <p>2.3 Monitor the health and wellbeing of livestock throughout operations</p> <p>2.4 Report any changes in the behaviour or condition of livestock to the appropriate person</p> <p>2.5 Clean and maintain equipment in a fit state for use and store safely and securely in an appropriate storage area</p>
<p>3 Be able to work safely</p>	<p>3.1 Dispose of waste in a safe manner and place in accordance with instruction</p> <p>3.2 Identify hazards correctly and</p>

	<p>report them to the appropriate person</p> <p>3.3 Maintain the health and safety of yourself and others throughout the process</p>
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Unit content

1 **Be able to assist with the preparation of livestock accommodation, under supervision**

Equipment: eg PPE, fork

Prepare accommodation: relevant bedding material eg wheat straw, barley straw; methods of spreading straw eg by hand or with fork; check water trough eg clean out, overflows, ball-valve is protected; check other feed troughs; check that area is stock-proof

Health and safety: issues eg dust masks, use of fork, animal behaviour

2 **Be able to maintain livestock accommodation, under supervision**

Monitor livestock: check stock eg count, signs of health; stocking density eg size of stock and area of pen

Maintain accommodation: ventilation eg condensation, wind direction; bedding eg dry or wet, when to replace, removal of string or plastic

Equipment: correct cleaning and storage

3 **Be able to work safely**

Waste disposal: correct disposal method for organic waste; correct disposal method for inorganic waste

Safety: keep work area free of potential hazards that could cause injuries to the group, the animals or others; risk assessment; ways of minimising risks; PPE and hygiene precautions; current, relevant legislation

Essential guidance for tutors

Delivery

A farm or access to a farm is essential as this unit is designed to be practical. Learner experience and assessments can be either in team situations or individually.

Correct PPE must be worn at all times and any relevant health and safety procedures planned and implemented.

Learning outcome 1

Learners should, where possible, have access to a range of farm animals for which to prepare accommodation. Calves and a lambing shed are particularly suited to this purpose, rather than older cattle where safety is a greater concern. A lambing shed offers scope for both individual and team work for assessment purposes. Learners need to be shown the importance of dry bedding for livestock in order to ensure optimum health and hygiene conditions, especially where females give birth. The importance for livestock of having access to fresh, clean water must also be emphasised. The animals' ability to reach the water must also be considered, which can be overlooked on occasions.

Learning outcome 2

Having gained experience in learning outcome 1, learners need to be able to determine when clean bedding should be provided. They also need to understand the importance of checking the health of livestock at the same time as providing fresh bedding.

Learning outcome 3

Learners need to understand the importance of removing any waste material such as baler twine or plastic wrap in the bedding and the reasons for this, ie its inability to be broken down in a muck heap. Where possible, learners should be shown how baler twine can get wrapped around the beaters of a muck spreader and the damage that this causes.

Good practice should be shown in terms of the correct means of waste disposal and how this links in to the farm's overall policy of sustainability.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Differentiate bedding materials, eg wheat and barley straw; assess when bedding needs to be replaced; spread bedding material; use any equipment correctly and safely, eg muck fork. Assess area of pen in relation to number of animals.

Prepare water trough, eg clean out, refill, check ball-valve is covered, check for frost protection.

Check bedding and recognise when fresh bedding needs to be applied; check if there is any string or other inorganic material in the bedding.

Topic and suggested assignments/activities
Dispose of any organic waste eg waste straw to muck heap or storage area; dispose of inorganic material, eg baler twine, plastic sheeting, plastic wrapping.
Health and safety, eg wear PPE for relevant tasks, risk assessment before carrying out a task.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally relevant practical experiences, with the tasks designed specifically with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. Authenticated photographic evidence is likely to form part of a portfolio of evidence for this unit.

To achieve 1.1, 1.2, 1.3, 1.4 and 1.5, learners need to be able to measure a pen area and relate it to the number of animals that will occupy the housing. They must be able to select the appropriate type of bedding, and spread it correctly. Any equipment used must be stored appropriately after use. Learners must also be able to clean out a water trough and prepare it for use.

To achieve 2.1, 2.2, 2.3, 2.4 and 2.5, learners must be able to recognise when fresh bedding needs to be provided, and how much. Where livestock have been in the same accommodation for a long time, learners should be able to assess whether the livestock have outgrown the size of their pen. Learners must be able to check on the condition of the animals and report any changes to the appropriate person.

To achieve 3.1, 3.2 and 3.3, learners must be able to recognise and dispose of any waste material, organic and inorganic. They should also be able to carry out a simple risk assessment before entering a pen of housed animals.

Essential resources

Learners need access to farm livestock accommodation, such as a college farm, other commercial farm or farm park.

Employer engagement and vocational contexts

Visits to commercial farms and livestock markets will help learners to develop an understanding of the vocational context and future employment possibilities.

Indicative resource materials

Textbooks

Cardell K – *Practical Sheep Keeping* (The Crowood Press, 1998) ISBN 9781861261632

Hulsen J – *Cow Signals* (Roodbont, Netherlands, 2007) ISBN 9789075280654

Hulsen J – *From Calf to Heifer* (Roodbont, Netherlands, 2006) ISBN 9789075280951

Journals

Country Smallholding

Farmers Weekly

Websites

www.countrysmallholding.com

www.defra.gov.uk

www.fwi.co.uk

Unit 20: Assist with Preparation and the Monitoring of Livestock Outdoors

Unit reference number: Y/502/4601

Level: 1

Credit value: 2

Unit aim

The learner will be able to assist with preparing outdoor sites to receive livestock, including providing water and checking the condition of feed if necessary. Monitoring of the condition of boundaries is also required. All work will take place in a supervised context and must meet appropriate health and safety requirements.

Unit introduction

The purpose of this unit is to allow learners to experience farm situations where animals are kept on outdoor sites and need to be provided with water and feed on a regular basis. Undertaking these tasks will enable learners to develop the essential skills that a stockperson needs in order to understand farm animals and their behaviour.

Ideally, learners should have the opportunity to develop their skills with dairy cows and sheep with lambs at grass, as these animals are relatively docile and safe.

Learners should be encouraged to spend time simply observing these animals outside, grazing, moving and behaving naturally, in order to deepen their appreciation of animal behaviour. All of these observational skills can be practised whilst learners are checking field boundaries, water troughs, gateways and any other field components.

Delivering this unit alongside other units that relate to areas such as movement, feeding and health of farm animals will allow learners to develop and reinforce transferable skills and should lead to greater confidence.

It is a requirement that risk assessments are undertaken before work commences and that learners wear appropriate PPE at all times.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to assist with the preparation of outdoor sites for livestock	1.1 Ensure the quantity and suitability of feed and water are appropriate for livestock requirements in accordance with instructions 1.2 Confirm boundaries as being safe and secure 1.3 Take the appropriate action where there are problems with the boundaries 1.4 Report to the appropriate person potential hazards to livestock
2 Be able to assist with the introduction, monitoring and maintenance of livestock on outdoor sites	2.1 Assist with introduction of livestock to the outdoor site safely and correctly in accordance with instructions 2.2 Monitor the condition and number of the livestock in accordance with instructions, and report any changes to the appropriate person 2.3 Monitor the site and its boundaries to confirm their continuing suitability 2.4 Adjust the quality and quantity of feed and water in accordance with instructions 2.5 Accurately identify any problems with the site and report them to the appropriate person
3 Be able to work safely	3.1 Maintain the health and safety of self and others throughout operations

Unit content

1 **Be able to assist with the preparation of outdoor sites for livestock**

Preparation: check boundaries eg fences, hedges, ditches; gateways; water troughs eg cleanliness, working order, ball-valve protected; obstacles eg safety for stock, loose or protruding wire from fences; feeding equipment eg where to position, working order; size of field eg number of animals, stocking rate, appropriate quantities of feed and water

2 **Be able to assist with the introduction, monitoring and maintenance of livestock on outdoor sites**

Introduction: stock settled into new field eg no signs of stress

Monitoring: observe behaviour eg grazing, feeding; count stock (where relevant); signs of restlessness eg where stock are short of feed; water provision eg cleanliness, height of trough, ball-valve working and protected

3 **Be able to work safely**

Safety: keep work area free of potential hazards that could cause injury to the group, the animals or others; risk assessment; ways of minimising risks; PPE and hygiene precautions; current, relevant legislation

Essential guidance for tutors

Delivery

The ideal seasons for delivery and assessment are spring and summer. Freshly lambed ewes and their lambs are ideal, both for preparing the field and also to monitor animal behaviour. Similarly, dairy cows at grass offer ample opportunities, without risk, of monitoring stock outside.

Learning outcome 1

Learners must have the chance to assess field size and relate this to the number of animals likely to be present. This will develop skills in understanding stocking rates. A cow per acre is a useful guide and mnemonic!

Learners must also be aware of the importance of the provision of clean water and should develop skills in basic plumbing maintenance, such as how ball-valves work and how they should be protected. Similarly, the maintenance of feeding equipment such as ring feeders, feed troughs or hay racks, where they are positioned and if they need to be moved daily to avoid grass contamination, are all basic livestock skills that should be practised.

Learning outcome 2

Learners should be given ample opportunity to observe livestock behaviour when grazing, drinking and resting. This will also, indirectly, provide a good opportunity for monitoring livestock health which appears in other units. Not only is this good reinforcement, but also excellent experience in developing the all-important 'stockperson's eye', an experiential learning skill.

Learning outcome 3

Correct health and safety procedures and use of PPE must be observed throughout all activities.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Check size of field relative to numbers of stock that will occupy it; walk the complete field boundary and check it is stock-proof; check where animals might escape or hurt themselves.
Check water provision for correct working, ability of animals to reach water, water cleanliness.
Assess amount of grazing on offer; assess suitability of feeding equipment eg ring feeders, hay racks, feed troughs.
Observe and monitor stock behaviour in the field eg ewes and lambs,

grazing behaviour; distance moved over a given period; mis-mothering and when it could happen eg when feeding concentrates; observe cattle and sheep grazing habits.

Health and safety eg wear PPE for relevant tasks, risk assessment before carrying out a task.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally relevant practical experiences, with the tasks specifically designed with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. Authenticated photographic evidence is likely to form part of a portfolio of evidence for this unit.

To achieve 1.1, 1.2, 1.3 and 1.4, learners must show that they can prepare a field to receive farm animals with regard to the following: filed gates in working order, water is clean, trough is working and not leaking, all boundaries are stock-proof (hedges, fences, ditches), and any feed equipment is hazard-free. Learners should have some idea of estimating field sizes and matching field size to stock numbers.

To achieve 2.1, 2.2, 2.3, 2.4 and 2.5, learners need to be able to count stock (where practical) or at least estimate stock numbers (for example a small flock of sheep), settle the animals into the new field and show they can interpret correct feeding or grazing behaviour and general stock welfare. They should, in addition, be able to assess the quantity of forage or similar that is available and how long it is likely to last.

To achieve 3.1, learners must use the correct PPE and work safely throughout.

Essential resources

Learners need access to fields that are to receive grazing livestock. The ideal animals are dairy cows and ewes with lambs. These are safe to walk amongst without disturbance and are the livestock that learners are most likely to encounter.

They should also be able to observe these same livestock grazing.

Employer engagement and vocational contexts

Visits to commercial farms and livestock markets will help learners to develop an understanding of the vocational context and future employment possibilities.

Indicative resource materials

Textbooks

Cardell K – *Practical Sheep Keeping* (The Crowood Press, 1998) ISBN 9781861261632

Hulsen J – *Cow Signals* (Roodbont, Netherlands, 2007) ISBN 9789075280654

Hulsen J – *From Calf to Heifer* (Roodbont, Netherlands, 2006) ISBN 9789075280951

Journals

Country Smallholding

Farmers Weekly

The Smallholder

Websites

www.countrysmallholding.com

www.fwi.co.uk

www.smallholder.co.uk

Unit 21: Farm Animal Health

Unit reference number: L/502/4546

Level: 1

Credit value: 4

Unit aim

The learner will develop skills that are required on a daily basis on livestock farms through a range of tasks associated with observation, safe handling, moving and treatment of farm animals as well as basic recording for legislative and management purposes. In this unit, use of the term 'farm animals' relates to cattle or sheep or pigs.

Unit introduction

The purpose of the unit is to practise and develop skills needed on any livestock enterprise where cattle, sheep or pigs are kept, whether a smallholding or larger commercial farm.

The tasks that learners will undertake cover the daily checking of livestock, any specific treatment necessary and the associated handling and moving of animals. Basic reading and writing skills will be incorporated into these tasks in the form of interpreting information for animal identification (ID) and Veterinary Medicine (Vet Med) labels before their administration, and subsequent simple recording of this information on farm record sheets.

It is envisaged that learners should experience carrying out the range of tasks with a variety of different animals, especially calves, sheep and pigs. Sheep and calves are relatively easy to handle, and learners should gain confidence from working with these animals in order to be able to work with larger ones such as dairy and beef cattle. Working with rams is not recommended.

It is a requirement that risk assessments are undertaken before work commences and that learners wear appropriate PPE at all times.

The suggested tasks for the unit outcomes can be carried out quite easily for assessment purposes and on a number of occasions, so that a useful learner profile can be built up. The tasks are not exhaustive, but reflect real-life situations on livestock farms. The tasks will develop learner skills in animal observation, handling, restraint and recording as well as health and safety awareness.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know different farm animal breeds and gender types	1.1 Recognise different farm animal breeds and gender types
2 Know signs of good health and ill health in farm animals	2.1 Recognise signs of good health in different farm animals 2.2 Recognise signs of ill health in different farm animals
3 Know different farm animal identification	3.1 Recognise different farm animal identification 3.2 Carry out basic recording of farm animal information for farm management purposes
4 Be able to move farm animals safely	4.1 Move farm animals from one place to another on foot or onto a vehicle
5 Be able to assist in treating farm animals with appropriate veterinary medicines	5.1 Handle and restrain farm animals for inspection and treatment 5.2 Assist in treating farm animals with veterinary medicines
6 Be able to work safely with farm animals	6.1 Maintain a safe and tidy working environment 6.2 Identify hazards while working with farm animals 6.3 Identify risks while working with farm animals 6.4 State how to minimise risks while working with farm animals

Unit content

1 Know different farm animal breeds and gender types

Gender types and breeds of farm animals: cattle eg calves, heifers, cows, bulls, steers; sheep eg ewes, rams, lambs; pigs eg sows, boars, gilts; dairy breeds eg Holstein x Friesian, Jersey; beef breeds eg dairy cross beef, UK and continental, sucklers; sheep breeds; pig breeds eg Large White, Landrace, Duroc

2 Know signs of good health and ill health in farm animals

Signs of good health: relevant to particular farm animals eg calves, sheep, cows, pigs; head eg eyes, nose, ears, teeth; body eg coat, fleece, feet; excretion relating to diet eg dung, urine; eating eg grazing, ruminating

Signs of ill health: relevant to particular farm animals eg calves, sheep, cows, pigs; cloudy/runny eyes, irregular breathing, scabs, rough coat, open/coarse wool, cast, isolated, not eating, thin, limping

3 Know different farm animal identification

Farm animal ID: eg ear tags, tattoos, freeze brands, notches, temporary colour markings

Welfare: codes of practice for a relevant farm animal eg Duty of Care (Five Needs), moving and isolating, quarantine

Records: relevant current legislation for movement eg passports, transport off farm, movement book; relevant current legislation for recording Veterinary Medicines (Vet Meds) eg withdrawal period, dosage, relevant drug, batch number

4 Be able to move farm animals safely

Moving animals: methods of moving from one place to another safely; counting eg cattle in a field or pen, sheep loaded onto lorry; stress of animals when moving eg loading onto a vehicle, pushing through a narrow gateway, moving for weighing purposes; health and safety of operator and animals

5 Be able to assist in treating farm animals with appropriate veterinary medicines

Handling and restraint: crates or crushes; halter eg for showing or for temporary purposes, quick release hitch; turning an animal over by hand eg carrying for a short distance, holding a lamb or piglet, foot trimming

Treatment: prepare a footbath, mix chemicals; prepare injection from a bottle eg shake bottle, needle, syringe; health and safety of operator

and animals; calibrate equipment eg worm drench gun; interpret basic label instructions, clean equipment

6 Be able to work safely with farm animals

Safety: keep work area free of potential hazards that could cause injuries to the group, the animal or others; risk assessment; ways of minimising risks; PPE and hygiene precautions; current, relevant legislation

Essential guidance for tutors

Delivery

A farm or access to a farm is essential. It is possible to interlink all of the learning outcomes into one activity for assessment purposes at a later stage, such as foot-bathing ewes. This will involve moving them, checking their ID, possibly weighing a sample to record, and appropriate health and safety including risk assessments, breed and gender recognition.

All assessments are designed to be practical and can take the form of individual assessments or witness statements. Where a range of breeds is difficult to experience, then pictures can be used.

The unit is designed to give learners the maximum hands-on experience, both working in a team and individually, with built-in reading and writing skills such as interpreting labels and recording farm management information.

Correct PPE will be necessary at all times.

Learning outcome 1

Breed and gender type recognition could be carried out during an induction or initial tour of farm enterprises, followed up by specific practicals linked to learning outcome 2, such as checking stock in a field or when housed for signs of health and ill health.

Learners will also have the chance to be assessed for this learning outcome during other practicals, for example foot bathing ewes, or weighing calves. A visit to a local livestock market is also a good way of experiencing different livestock breeds and gender types.

Learning outcome 2

Learners should practise recognising signs of good and ill health in more than one species of farm animal where possible (for example cows and sheep or calves and sheep). This might have to be ongoing to follow the seasons, such as observing stock at grass, lambing and housing. In a dairy herd there are usually cows with mastitis and lameness.

Constant practice helps learners to develop good observation skills (a 'stockperson's eye').

Learning outcome 3

Learners should see at least three different types of animal identification (ID). A local livestock market is a good place to see plastic tags, metal tags, freeze brands, tattoos, colour markings, raddle marks and possibly ear notches. Lambs in a lambing shed will have colour marks, as well as various ear tags.

During appropriate tasks (for example weighing, lambing, assisting with treatments) learners should be given individual record sheets to carry out their own recording of Vet Med data, lambing records, movement off farm, weighing etc. Tutors should emphasise the importance of accurate and

legible information. These records can form part of learner evidence in a portfolio.

Learning outcome 4

Learners should be given different animals to move wherever possible, such as fetching cows from a field for milking, bringing sheep into a handling area for foot-bathing or other treatment, loading lambs onto a lorry to go to an abattoir, or simply moving stock from one field to another. A lambing shed offers numerous chances to practise and be assessed moving animals.

Learning outcome 5

Learners need to gain confidence in being amongst and handling farm animals. There are a variety of skills that can be practised, such as weighing livestock and assisting with any of the following: drenching, applying pour-ons, clipping cattle on their backs at housing, injecting, milking, foot bathing, foot trimming, disbudding, stomach tubing, tail docking and castration.

Tutors will need to judge the experience of learners before they carry out some of these activities.

Learning outcome 6

Learners should be given the opportunity to undertake risk assessments each time they carry out an animal practical. One of these should be written down to form part of an assessment. It will need to detail hazards, risks and how to minimise risks in order to cover all the assessment criteria.

Assessment could be standalone or integrated with one of the learning outcomes that lends itself to a formal risk assessment.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Tour of farm livestock enterprises; name the various breeds of farm animals.</p> <p>Observe signs of health and ill health in the relevant farm animals, eg checking stock in a pen or in a field, observing rams during tupping, observing cows bulling.</p> <p>Assessment of signs of health can be carried out in a practical situation; assess breeds either in a real situation or through pictures.</p>
<p>Identify different farm animal ID when touring the enterprises or working with the animals, eg dairy cow freeze brands and ear tags.</p> <p>Assessment can be carried out while on different livestock enterprises; also when moving sheep, eg from one field to another, to a handling area for foot bathing, loading ewes and lambs onto a vehicle after lambing, to an abattoir, counting through a race/onto lorry.</p>
<p>Moving animals by hand, eg unweaned calves; moving sheep and cattle from one field to another; drafting sheep through a race during foot-</p>

bathing; bringing cows into a collecting yard for milking.

Assessment can be carried out in situ while moving animals, or associated with other learning outcomes both individually and for learning outcome 6 working as a team.

Basic calf tasks, eg haltering, taking temperature, injection, eg assisting in intra-nasal, weighing, disbudding; sheep tasks eg assisting in bottle feeding, stomach tubing, tail-docking, weighing lambs, foot bathing, injection, drenching or a pour-on; pig tasks, eg assisting with clipping teeth, stomach tubing, injecting iron, weighing.

Assessment can be carried out during any of the above tasks.

Topic and suggested assignments/activities
Records eg incorporate during tasks for other learning outcomes, legislative, eg Vet Med record after specific treatments, movement records after loading onto lorry; management records, eg weighing livestock.
Health and safety, eg wear PPE for relevant tasks, risk assessment before carrying out a task; interpreting information from Vet Meds, eg label icons, product information, dosage, withdrawal period.
Assessment could be carried out during any of the above tasks either at the start, during or at the end of a class.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally relevant practical experiences, with the tasks designed specifically with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. Authenticated photographic evidence is likely to form part of a portfolio of evidence for this unit.

To achieve 1.1, learners need to name at least two breeds from the following: dairy cows, beef animals, breeding ewes, rams, and pigs where available. In addition, learners must be able to recognise at least two of the following gender types: a dairy cow, a beef cow, a steer, a heifer, a calf, a ewe, a ram, a lamb, and where available, a sow and a boar.

To achieve 2.1, learners need to state (orally or written) at least two signs of good health for any specified farm animal.

To achieve 2.2, learners need to state (orally or written) at least two signs of ill health for any specified farm animal. These could be from more than one species as signs of ill health may be less frequent.

To achieve 3.1, learners need to recognise at least two different types of identification (ID). One could be a plastic tag and another a freeze brand (not two different sorts of plastic tags). Temporary colour spray marks on sheep during lambing are acceptable.

To achieve 3.2, learners must be able to produce a simple record, on a form, that shows the relevant data, input correctly and legibly. These could be weighing results, Vet Med treatment or lambing records.

To achieve 4.1, learners must move one type of farm animal safely and without undue stress. It should be done either as a team or individually (for example carrying a lamb).

To achieve 5.1, learners must demonstrate competence in handling farm animals, and this should not simply be restricted to picking up baby lambs for bottle feeding, or similar. Learners need to show that they can, for instance, restrain calves or lambs/ewes, for example for worm drenching. Turning a ewe over should be left to the tutor's discretion, depending on the size of animal and learner; a turnover crate could be used. Turning a lamb over should not present any problems.

To achieve 5.2, learners need to demonstrate competence in assisting with administering a treatment to farm animals, such as mixing a foot bath solution for ewes, applying a pour-on solution to lambs, administering an intra-nasal injection to calves, calibrating a drench gun, filling up a syringe.

To achieve 6.1, learners must wear the appropriate PPE for all tasks.

To achieve 6.2, 6.3 and 6.4, learners need to carry out one written risk assessment that details identifying hazards and risks and minimising risks when working with farm animals.

Essential resources

- Access to farm livestock, such as a college farm, other commercial farm or farm park.
- Suitable handling facilities and veterinary equipment.
- Fields for livestock.
- Local livestock market.

Employer engagement and vocational contexts

Visits to commercial farms and livestock markets will help learners to develop an understanding of the vocational context and employment possibilities.

Indicative resource materials

Textbooks

Bazeley K and Hayton A – *Practical Cattle Farming* (The Crowood Press, 2007)

ISBN 9781861269751

Cardell K – *Practical Sheep Keeping* (The Crowood Press, 1998) ISBN 9781861261632

Fuller R – *Suckled Calf Production* (Chalcombe Publications, 1998) ISBN 9780948617409

Hulsen J – *Cow Signals* (Roodbont, Netherlands, 2007) ISBN 9789075280654

Smith P – *Practical Pig Keeping* (The Crowood Press, 2001) ISBN 9781861263889

Straiton E – *Sheep Ailments* (The Crowood Press, 2001) ISBN 9781861263971

Upton J and Soden D – *An Introduction to Keeping Sheep* (Farming Books and Videos Ltd, 2007) ISBN 9781904871224

Journals

British Sheep booklet (National Sheep Association publication)

Farmers Guardian

Farmers Weekly

Websites

www.fwi.co.uk

www.nationalsheep.org.uk

Unit 22: Assist with Feedstuffs for Small Animals

Unit reference number: H/600/0473

Level: 1

Credit value: 2

Unit aim

The learner will be able to receive, store and prepare animal feedstuffs and comply with the health and safety requirement.

Unit introduction

Developing the knowledge, understanding and practical skills needed to assist with feedstuffs for small animals will be essential for learners hoping to find employment in the animal care industries. This unit will enable learners to develop the necessary skills and underpinning knowledge to be able to operate effectively at a support level in the workplace.

Practical ability, underpinning knowledge and awareness of health and safety when preparing feedstuffs for small animals will be developed.

For the purposes of this unit, the term 'small animals' encompasses the range of small mammals, birds, fish, insects, reptiles and amphibians commonly kept as pets in the UK. Learners will be expected to work with a minimum of three contrasting species in completing the unit.

The unit also provides opportunities to develop other skills such as working with others, improving own learning and performance, communication and using ICT.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Be able to assist with receiving and storing animal feed</p>	<p>1.1 Work in a healthy and safe way which complies with legislation</p> <p>1.2 Check report that the correct quantities and types of animal feed have been delivered and that they are in an acceptable condition</p> <p>1.3 Move, store and handle two types of animal feed safely, and in a way that protects it from damage and contamination and minimises wastage</p> <p>1.4 Store animal feed safely according to instructions, in the order in which it is to be used</p> <p>1.5 Check stored animal feed regularly for any signs of pest infestation and report this to the appropriate person straight away</p> <p>1.6 Check stock levels regularly and tell the appropriate person if stocks are low</p>
<p>2 Be able to assist with preparing feed for animals</p>	<p>2.1 Wash their hands effectively before and after handling animal feed</p> <p>2.2 Obtain the equipment and materials needed to prepare and serve animal feed</p> <p>2.3 Clean work surfaces, utensils and equipment effectively before and after use</p> <p>2.4 Identify the type and quantity of animal feed required for each animal from feeding plans</p> <p>2.5 Prepare the required amount of two types of animal feed according to instructions in a way that minimises wastage</p>

	<p>2.6 Use the appropriate utensils in a hygienic way according to instructions</p> <p>2.7 Work in a healthy and safe way that complies with legislation</p> <p>2.8 Dispose of any stale and unusable animal feed in a safe place and put equipment and utensils away safely</p>
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Unit content

1 **Be able to assist with receiving and storing animal feed**

Health and safety: cleanliness, correct use of utensils and equipment, manual handling

Storage: feed bins and containers, fridge, freezer, sources of contamination, type and prevention of pests, signs of pest infestation

Stock control: stock control systems, expiry dates, shelf life, low stock levels, delivery notes

2 **Be able to assist with preparing feed for animals**

Hygiene: hand washing, cross contamination

Preparing feed: types of feed eg fresh, frozen, dry, moist, tinned; amounts eg specific to species and manufacturers' guidelines; equipment eg chopping boards, knives, bowls; utensils eg scoops, scales, tweezers

Disposal: appropriate methods of disposal relevant to feed type eg composting

Essential guidance for tutors

Delivery

Delivery of this unit is likely to be through routine practical work in the centre's animal unit, where learners will play an integral part in caring for the animals in the unit. Where the centre is unable to provide a suitable range of small animals as required by the unit, it will be necessary to arrange for learners to visit other animal units or collections to carry out appropriate practical work.

Some formative research and demonstration work will be appropriate before learners carry out feed storage and preparation.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Research work and formative discussions and demonstrations to develop learner knowledge of how different types of animal feed should be moved, stored and checked. The health and safety aspects of moving and storing feed could also be introduced to learners.
Research work and formative discussions and demonstrations to develop learner knowledge of how different types of animal feed should be prepared and presented to the appropriate species. The health and safety aspects of preparing and serving animal feed and disposal of waste could also be introduced to learners.
Be able to assist with receiving and storing animal feed This outcome could be delivered through a short series of discussions and demonstrations showing learners the processes and procedures for receiving and storing animal feed. This could include common types of pest that can infest animal feed and what is done to prevent this occurring. Assessment is likely to be through tutor observation and the completion of observation records. Authenticated photographic evidence will form the bulk of the assessment evidence.
Be able to assist with preparing feed for animals This outcome could be delivered and assessed through a series of practicals in the animal unit, where learners are directly involved in feeding a range of animals using the full range of animal feedstuffs. Learners could be shown how to prepare different types of feed in accordance with a diet sheet or other appropriate source of information. Assessment is likely to be through tutor observation and the completion of observation records. Authenticated photographic evidence will form the bulk of the assessment evidence.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally relevant practical experiences, with the tasks designed specifically with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. Authenticated photographic evidence is likely to form part of a portfolio of evidence for this unit.

For 1.1, learners are required to work in a healthy and safe way which complies with legislation. Learners will need a basic awareness of the legislation that applies to receiving and storing animal feed, for example manual handling regulations. Assessment for this criterion is likely to take the form of continuous assessment over the duration of the unit, with formative feedback being given throughout to enable learners to improve their performance.

For 1.2, learners are required to check and report that the correct quantities and types of animal feed have been delivered and that they are in an acceptable condition. Evidence for this criterion can come through either a real or a simulated delivery of animal feed, where learners will be required to check the contents of the delivery against the order and delivery note and check the condition of the items in the delivery. It would be expected that learners will have several opportunities to carry out this task to demonstrate competence over time. Assessment evidence is likely to take the form of copies of order forms and delivery notes annotated by learners and countersigned by the supervising assessor.

For 1.3, learners are required to move, store and handle two types of animal feed safely, and in a way that protects it from damage and contamination and minimises waste. This criterion is likely to be assessed together with 1.2, as the activities are a natural continuation of the task for 1.2. Assessment evidence is likely to take the form of an observation record and a record of answers to questions on how learners have minimised waste and protected the feed from damage and contamination.

For 1.4, learners are required to store animal feed safely according to instructions, in the order in which it is to be used. This criterion is likely to be assessed with 1.2, as the activities are a natural continuation of the task for 1.2. Assessment evidence is likely to take the form of observation records covering the range of animal feeds identified in the unit content, indicating the measures learners took to ensure that feed was stored in the order in which it is to be used. Instructions given to learners should be stated clearly on the observation record, and comments from tutors should indicate clearly how learner performance has met the instructions given.

For 1.5, learners must check stored animal feed regularly for any signs of pest infestation and report this to the appropriate person. This criterion is likely to be assessed through simulation, as the opportunities for infestation of animal feed in well run animal units are limited. Evidence is likely to take the form of a series of questions and answers where learners can demonstrate their knowledge of what to look for and to whom this should be reported.

For 2.1, learners are required to wash their hands effectively before and after handling animal feed. Evidence for this criterion should be in the form of observation records over time, indicating continued effective performance. This would probably form an integral part of assessments for 2.2, 2.3, 2.6 and 2.7.

For 2.2, learners are required to obtain the equipment and materials needed to prepare and serve animal feed. Authenticated photographic evidence and observation records are appropriate types of assessment evidence for this criterion. There are opportunities to assess this criterion with 2.1, 2.3, 2.4, 2.5, 2.6 and 2.7.

For 2.3, learners are required to clean work surfaces, utensils and equipment effectively before and after use. Observation records are likely to be used to assess this criterion. Assessment is likely to take place on several occasions in order to cover the range of utensils and equipment used in preparing feed for small animals.

For 2.4, learners are required to identify from feeding plans the type and quantity of animal feed for each animal. Assessment for this criterion will need to take place over time, covering the range of small animals covered by the unit. Learners will need access to feeding plans, presented in an appropriate format for Level 1.

For 2.5, learners must prepare the required amount of two types of animal feed according to instructions and in a way that minimises waste. Learners should be assessed using two different – and, ideally, contrasting – types of animal feed according to given instructions. Assessment evidence is likely to take the form of an observation record for each type of feed prepared, with a record of learners' responses to questions on how waste was minimised for the two different types of feed.

For 2.6, learners are required to use the appropriate utensils in a hygienic way according to instructions. This criterion is likely to be assessed with 2.3 and 2.5 using observation records, following training and practice sessions.

For 2.7, learners are required to work in a healthy and safe way that complies with legislation. Learners will need a brief working knowledge of relevant legislation, for example Health and Safety at Work Act 1974, but it should be stressed that this is about being able to assist with food preparation, so supervision would be expected. Suitable assessment evidence would be authenticated photographs showing learners at work, written submissions from learners indicating how they worked healthily and safely and tutor observation records.

For 2.8, learners are required to dispose of any stale and unusable animal feed appropriately and put equipment and utensils away safely. Centres delivering this unit are likely to have clearly established protocols for waste disposal that learners will be required to follow. These should be made clear to learners during a unit induction to enable them to follow these protocols during practical work. Assessment for this criterion is likely to be through observation at several points during the unit, following formative feedback. Suitable forms of evidence will be tutor observation records and authenticated photographic evidence.

Essential resources

Access to a range of suitable animals from the range encompassing mammals, birds, fish, insects, reptiles and amphibians, and to feed rooms, feeds, transport and movement facilities is essential, with appropriate levels of supervision available to support learning. Transport for visits to animal care establishments may be required for centres not able to provide sufficient opportunities to meet the assessment requirements in house. A range of books, pet care magazines, CD ROMs and DVDs should be available. Access to ICT and the internet is recommended. Learners must have access to and use correct PPE.

Employer engagement and vocational contexts

Learners at this level are likely to be learning in an animal unit attached to a college or similar training provider. On completion of the programme of study, learners may be ready to progress to a higher level of study in an animal-related subject or to employment or voluntary work in a supervised situation.

Indicative resource materials

Textbooks

The textbooks listed below are indicative only. Centres are encouraged to use other resources that suit the needs of their learners.

Alderton D – *The Illustrated Practical Guide to Small Pets and Pet Care* (Southwater, 2008) ISBN 9781844765959

Elwood M and Ruelokke M – *Guinea Piglopaedia* (Ringpress Books Ltd, 2003)
ISBN 9781860542510

Evans J and White K – *Catlopaedia* (Ringpress Books Ltd, 2006) ISBN 9781860540189

Evans J and White K – *Doglopaedia* (Ringpress Books Ltd, 1998) ISBN 9781860540745

Grindol D – *The Canary: An Owner's Guide to a Happy Healthy Pet* (John Wiley & Son, 2000) ISBN 9781582450186

Harper D – *Caring for Your Pet Hamsters and Gerbils* (Interpet Publishing, 1999)
ISBN 9781902389813

Logsdail C, Logsdail P and Hovers K – *Hamsterlopaedia* (Ringpress Books Ltd, 2003)
ISBN 9781860542466

Manning D – *Exotic Pets* (Collins, 2008) ISBN 9780007262755

Martin H – *Zebra Finches* (Barron's Educational Series, 2000) ISBN 9780764110405

Meadows G and Flint E – *The Dog Owner's Handbook* (Caxton, 2002) ISBN 9781840673302

Mills D – *Aquarium Fish* (Dorling Kindersley 2000) ISBN 9780751327267

RSPCA – *Care for your Budgerigar* (Collins, 2005) ISBN 9780007193585

RSPCA – *Care for your Guinea Pig* (Collins, 2004) ISBN 9780007182695

RSPCA – *Care for your Hamster* (Collins, 2005) ISBN 9780007193578

RSPCA – *Care for your Rabbit* (Collins, 2004) ISBN 9780007182708

Taylor D – *The Ultimate Cat Book* (Dorling Kindersley, 1994) ISBN 9780863183713

Websites

www.bluecross.org.uk

The Blue Cross

www.defra.gov.uk

Department for Environment, Food and Rural Affairs

www.dogstrust.org.uk

The Dogs Trust

www.petcare.org.uk

The Pet Care Trust

www.rspca.org.uk

The Royal Society for the Prevention of Cruelty to Animals

www.thebrc.org

www.the-kennel-club.org.uk

The British Rabbit Council

The Kennel Club

Unit 23: Assist with Animal Accommodation

Unit reference number: R/600/0470

Level: 1

Credit value: 2

Unit aim

The learner will be able to assist with preparing and cleaning animal accommodation and comply with health and safety requirements.

Unit introduction

Developing the knowledge, understanding and practical skills needed to assist with the preparation and cleaning of small animal accommodation will be essential for learners hoping to find employment in the animal care industries. This unit will enable learners to develop the necessary skills and underpinning knowledge to be able to operate effectively at a support level in the workplace.

Practical ability, underpinning knowledge and awareness of health and safety when preparing and cleaning animal accommodation will be developed.

For the purposes of this unit, the term 'small animals' encompasses the range of small mammals, birds, fish, insects, reptiles and amphibians commonly kept as pets in the UK. Learners will be expected to work with this range of species in completing the unit with assessment covering a minimum of three contrasting species from the range.

The unit also provides opportunities to develop other skills such as working with others, improving own learning and performance, communication and using ICT.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to assist with cleaning animal accommodation	<ul style="list-style-type: none">1.1 Prepare the equipment and materials for the work1.2 Prepare the animal accommodation ready for cleaning1.3 Clean the animal's accommodation in accordance with instructions1.4 Leave the animal accommodation in the appropriate condition after cleaning1.5 Maintain health and safety, and the welfare of the animals, during their work
2 Be able to assist with maintaining animal accommodation	<ul style="list-style-type: none">2.1 Check the animal accommodation in accordance with instructions2.2 Keep the animal accommodation safe and secure2.3 Correctly identify and report any hazards2.4 Dispose of waste in a safe manner and place

Unit content

1 **Be able to assist with cleaning animal accommodation**

Cleaning animal accommodation: general husbandry routines eg unit protocols; equipment eg brooms, dustpans, brushes, scrapers, dustbins, nets, tanks, carrying boxes; materials eg substrates, cleaning materials, disinfectants

Health and safety: safe use of equipment and chemicals; COSHH; PPE

Animal welfare: the Five Needs; signs of health; signs of stress

2 **Be able to assist with maintaining animal accommodation**

Maintaining animal accommodation: safety and security eg fixtures and fittings, access, durability of materials

Hazards: sharp edges, holes, cracks, damage, wear and tear; reporting damage, wear and tear, environmental

Waste disposal: hazardous, non-hazardous, organic, inorganic, environmental considerations; equipment; methods

Essential guidance for tutors

Delivery

Delivery of this unit is likely to be through a series of practical activities with a range of small animals in a range of situations. Both the cleaning and maintaining aspects of the unit can form integral parts of working in an animal unit and can be taught, practised and assessed in that environment. Naturally occurring opportunities should be exploited to put learners in a realistic situation. Learners will need to develop appropriate skills and knowledge during formative practical sessions. Assessment is likely to take place on a continuous basis during the programme, with assessment taking place when learners have developed the appropriate level of skill.

Learners can discuss with the tutor and peer group appropriate methods for cleaning and maintaining animal accommodation. The standards and methods discussed and agreed can then be implemented during practical work, which will be an essential part of the delivery of this unit.

A range of animals is likely to include mammals, birds, fish, insects, reptiles and amphibians, with accommodation for three different species required as a minimum.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Research work and formative discussions to develop learner knowledge of health and safety and the welfare of animals whilst cleaning and maintaining accommodation.
Tutor demonstrations of unit procedures for cleaning animal accommodation and disposing of waste.
Practical work on an animal unit involving cleaning animal accommodation.
Practical work on an animal unit involving maintenance and repair of animal accommodation.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally relevant practical experiences, with the tasks designed specifically with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. Authenticated photographic evidence is likely to form part of a portfolio of evidence for this unit.

For 1.1, learners are required to prepare equipment and materials for the work. Learners will need to be given a clearly stated task to carry out, to enable them to select and prepare the appropriate equipment and materials. Learners are likely to have had formative opportunities to carry out the cleaning of a range of animal accommodation before assessment. Assessment is likely to take the form of authenticated photographic evidence or an observation record (or a combination of both) for three different species of animal from the range covered by this unit. This criterion could be assessed with 1.2, 1.3, 1.4 and 1.5.

For 1.2, learners are required to prepare the animal accommodation ready for cleaning. This criterion is likely to be assessed with 1.1. If this is the case, the same instructions and assessment method could be used.

For 1.3, learners are required to clean the animal accommodation in accordance with instructions. This criterion could be assessed independently or with 1.1 and 1.2. Assessment could take the form of authenticated photographic evidence, with learners providing some annotations to explain the actions in the photographs. Learners need to be assessed in relation to three contrasting types of animal accommodation.

For 1.4, learners are required to leave the animal accommodation in an appropriate condition after cleaning. This criterion should be assessed with 1.3 and the same assessment method applied, with the possible addition of an observation record stating learners have left the accommodation in an appropriate condition after cleaning.

For 1.5, learners are required to maintain health and safety, and the welfare of the animals, during their work. This criterion needs to be assessed over a given time period so learners can demonstrate awareness of the different health, safety and welfare requirements of at least three contrasting species. Assessment could take the form of a photographic storyboard annotated by the learner showing the health, safety and welfare considerations for the three selected species.

For 2.1, learners are required to check the animal accommodation in accordance with instructions. Learners will need to be given clear instructions about the purpose of the checks to be carried out. Assessment could take the form of either an observation record, authenticated photographic evidence, or a combination of both. Learners need to be assessed in relation to three contrasting types of animal accommodation from the range covered by the unit.

For 2.2, learners are required to keep the animal accommodation safe and secure. Naturally occurring assessment opportunities should be exploited in this unit, where faults with accommodation are seen and require repair and maintenance. Ideally, learners should have the opportunity to repair or maintain three contrasting types of animal accommodation covering the use of a range of materials. Assessment evidence is likely to take the form of a combination of authenticated photographic evidence and tutor observation records.

For 2.3, learners are required to correctly identify and report any hazards. This criterion is likely to be assessed with 2.2, where the identified hazards can be repaired. Assessment evidence is likely to take the same format as for 2.2.

For 2.4, learners are required to dispose of waste in a safe manner and place. This is likely to be assessed with 1.3 and 1.4, where learners have cleaned out animal accommodation and have waste requiring disposal. It is anticipated that centres will have disposal systems and protocols in place that comply with current legislation. Assessment evidence is likely to take the form of a combination of authenticated photographic evidence and observation records showing learners have disposed of waste from a minimum of three contrasting species in a safe manner and place.

Essential resources

Access to a variety of suitable animals from the range encompassing mammals, birds, fish, insects, reptiles and amphibians and to feed rooms, feeds, bedding materials and substrates and accommodation is essential, with appropriate levels of supervision available to support learning. Transport for visits to animal care establishments may be required for centres not able to provide sufficient opportunities to meet the assessment requirements in house. A range of books, pet care magazines, CD ROMs and DVDs should be available. Access to ICT and the internet is recommended. Learners must have access to and use correct PPE.

Employer engagement and vocational contexts

Learners at this level are likely to be learning in an animal unit attached to a college or similar training provider. On completion of the programme of study, learners may be ready to progress to a higher level of study in an animal-related subject or to employment or voluntary work in a supervised situation.

Indicative resource materials

Textbooks

The textbooks listed below are indicative only. Centres are encouraged to use other resources that suit the needs of their learners.

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Websites

www.bluecross.org.uk

The Blue Cross

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Department for Environment, Food
and Rural Affairs

www.dogstrust.org.uk

The Dogs Trust

www.petcare.org.uk

The Pet Care Trust

www.rspca.org.uk

The Royal Society for the Prevention
of Cruelty to Animals

www.thebrc.org

The British Rabbit Council

www.the-kennel-club.org.uk

The Kennel Club

Unit 24: Assist with the Movement and Handling of Small Animals

Unit reference number: T/502/5710

Level: 1

Credit value: 1

Unit aim

The learner will be able to assist with the movement and handling of animals and comply with health and safety requirements.

Unit introduction

Developing the knowledge, understanding and practical skills needed to assist with the movement and handling of small animals will be essential for learners hoping to find employment in the animal care industries. This unit will enable learners to develop the necessary skills and underpinning knowledge to be able to operate effectively at a support level in the workplace.

Practical ability, underpinning knowledge and awareness of health and safety when moving and handling small animals will be developed.

For the purposes of this unit, the term 'small animals' encompasses the range of small mammals, birds, fish, insects, reptiles and amphibians commonly kept as pets in the UK. Learners will be expected to work with a minimum of three contrasting species in completing the unit.

The unit also provides opportunities to develop other skills such as working with others, improving own learning and performance, communication and using ICT.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Assist with moving animals on a site	1.1 Approach the animals calmly, confidently and in a way that is likely to minimise stress 1.2 Assist with moving animals in accordance with instructions 1.3 Assist with moving animals without damage to the health, safety and wellbeing of the animal or self 1.4 Help to settle the animals in the new location in accordance with instructions 1.5 Maintain health and safety, and the welfare of the animals, during their work
2 Assist with handling animals	2.1 Approach animals in accordance with instructions 2.2 Handle animals in a manner likely to promote their co-operation and minimise the possibility of distress 2.3 Handle animals in a manner that minimises the possibility of risk to the health and safety of the animal, self and other animals and people in the environment 2.4 Monitor the animal's behaviour and its response to handling and report any problems to the appropriate person without delay 2.5 Use handling methods, which promote health and safety and are consistent with relevant legislation and codes of practice

Unit content

1 Assist with moving animals on a site

Moving animals: methods; preparation of receiving accommodation; facilities and equipment appropriate to the species being moved and situation eg carrying basket, carrying box, cage, tank; animal welfare considerations eg water, bedding, food, use of appropriate methods, facilities and equipment; monitoring of animal during transport; cleaning of facilities and/or equipment after transport; safe disposal of waste

Health and safety: identification of personal risk from species being handled eg bites, scratches, urine, faeces, parasites; Personal Protective Equipment (PPE); personal hygiene; first aid methods and facilities; accident reporting

2 Assist with handling animals

Health and safety: identification of personal risk from species being handled eg bites, scratches, urine, faeces, parasites; Personal Protective Equipment (PPE); personal hygiene; first aid methods and facilities; accident reporting

Handling: method(s) appropriate to species and condition of animal eg approach to animal; use of restraint equipment eg lead, collar, muzzle, net, grasp, halter; safe positioning of hands; minimising distress and promoting cooperation; normal behaviour for the species being handled; signs of stress and distress eg heart rate, respiration rate, vocalisations; consequences of poor handling

Welfare considerations: relevant codes of practice; minimising stress through use of appropriate handling methods and equipment

Essential guidance for tutors

Delivery

This unit is likely to be delivered through a series of practical activities with a range of small animals in a range of situations. Both the transport and handling aspects of the unit can form integral parts of working in an animal unit and can be taught, practised and assessed in that environment. Naturally occurring opportunities, such as when animals are moved out of their accommodation so that it can be cleaned out, or when an animal requires grooming, should be exploited to put the learners in a realistic situation. Learners will need to develop the appropriate skills and knowledge during formative practical sessions. Assessment is likely to take place on a continuous basis during the programme, taking place when learners have developed the appropriate level of skill.

Learners can discuss with the tutor and peer group appropriate welfare considerations and methods of handling and transport for a range of animal species. The standards and methods discussed and agreed can then be implemented during practical work, which will be an essential part of the delivery of this unit.

For the purposes of this unit, the term 'small animals' encompasses the range of small mammals, birds, fish, insects, reptiles and amphibians commonly kept as pets in the UK. Learners will be expected to provide assessment evidence relating to a minimum of three contrasting species in completing the unit.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Research work and formative discussions to develop learner knowledge of welfare, legislation and codes of practice.
Tutor demonstrations of handling techniques and procedures for moving animals.
Practical work on an animal unit involving moving animals as part of routine animal care tasks.
Practical work on an animal unit involving handling animals as part of routine animal care tasks.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally relevant practical experiences, with the tasks designed specifically with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. Authenticated photographic evidence is likely to form part of a portfolio of evidence for this unit.

For 1.1, learners are required to approach animals calmly, confidently and in a way that is likely to minimise stress. This will be evidenced most clearly through observation records for a range of animal species carried out over the duration of the unit.

For 1.2, learners are required to assist with moving animals in accordance with instructions. This is likely to be assessed in a similar way to 1.3 and may be assessed at the same time as 1.1. Instructions should be made clear to learners and recorded in the observation record.

For 1.3, learners are required to assist with moving animals without damage to the health, safety and wellbeing of the animal or self. Whilst assessment of this criterion is most likely to take the form of an observation record, it will be important to record the likely risks to the health, safety and wellbeing of the animal and how these could be minimised.

For 1.4, learners are required to help settle the animals in the new location in accordance with instructions. This is likely to be assessed in a similar way to 1.1, with the instructions to learners being recorded on the observation record. This criterion will need to be assessed on several occasions to encompass a minimum of three contrasting species, locations and instructions.

For 1.5, learners are required to maintain health and safety, and the welfare of the animals, during their work. This will be evidenced most clearly through ongoing assessment during the assessment for 1.1, 1.2, 1.3 and 1.4. Observation records will need to demonstrate consistent performance over time with a minimum of three suitable contrasting species.

For 2.1, learners are required to approach animals in accordance with instructions. Assessment of this criterion is likely to form an integral part of the assessment for 2.2. Observation records are likely to be the most appropriate method of recording assessment.

For 2.2, learners are required to handle animals in a manner likely to promote their cooperation and minimise the possibility of distress. Learners will need to identify to their tutor the factors that will promote cooperation during their handling of the animal species, and the signs of distress in the chosen species and how they can be minimised. This could take the form of a discussion record between the tutor and learner.

For 2.3, learners are required to handle animals in a manner that minimises the possibility of risk to the health and safety of the animal, themselves and other animals and people in the environment. Assessment is likely to take the form of a discussion between the tutor and learner identifying the possible risks to the health and safety of the animal, self and other animals and people in the environment before a practical assessment, during which

learners will be assessed directly on their performance. Learners will need to be assessed during appropriate practical activities such as grooming or health checking an animal.

For 2.4, learners are required to monitor the animal's behaviour and its response to handling and report any problems to the appropriate person without delay. Before assessment, learners will need to identify what is normal behaviour for the target species, in order to monitor against agreed norms. Assessment is likely to take the form of an observation record with tutor questioning during the assessment.

For 2.5, learners are required to use handling methods that promote health and safety and are consistent with relevant legislation and codes of practice. Assessment for this criterion should focus on learner performance rather than familiarity with relevant legislation and codes of practice. Learners should be aware of the standards set by appropriate legislation and codes of practice and carry out assessed tasks in line with these standards. Assessment is likely to be linked to that for 2.2 and 2.3 and take the form of an observation record.

Essential resources

Access to a variety of suitable animals from the range encompassing mammals, birds, fish, insects, reptiles and amphibians, and to feed rooms, feeds, transport and movement facilities is essential, with appropriate levels of supervision available to support learning. Transport for visits to animal care establishments may be required for centres not able to provide sufficient opportunities to meet the assessment requirements in house. A range of books, pet care magazines, CD ROMs and DVDs should be available. Access to ICT and the internet is recommended. Learners must have access to and use correct Personal Protective Equipment (PPE).

Employer engagement and vocational contexts

Learners at this level are likely to be learning in an animal unit attached to a college or similar training provider. On completion of the programme of study, learners may be ready to progress to a higher level of study in an animal-related subject, or to employment or voluntary work in a supervised situation.

Indicative resource materials

Textbooks

The books listed below are indicative only. Centres are encouraged to use other resources that suit learners' needs.

Alderton D – *The Illustrated Practical Guide to Small Pets and Pet Care* (Southwater, 2008) ISBN 9781844765959

Elwood M and Ruelokke M – *Guinea Piglopaedia* (Ringpress Books Ltd, 2003)
ISBN 9781860542510

Evans J and White K – *Catlopaedia* (Ringpress Books Ltd, 2006) ISBN 9781860540189

Evans J and White K – *Doglopaedia* (Ringpress Books Ltd, 1998) ISBN 9781860540745

Grindol D – *The Canary: An Owner's Guide to a Happy Healthy Pet* (John Wiley & Son, 2000) ISBN 9781582450186

Harper D – *Caring for Your Pet Hamsters and Gerbils* (Interpet Publishing, 1999)
ISBN 9781902389813

Logsdail C, Logsdail P and Hovers K – *Hamsterlopaedia* (Ringpress Books Ltd, 2003)
ISBN 9781860542466

Manning D – *Exotic Pets* (Collins, 2008) ISBN 9780007262755

Martin H – *Zebra Finches* (Barron's Educational Series, 2000) ISBN 9780764110405

Meadows G and Flint E – *The Dog Owner's Handbook* (Caxton, 2002) ISBN 9781840673302

Mills D – *Aquarium Fish* (Dorling Kindersley 2000) ISBN 9780751327267
RSPCA – *Care for your Budgerigar* (Collins, 2005) ISBN 9780007193585
RSPCA – *Care for your Guinea Pig* (Collins, 2004) ISBN 9780007182695
RSPCA – *Care for your Hamster* (Collins, 2005) ISBN 9780007193578
RSPCA – *Care for your Rabbit* (Collins, 2004) ISBN 9780007182708
Taylor D – *The Ultimate Cat Book* (Dorling Kindersley, 1994) ISBN 9780863183713

Websites

www.bluecross.org.uk	The Blue Cross
www.defra.gov.uk	Department for Environment, Food and Rural Affairs
www.dogstrust.org.uk	The Dogs Trust
www.petcare.org.uk	The Pet Care Trust
www.rspca.org.uk	The Royal Society for the Prevention of Cruelty to Animals
www.thebrc.org	The British Rabbit Council
www.the-kennel-club.org.uk	The Kennel Club

Unit 25: Assist with the Maintenance of Grass Surfaces

Unit reference number: D/502/4177

Level: 1

Credit value: 3

Unit aim

This unit aims to give the learner the skills required to assist in the maintenance of grass surfaces by mowing, edging and watering; using pedestrian operated machinery and hand tools, and comply with all health and safety requirements.

Unit introduction

This unit introduces learners to the skills and knowledge they will need to assist with the maintenance of grass surfaces. It also introduces them to the machinery, tools and equipment required to maintain grassed surfaces.

Learners will be given the opportunity to assess sites for their condition and maintenance requirements, and to select appropriate tools and equipment. They will also have the opportunity to practise mowing, edging and irrigation on grass surfaces whilst minimising the damage to the grass surface, the environment and wildlife.

Learners will be expected to maintain the health and safety of themselves and others at all times.

There will be an emphasis on health and safety and on keeping the work area clean and tidy.

Learners will work independently on some tasks and in teams for others, as appropriate. The unit will help learners to develop the vocational and personal qualities that potential employers require.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Be able to assist with maintaining grass surfaces</p>	<p>1.1 Ensure that conditions and the surface are suitable for maintenance in accordance with instructions</p> <p>1.2 Ensure that the tools and equipment being used are appropriate to the conditions and the surfaces being maintained</p> <p>1.3 Use appropriate methods for maintaining grass surfaces safely and in accordance with instructions</p> <p>1.4 Carry out the work so that the grass height and edges meet requirements</p> <p>1.5 Report any problems as soon as possible to the appropriate person</p> <p>1.6 Minimise any damage to grass, features, services and wildlife on the site</p> <p>1.7 Dispose of grass cuttings correctly</p> <p>1.8 Leave the site in a clean and tidy condition</p> <p>1.9 Clean and store tools and equipment promptly and securely</p>
<p>2 Be able to work safely</p>	<p>2.1 Maintain the health and safety of self and others at all times</p> <p>2.2 Select, prepare and use tools and equipment safely, efficiently, and correctly</p>

Unit content

1 **Be able to assist with maintaining grass surfaces**

Assist with maintaining grass surfaces: suitable condition of site and surface for maintenance eg moisture status, height, compaction; safe use, cleaning and storage of tools and equipment eg tined rake, edging shears, turfing iron, pedestrian operated mowers (eg cylinder, rotary), brush, hosepipe, sprinkler attachments; use of eg pedestrian operated mower, edging shears, turfing iron, mechanical edger; correct level of irrigation with sprinklers; methods of checking for problems and reporting; correct disposal of arisings; methods of avoiding damage to grass surface and wildlife

2 **Be able to work safely**

Work safely: reasons for and methods of keeping work area free of potential hazards; manual handling techniques specific to mower use; methods of disposing of waste (grass arisings); simple risk assessment forms; current relevant health and safety legislation, PUWER, PPE; correct use, maintenance and storage of tools and equipment

Essential guidance for tutors

Delivery

This unit is intended to give learners experience of using the grass surface maintenance skills needed to ensure that grassed areas are visually attractive, together with the basic background knowledge required to underpin practical skills. Learners must have the opportunities to develop practical skills and knowledge through the use of supervised classroom, workshop and outdoor activities and demonstrations of the equipment and techniques involved.

Emphasis should be placed on safe and effective working practices for all practical tasks being undertaken. Instruction in the use of machinery must be provided by a competent person. Manual techniques should help learners improve their hand-to-eye coordination. Working as part of a team should help learners improve their social and problem-solving skills.

The use of all tools and equipment listed in the *Unit content* should be encouraged. Tutors should demonstrate the knowledge, skills and techniques associated with the maintenance of grass surfaces and learners must practise all these techniques.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Tutors to advise learners how to assess sites and surfaces for their suitability for maintenance, eg moisture status and grass height.</p> <p>Learners shown the tools and equipment. Tutor-led discussion/demonstration on uses and safety of all relevant tools and equipment including pre-start checks on machinery. Learners work individually on tool and equipment identification sheets.</p> <p>Videos on health and safety, specifically related to use of mowers, and use of manufacturers' handbooks. Learners should be made aware of the relevant manual-handling techniques and the risks to the operator if these are not followed. Learners should practise using all tools and equipment under supervision, including pedestrian operated mowers and hand and mechanical edging tools. Learners visually monitor grass surface for moisture status and apply sprinkler irrigation as required. Tutor-led discussion on why these tasks are important in maintaining the visual amenity and health of grassed surfaces.</p> <p><i>Assessment:</i> Practical test on assessing sites evidenced by practical record sheet. Practical identification test of numbered tools and equipment. Practical test on mowing, including pre-start checks, evidenced by practical record sheet. Practical test on edging grass surfaces by hand, evidenced by</p>

practical record sheet. Practical test on setting up and dismantling irrigation equipment, evidenced by practical record sheet.

Learners can contribute to a simple group risk assessment or fill out an individual risk assessment. Learners must keep work area tidy and clean and store all tools and equipment after use. Tutor-led discussions on the importance of health and safety legislation and the importance of keeping the work area tidy and maintaining tools and equipment.

Assessment: Health and safety assessment will be integrated into the assessment of all practical work and evidenced on practical marking sheets. Learners should also complete a simple risk assessment in writing or verbally for each task.

Assessment

Learners can build a small portfolio of evidence linking the tasks undertaken to the learning outcomes and assessment criteria.

Many criteria will need to be assessed by the tutor through direct observation during practical maintenance activities. Evidence should include direct observation records listing the component parts of the task, including tool selection and health and safety requirements, and/or witness statements.

Some of the criteria may be assessed through completed forms or paperwork, such as risk assessments. This evidence should be marked and signed by the tutor and placed in the portfolio. Guidance on the use of witness statements and observation records can be found on the Pearson website.

Although there is no time limit for assessment, it is assumed that assessment of individual tasks should not exceed one hour.

To achieve 1.1, learners must demonstrate that they can assess the condition of the grass surface, in terms of height and moisture status, and its suitability for maintenance.

To achieve 1.2, learners must be able to select the correct tools and equipment for at least two specific operations, such as mowing and watering.

To achieve 1.3, learners must demonstrate the ability to cut, edge and irrigate grass safely, following instructions.

To achieve 1.4, learners must mow grass to a uniform height, avoiding gaps, and create a neat edge to a grassed area, either by clipping with edging shears or by using an edging iron.

To achieve 1.5, learners must demonstrate an ability to identify problems and report them to a relevant person.

To achieve 1.6, learners must carry out practical tasks with minimal damage to the grass surface, the wider environment or to wildlife.

To achieve 1.7, learners must dispose of all grass cuttings in a specified place as instructed.

To achieve 1.8, learners must demonstrate that they can leave a work site clean and tidy.

To achieve 1.9, learners must clean and correctly store at least two tools or pieces of equipment they have used.

To achieve 2.1, learners must assist in compiling a simple risk assessment relating to a grass surface maintenance activity, and must demonstrate that they can work safely in all tasks and maintain a safe work environment. This can be evidenced by the tutor on practical assessment sheets.

To achieve 2.2, learners must demonstrate that they can use at least two tools and one piece of equipment safely and correctly.

Essential resources

The minimum requirement for delivery of this unit is an area of well-established grass. Each learner should have a medium-sized grass area for assessment, and there must be sufficient grass to allow adequate practice before assessment. Suitable mowers, edging tools and sprinklers are required, as is an area for cleaning and storing tools. Manufacturers' handbooks should be available for machinery and a risk assessment pro forma may be useful.

Employer engagement and vocational contexts

Learners undertaking this unit could benefit from visiting local parks and gardens and assessing the quality of the grassed surfaces and their maintenance. A talk by the head gardener would emphasise the importance of regular maintenance. This would also highlight future employment prospects within the industry.

Indicative resource materials

Textbooks

Fish M – *Lawns: Grow and Maintain Healthy Grass* (Collins, 2005) ISBN 9780007182664

Hessayon Dr D G – *The Lawn Expert* (Expert Books, 1997) ISBN 9780903505482

RHS Practical Guides – *Lawns and Ground Cover* (Dorling Kindersley, 2002) ISBN 9780751347258

Journal

Horticulture Week includes items on turf grass maintenance and machinery and also carries relevant job advertisements. However, subscription is not necessary for this unit.

Website

www.rhs.org.uk

Unit 26: Soil Testing and identification

Unit reference number: M/505/1321

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

The practical activities in this unit will enable the learners to understand what soil is and how different plants have preferences for certain types of soil. Learners will be able to separate and measure different components that soil is made of, as well as appreciating their importance for plant growth. Learners will also find out the effect that plants and animals have on soil, e.g. the effect of worms on drainage and aeration and the effect of organic matter on soil composition and plant growth. In addition, learners will test for soil pH and nitrate levels and investigate what sort of plants grow best in different soil conditions. Learners will also understand what is meant by 'NPK' for soils.

Unit introduction

The emphasis in this unit is on developing practical skills as well as understanding. The unit will give learners opportunities to:

- measure soil components
- measure soil water, pH and nitrate levels
- explore how to treat soil to encourage growth of particular plants
- explore the importance of decomposers and earthworms for soil quality
- appreciate which plants prefer which particular types of soil and how to use this information in a garden or allotment.

Wherever possible, learners should be encouraged to work in pairs or groups since working with others is also an important feature of working in the horticulture industry. However, learners must be encouraged to ask for help whenever it is needed and to respond to any guidance given by tutors or their peers.

Learners should keep a record of all their observations and results, perhaps as a simple PowerPoint presentation that they can present to the rest of the group and talk through, answering any questions from their peers.

Essential resources

Learners need access to standard laboratory equipment such as beakers, measuring cylinders, oven, filter paper, filter funnels and simple soil testing kits are required. Where available, microscopes, lenses and slides may be used to identify soil particles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to measure the amounts of air, humus and particles in soil	1.1	Measure the amounts of air, humus and different size particles in soils	<ul style="list-style-type: none"> □ <i>Soil content:</i> air; humus; rock particles, e.g. clay, silt, sand, larger stones
2	Be able to measure the water content of soil	2.1	Measure how much water different samples of soil contain	<ul style="list-style-type: none"> □ <i>Measure water content:</i> oven, dry soil; weigh
3	Be able to measure the pH of soil	3.1	Measure the pH of different types of soil	<ul style="list-style-type: none"> □ <i>Measure pH:</i> weigh soil; distilled water, filter, universal indicator
4	Be able to measure the nitrate, phosphate and potassium content of soil	4.1	Measure the nitrate, phosphate and potassium content of different types of soil	<ul style="list-style-type: none"> □ <i>Measure nitrate content:</i> soil testing kit, nitrate test sticks □ <i>Measure phosphate content:</i> soil testing kit □ <i>Measure potassium content:</i> soil testing kit

Learning outcomes		Assessment criteria		Unit amplification
5	Know the importance of soil water, pH, nitrate, phosphate and potassium levels for plant growth	5.1	State how soil helps to provide water needed by plants	<ul style="list-style-type: none"> □ <i>Water</i>: needed by plants, roots, photosynthesis; wilting indicates shortage
		5.2	State the effect of lime or ericaceous compost on soil pH	<ul style="list-style-type: none"> □ <i>pH</i>: acid, alkaline, neutral; ericaceous, peat, lime, chalk
		5.3	State how the nitrate content affects plant growth and the humus content	<ul style="list-style-type: none"> □ <i>Nitrate</i>: needed for plant growth; ammonia, amino acids, protein, enzymes
		5.4	State the importance of humus or compost in boosting nitrate levels	
		5.5	State the effects of phosphate and potassium on plant growth	<ul style="list-style-type: none"> □ <i>Phosphate</i>: only needed in small amounts for plant growth, shoot growth, blooming; nucleic acids such as DNA, membranes □ <i>Potassium</i>: needed for different enzyme systems and controls root growth, protein, fruit quality
		5.6	State the importance of nitrogen, phosphorous and potassium ('NPK') for optimum plant growth	
6	Know how to treat soil in order to encourage plant growth	6.1	State how to modify different types of soil to encourage growth of plants that require different soil conditions	<ul style="list-style-type: none"> □ <i>Treat soil</i>: i.e. add peat, chalk, 'NPK'

Learning outcomes		Assessment criteria		Unit amplification
7	Know the importance of decomposers and earthworms for soil quality	7.1	State the main decomposing agents of soil	□ <i>Decomposers</i> : fungi and bacteria needed to break down humus
		7.2	Describe how worm distribution affects soil quality	□ <i>Earthworms</i> : break down humus and break down soil in to smaller particles increasing aeration
		7.3	Describe how bacteria and fungi affect soil humus and nitrate	
8	Know which types of soil are preferred by different plants	8.1	Identify plant preferences for different soil types, pH and nitrate content	□ <i>Types of soil</i> : <ul style="list-style-type: none"> - <i>Loam</i> – the ‘ideal’ soil has less than 52% sand, between 28% and 52% silt and 7% to 27% clay. Most plants will flourish in loam soil, especially root crops - <i>Chalk</i> – e.g. cistus shrubs, Cox’s orange pippin apples - <i>Peaty</i> – e.g. coniferous trees and shrubs such as pine, deciduous trees and shrubs such as acers - <i>Acid</i> – e.g. shrubs such as azaleas and rhododendrons - <i>Sandy</i> – e.g. lavender, cistus, poppies - <i>Clay</i> – e.g. hydrangea, foxglove, lilac

Information for tutors

Delivery

It is intended that this unit will give learners relevant practical experience of the scientific examination of soil types before any vocational work in the horticultural industry. The unit has been designed to provide the basic knowledge, understanding and skills needed to understand the importance of not only soil type, but also the pH and nitrogen content together with other minerals such as potassium and phosphate.

Learners must have the opportunity to develop their knowledge and, more importantly, their practical skills in this area. This should be facilitated through use of supervised laboratory and field activities together with demonstrations of the equipment and techniques involved.

The most important part of this unit is the practical work. This is what will enthuse learners. It is essential that learners can demonstrate their skill in measuring soil air, water, humus, nitrate and pH practically. To do this they must be able to use the correct equipment such as beakers, measuring cylinders, soil testing kits etc. Tutors will therefore need to demonstrate some of these skills and support learners where necessary. It is essential that learners are assessed on what they can do, rather than on what they find difficult. Tutors will need to encourage learners to ask for help where appropriate and to develop the reliable, positive and enthusiastic qualities that employers may be interested in.

Learners and tutors are encouraged to view this unit as a 'taster', in that it gives the learner an opportunity to experience the type of work involved in horticulture and soil science.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Be able to measure the amounts of air, humus and particles in soil.

Thoroughly and carefully, mix 100 cm³ of undisturbed soil with 100 cm³ of water in a 250 cm³ measuring cylinder and estimate the amount of air, humus and different size rock particles i.e. clay, silt, sand and larger stones. Draw and label findings – which particles sink the fastest? Notice that the volume is less than 100 cm³ due to loss of the air enabling measurement of % of air. Leave for one week and then re-examine. Observe that smallest particles are clay that settles slowly and largest are small stones or gravel that settle more quickly.

Use this procedure to compare two different soils, one where plants are flourishing and one where they are not, or where the plants are quite different.

Topic and suggested assignments/activities

Be able to measure the water content of soil

Be able to measure the pH of soil

Be able to measure the nitrate, phosphate and potassium content of soil

Know the importance of soil water, pH, nitrate, phosphate and potassium levels for plant growth

Weigh out 5 g of soil in a crucible then dry out in an incubator or leave for a week. Re-weigh, calculate loss in mass of water (multiply by 20 to give % for more able learners).

Measure the pH of at least three different types of soil, e.g. peaty, chalky or loam. This could be carried out using real soil samples or samples made up in the laboratory. Add equal amounts of the soil (perhaps 10 g) to 10 cm³ of water and filter. Know why equal amounts of soil must be used in this investigation, i.e. fair test. Add 5 drops of Universal Indicator and record colour. pH 7 (neutral) is green, pH 6 (acid) is yellow, pH 5 (more acid) is orange, pH 8 (alkaline) is blue/green.

Measure the pH using this method on different types of compost, including ericaceous.

Measure the nitrate content of soil or compost using a soil kit, e.g. kit from <http://www.westmeters.co.uk> that does at least 50 tests for N, P and K. Compare the 'pink' colours from soil samples with samples of different types of compost from garden centres.

Use the same kit to measure the phosphate (P) and potassium levels (K) of the soil or compost samples. Compare the 'blue/green' colours for phosphate and the 'cloudiness' for potassium of soil samples with different types of compost from garden centres.

Relate these findings to how well plants grow and the humus content.

Know how to treat soil in order to encourage plant growth

Carry out at least one experiment to alter the characteristics of a 'given soil sample' in order to encourage the growth of a named plant, e.g. add lime and sand to a clay soil to encourage drainage; add ericaceous compost to lower the pH and encourage growth of azaleas or rhododendrons or add lime/chalk to treat an acid soil.

Know the importance of decomposers and earthworms for soil quality

Choose two quite different locations. Add some washing up liquid (2 or 3 squirts) to a full bucket of water, mix and pour over an area of about 1 m² in each location. Count how many earthworms come up in the next 10 minutes. Repeat if necessary. Compare the total number of worms for each location and relate this to the environment observed. Does the worm count relate to the humus content (simple treatment)?

Topic and suggested assignments/activities

Know the importance of decomposers and earthworms for soil quality

Carry out one of Charles Darwin's experiments on worm activity i.e. in March or October, select 1 m² areas of soil in different environments and over a period of days count the number of worm casts produced. Extension work could be to remove the casts carefully and weigh them. Relate worm 'activity' to the soil quality. Higher humus content or good plant growth should be associated with higher levels of worm activity that break down soil particles and humus, increasing both soil air and available nitrogen content.

Know the importance of decomposers and earthworms for soil quality

Put nutrient and malt agar plates in different places and remove lids, e.g. by compost heap, out in open, indoors. Replace lids after 10 minutes, tape up and incubate at room temperature for a few days. Observe microbial growth and notice that more moulds and bacterial colonies seem to grow when out of doors, near compost heaps or decaying matter. Alternatively, try this by adding a small amount of humus rich soil or poor soil directly to the plates and recording microbial growth.

Know which types of soil are preferred by different plants

Research into what sort of plants prefer different conditions, e.g. azaleas prefer acid soil, all plants need nitrogen (nitrate) for making protein and growing best, peanuts prefer pH 5-6.5, mint pH 7-8, potato pH 5.5-6. Know that most plants prefer a soil pH of between 6 and 7.

Research into the importance of humus and relate this to nitrate measurements.

Research into importance of 'NPK' for plants; relate this to any experimental findings.

(N-nitrogen, P-phosphate, K-potassium).

Know which types of soil are preferred by different plants

Grow cress, pea or bean seedlings either in a greenhouse or on a windowsill under different conditions i.e. in vermiculite (with no added nutrients), different types of compost with or without added acid/chalk, waterlogged to lower soil air. Measure plant growth simply, e.g. height or number of leaves and relate this to other experimental findings.

Optional: if possible organise a visit to places such as garden centres, organic farms or nature reserves, so that learners can put their findings into context as well as being able to ask questions about 'Soil Science in the Workplace' (simple treatment only). If this is not possible, use the time to carry out internet research instead. Use these findings as part of the presentation.

Know which types of soil are preferred by different plants

Give a simple presentation on two key findings from practical work and relate this to what has been found out about plant preferences for certain types of soil conditions, pH or 'NPK' both from research and any visits carried out.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Achievement of assessment criteria should be evidenced through vocationally-related practical experiences, with tasks designed specifically with the assessment criteria in mind. Several assessment criteria need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements.

For 1.1, learners must be able to use the correct apparatus to measure the amount of air and humus in soils and be able to estimate the amounts of different soil particles such as sand or clay.

For 2.1, learners must be able to use the correct apparatus to measure how much water different soil samples contain.

For 3.1, learners must be able to use the correct apparatus to measure the pH of different soil samples.

For 4.1, learners must be able to use standard laboratory equipment or a soil testing kit to measure the nitrate, phosphate and potassium content of different types of soil.

For 5.1, learners must be able to state how soil helps to provide the water plants need. For 5.2, learners must state the effect of lime or ericaceous compost on soil pH. For 5.3, they need to state how the humus content of soil affects plant growth by increasing the level of nitrate. For 5.4, they need to state the importance of humus or compost in boosting nitrate levels. For 5.4, learners need to state the effects of phosphate and potassium on plant growth. For 5.5, learners need to state the effects of phosphate and potassium on plant growth. For 5.6, learners need to state the importance of Nitrogen, Phosphorous and potassium ('NPK') for optimum plant growth.

For 6.1, learners will need to state how to modify different types of soil to encourage the growth of plants that require different soil conditions. They will need to use their experimental findings and research in order to do this effectively.

For 7.1, 7.2 and 7.3, learners must state the main decomposing agents of soil and describe how worms, bacteria and fungi affect soil humus and nitrate and can, therefore, enhance plant growth.

For 8.1, learners need to name at least two plants and identify their preferences for different soil types, pH and nitrate content.

Suggested resources

Books

Alcott L – *The Royal Horticultural Society: Vegetable and Fruit Gardening* (Dorling Kindersley, 2008) ISBN 9781405331267

Brickell C – *The Royal Horticultural Society: Encyclopaedia of Plants and Flowers* (Dorling Kindersley, 2008) ISBN 9781405330978

Fruit and Vegetable Gardening (Reader's Digest, 2007) ISBN 9780276442056

Websites

In addition, plenty of detailed, practical information can be found on a variety of websites such as those listed below.

<http://en.wikipedia.org/wiki/Soil>

<http://homepage.mac.com/gardensbyivydene/Plants/plantsforpeatyso.html>

<http://theseedsite.co.uk/soil.html>

www.applegategardens.co.uk/acatalog/garden_soil_sunlight.html

www.bbc.co.uk/gardening/htbg/module1/soil_types1.shtml

www.findmeplants.co.uk

www.gardeninghelpuk.com/plants_for_sandy_soils.htm

www.opticsplanet.net/jt-baker-ion-specific-test-strips-j-t-baker-4415-01.html

www.soilassociation.org

www.westmeters.co.uk

Unit 27: Assist with Planting and Establishing Plants

Unit reference number: F/502/4088

Level: 1

Credit value: 3

Unit aim

This unit requires learners to assist with the establishment of plants. Activities can take place in nursery or amenity situations; outdoors or under protected conditions and must comply with health and safety requirements.

Unit introduction

This unit introduces learners to the practical skills needed to plant and establish planting immediately afterwards. This can take place in outdoor or protected cropping situations and can cover seeds, seedlings, potting on, or planting outdoors using bedding plants, herbaceous plants, trees and shrubs. When carrying out planting, the correct preparation of the planting medium must be covered.

Establishment methods may include correct watering, mulching, suitable pest prevention and providing support, such as tree stakes, wigwams and trellis.

Emphasis is placed on safe working practices when undertaking planting and establishment tasks.

Learners will be given time to practise the skills required for each task before assessment takes place.

Although learners will work independently on some tasks, there are also opportunities to work as effective team members when planting and establishing plants, and when keeping the working area safe and tidy. The unit will help learners to develop an understanding of the personal qualities that are valued by potential employers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to assist with carrying out planting	1.1 Select the necessary tools, materials and personal protective equipment for the job 1.2 Carry out any necessary preparation of the planting medium according to instructions 1.3 Transport plants as instructed 1.4 Keep the plants in a suitable condition before planting 1.5 Carry out planting as instructed 1.6 Position the plants at the correct spacing, depth and orientation according to instructions 1.7 Report any problems that occur as soon as possible 1.8 Maintain and store tools and equipment appropriately
2 Be able to assist with any additional activities required to establish plants	2.1 Prepare the necessary tools, materials and personal protective equipment for the job 2.2 Provide support, shelter or mulching as necessary and carry out plant labelling as instructed 2.3 Provide the plants with necessary moisture 2.4 Maintain and store tools, personal protective equipment and materials correctly 2.5 Report any problems that occur to the appropriate person as soon as possible
3 Be able to work safely	3.1 Use tools, materials and any personal protective equipment safely and correctly 3.2 Maintain the health and safety of self and others at all times

Unit content

1 **Be able to assist with carrying out planting**

Tools and equipment: types and uses of eg spade, fork, shovel, trowel, wheelbarrow, rake, gardening gloves and steel toecap boots; uses within the planting situation

Preparation of planting medium: assessing the planting medium and recognising the correct method of improvement eg correct compost mix and added nutrients for protected cropping, digging and improving drainage of the planting area by adding soil improvers for outdoor planting

Transport and care of plants: reasons for and methods of correct stacking and movement of plants to the planting area; ensuring they do not dry out or become damaged while in transport and before planting

Carrying out planting: reasons for planting at the correct depth or to the nursery line if plants have previously been lifted; correct firming in of the medium to ensure root contact with the new growing position; correct spacing of plants if mass planting is taking place

Reporting of problems: how to recognise problems or potential problems; notify person in charge

Storage and cleaning: reasons for cleaning and correct storage of tools

2 **Be able to assist with any additional activities required to establish plants**

Preparation of tools and equipment: types and suitability for tasks eg secateurs, shovel, wheelbarrow, rake, stakes, canes, mulch, watering can or hose, steel toecap boots, gardening gloves, any necessary signage

Support and shelter: reasons for providing plant protection; different materials for providing the correct protection within the planting situation; what constitutes shelter for plants and methods of providing shelter; use of tree stakes, guards and tree ties

Providing plants with moisture: correct watering of seeds, seedlings, transplants, bedding plants, herbaceous plants, trees and shrubs to ensure early establishment

Reporting of problems: how to recognise problems or potential problems; notify person in charge

Storage and cleaning: reasons for cleaning and correct storage of tools

3 **Be able to work safely**

Tools, materials and PPE: awareness of dangerous practices; need for protective equipment

Health and safety: risk assessment forms; reasons for and methods of keeping work area free of potential hazards that could cause injuries to the group or others; current, relevant legislation; PPE

Essential guidance for tutors

Delivery

This unit is intended as an introduction to the requirements, including health and safety, for undertaking planting and establishment operations, together with the background knowledge required to underpin practical skills.

Learners must have opportunities to develop their knowledge and practical planting and establishment skills through use of supervised classroom and outdoor activities, group teaching and demonstrations of the equipment and techniques involved.

This unit has been designed to provide the introductory knowledge and skills needed to undertake planting and initial establishment. It is recognised that planting situations may differ between centres and teaching must be tailored to meet the needs of the planting situation. Emphasis must be placed on safe and effective working practices for all practical tasks being undertaken. The use of machinery is not a requirement of this unit. Manual techniques should help learners improve their hand-to-eye coordination. Working as a team should help learners improve their social and problem-solving skills.

The use of all tools listed in the *Unit content* should be encouraged, although other tools can be used or substituted depending on the planting area.

Tutors should demonstrate the various techniques and skills needed to plant and establish planting correctly and learners must practice all these techniques. Tutors will need to deliver the knowledge, skills and techniques associated with establishing various plant material, watering, staking, guarding and mulching newly planted areas.

Correct spacing of plants is mentioned within the assessment criteria, but it should be recognised that some plants are placed and planted as individual specimens, so height and spread can be discussed but actual spacing may not be relevant. If this is the situation it must be evidenced clearly within the assessment.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Be able to assist with carrying out planting</p> <p>Learners shown the tools and equipment. Tutor-led discussion on uses and safety of all relevant tools and equipment. Learners work individually on tool and equipment identification sheets. Videos or presentations can be shown on relevant health and safety. Learners complete risk assessment sheets individually. Learners clean and store tools after practical sessions.</p>

Tutor-led discussion on why this is an important part of the job.

When preparing a medium for planting, tutor-led, onsite discussion on what improvement the medium may need before planting takes place. Emphasis should be on the best ways of improving air and water retention within the medium. Demonstrations on the best way to improve the medium should be given before learners complete the practical.

Topic and suggested assignments/activities

A tutor-led discussion and question session on possible risks to plants during transportation, with learners encouraged to supply practical solutions. Plants that have not been watered could be left in sunny or windy situations to demonstrate visually the problems that could occur if plants are poorly transported or left before planting takes place.

A practical demonstration of the correct planting method could be given to enable learners to understand what the finished product should look like. A tutor-led discussion on the possible effects of poor planting could also be carried out, highlighting problems with planting too high or too low and lack of firming in. The correct spacing for the planting situation should be clearly stated and demonstrated so that learners can reproduce this in their own practical application.

If any problems occur during this process, learners are to be encouraged to report the problem, and with careful questioning from the tutor, find an appropriate solution.

Be able to assist with carrying out planting

Assessment: to ensure all assessment criteria are met, it is advised that the tutor devises an assessment sheet that covers health and safety, correct selection and use of tools, preparation of growing medium, transportation and care before planting, correct planting method for the given practical, a box for recording any problems reported and correct storage of tools.

A completed individual risk assessment can be attached, along with any witness statements that could back up the assessment.

If learners agree, the whole process can be recorded on video as evidence and submitted with a completed risk assessment.

Be able to assist with any additional activities required to establish plants

Learners shown the tools and equipment. Tutor-led discussion on uses and safety of all relevant tools and equipment. Learners work individually on tool and equipment identification sheets. Videos or presentations can be shown on relevant health and safety. Learners complete risk assessment sheets individually. Learners to clean and store tools after practical sessions. Tutor-led discussion on why this is an important part of the job.

The tutor could give a demonstration on the correct method of providing aftercare for the given planting situation. A tutor-led discussion and demonstration of the correct ways of giving plants adequate moisture could be undertaken. Learners should be encouraged to highlight possible problems that could occur if aftercare is not carried out satisfactorily. Learners could produce a factsheet showing the range of plant protection methods on offer to defend against larger pests when planting outdoors, such as rabbits and deer. Also the range of organic and synthetic mulches available, showing some advantages and disadvantages of each.

If any problems occur during this process, learners are to be encouraged to report the problem and, with careful questioning from the tutor, find an

appropriate solution.

Be able to assist with any additional activities required to establish plants

Assessment: to ensure all assessment criteria are met, it is advised that the tutor devises an assessment sheet that covers health and safety, correct selection and use of tools, correct support and shelter provided, watering carried out thoroughly for the planting situation, a box for recording any problems reported and correct storage of tools.

A completed individual risk assessment can be attached to this, along with any witness statements that could back up the assessment.

If learners agree, the whole process can be recorded on video as evidence and submitted with a completed risk assessment.

Topic and suggested assignments/activities
Be able to work safely Learners can produce posters or PowerPoint presentations, in groups or as individuals, showing the health and safety and PPE required for planting and establishment operations. Tutors to assist with highlighting dangers and making learners aware while on practicals. Learners should be encouraged to alert each other to safety issues and find appropriate solutions.
Be able to work safely <i>Assessment:</i> there is no need to assess this part separately and assessment should be integrated into the planting and establishment operations.

Assessment

Learners can build a small portfolio of evidence showing the tasks being undertaken that match the assessment criteria.

Most criteria will need to be assessed directly by the tutor during planting and establishment operations. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. If using video evidence, the permission of parents/guardians should be obtained before carrying out the assessment. The video must show clearly all activities required to achieve the criteria and feedback must be delivered promptly. Some of the criteria may be assessed through the correct completion of forms. Where this is the case, it should be marked and signed by the tutor and added to the portfolio. Guidance on the use of observation records and witness statements is provided on the Pearson website.

Although there is no time limit to assessment, it is assumed that assessment of individual tasks should take no longer than one and a half hours.

To achieve 1.1, learners must select two tools and one piece of equipment or PPE used for planting or preparing ground.

To achieve 1.2, learners must prepare the planting medium as instructed. This can be evidenced by a witness statement signed by the tutor.

To achieve 1.3, learners must transport the plants correctly as instructed.

To achieve 1.4, learners must keep the plants in a suitable condition before planting as instructed.

To achieve 1.5, learners must carry out planting as instructed. This can be evidenced by a witness statement signed by the tutor.

To achieve 1.6, learners must demonstrate the ability to position plants at the correct spacing, depth and orientation as instructed. This may be evidenced by a witness statement signed by the tutor.

To achieve 1.7, learners must report any problems. This may be evidenced by a witness statement or added to the assessment sheet signed by the tutor.

To achieve 1.8, learners must maintain and store at least two tools or pieces of equipment that they have used.

To achieve 2.1, learners must prepare at least one tool, one material and one piece of PPE.

To achieve 2.2, learners must demonstrate the ability to provide support, shelter or mulching as instructed. This may be evidenced by a witness statement signed by the tutor.

To achieve 2.3, learners must demonstrate the ability to water correctly, providing adequate moisture as instructed. This may be evidenced by a witness statement.

To achieve 2.4, learners must correctly maintain and store a tool, a material and a piece of PPE that they have used.

To achieve 2.5, learners must report any problems. This may be evidenced by a witness statement signed by the tutor.

To achieve 3.1, learners must demonstrate they can use the selected tools and equipment safely. This may be evidenced by a witness statement signed by the tutor.

To achieve 3.2, learners must complete an individual risk assessment for one task. They must also show and maintain awareness of health and safety when working on set tasks. This can be evidenced by a witness statement signed by the tutor.

Essential resources

The minimum requirement needed to deliver this unit is an area where planting can take place. This may be new or established borders or a protected cropping environment. Each learner should have access to enough plant material to enable adequate practice to achieve assessment standards. An area for storing and cleaning tools and PPE is needed.

Employer engagement and vocational contexts

Part of the knowledge base learners need to complete this unit could be developed by visiting local commercial growers, gardeners or commercial landscape firms. A talk by the producer or planting supervisor, explaining the need for correct planting techniques and suitable aftercare, would show this unit in its vocational context. This may also alert learners to future employment prospects within the chosen industry. Contacting local landscape firms may give learners an opportunity to see mass landscape planting taking place in their local area, alerting them to the benefits of large tree and shrub planting for the local environment.

Indicative resource materials

Textbooks

There are no specific textbooks about planting and establishment aimed at Level 1 learners. The textbooks listed refer to the subject and contain relevant picture guides.

Brickell C – *RHS Encyclopedia of Gardening* (Dorling Kindersley, 2007)
ISBN 9781405322270

Hessayon Dr D G – *The Garden Expert* (Pan Britannica, 1986) ISBN
9780903505222

Website

www.rhs.org.uk/advice

This website is updated and changed on a monthly basis and contains varying amounts of useful information.

Unit 28: Assist with Maintaining Plants

Unit reference number: H/502/4102

Level: 1

Credit value: 4

Unit aim

This unit will require learners to assist with the maintenance of plants or crops including watering; spacing; observing and reporting problems; weeding; training and pruning. These activities can take place in nursery or amenity situations and outdoors or under protected situations. All health and safety issues will be addressed.

Unit introduction

This unit introduces learners to the tools and equipment used in plant maintenance operations.

Emphasis is placed on the correct selection and safe use of the equipment used in plant maintenance operations.

Learners will be given the opportunity to practise pruning, weeding, training, and reporting problems in established beds and borders or protected cropping environments within an acceptable timescale.

Although learners will work independently on some tasks, there are also opportunities to work as effective team members by contributing to the maintenance of plants and to keeping the working area safe and tidy. This unit will help learners to develop an understanding of the personal qualities that are valued by potential employers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to assist with maintaining the health of plants	1.1 Prepare the necessary tools, equipment and personal protective equipment for the job 1.2 Use correct methods to maintain the health of plants as instructed 1.3 Check the condition of plants and

	<p>report any problems as instructed</p> <p>1.4 Clean tools and equipment after use</p> <p>1.5 Store tools, materials and personal protective equipment properly</p>
Learning outcomes	Assessment criteria
2 Be able to assist with controlling unwanted plants	<p>2.1 Collect the necessary tools, equipment and personal protective equipment ready for the job</p> <p>2.2 Use the correct methods to control unwanted plants as instructed</p> <p>2.3 Report any problems to the correct person as soon as possible</p> <p>2.4 Clean and store tools and equipment properly after use</p>
3 Be able to work safely	<p>3.1 Use the tools, materials and personal protective equipment safely and correctly</p> <p>3.2 Maintain the health and safety of self and others at all times</p> <p>3.3 Maintain hygiene according to instructions</p> <p>3.4 Leave the work area in a safe and suitable condition</p> <p>3.5 Dispose of waste safely and correctly according to instructions</p>

Unit content

1 **Be able to assist with maintaining the health of plants**

Tools, equipment and PPE: types and uses of eg spade, fork, Dutch hoe, draw hoe, secateurs, loppers, wheelbarrow, pruning saw, gardening gloves and steel toecap boots; methods used to clean and store correctly after use

Maintain the health of plants: methods used to prune, train, water and mulch plants correctly; checking plants for pests, diseases and disorders; notify person in charge; correct identification of problem to be verified

2 **Be able to assist with controlling unwanted plants**

Tools, equipment and PPE: correct selection of Dutch hoe, draw hoe, fork and wheelbarrow, gardening gloves and steel toecap boots; methods used to clean and store correctly after use

Correct methods for control: eg dig up perennial weeds, hoe off annual weeds and remove from site

Report problems: notify person in charge of any problems found before, during or after task; correct identification of problem to be verified

3 **Be able to work safely**

Work safely: fill out risk assessment forms; reasons for and methods of keeping work area free of potential hazards that could cause injury to the group or others; current, relevant legislation; PPE

Hygiene: clean and sterilise tools when changing between plants or after working on infected material

Tidy up and dispose of waste: no tools or equipment left on site once task is completed, all waste picked up and disposed of in either organic or inorganic facilities

Essential guidance for tutors

Delivery

This unit is intended to give learners experience of the plant maintenance skills needed to keep plants growing to their full potential, together with the background knowledge required to underpin these practical skills. Learners must have opportunities to develop their knowledge and practical maintenance skills through use of supervised classroom and outdoor activities, group teaching and demonstrations of the equipment and techniques involved.

This unit has been designed to provide the knowledge and skills needed to maintain planted areas outdoors or in protected cropping environments. Emphasis must be placed on safe and effective working practices in all practical tasks being undertaken. The use of machinery is not a requirement of this unit. Manual techniques should help learners improve their hand-to-eye coordination. Working as part of a team should help learners improve their social and problem-solving skills.

The use of all tools listed in the *Unit content* should be encouraged, although a Dutch hoe and a draw hoe provide similar results if only one is available. Other tools can be used or substituted depending on the plants being maintained.

Correct spacing of plants is mentioned within the unit, but it is recognised that some plants are placed and planted as individual specimens, so height and spread can be discussed but actual spacing may not be relevant. The situation must be clearly evidenced within the assessment.

Tutors should demonstrate the various techniques and skills needed to maintain an established border and learners must practise all these techniques. Tutors will need to deliver the knowledge, skills and techniques associated with pruning various plant material and mulching a variety planting.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Be able to assist with maintaining the health of plants</p> <p>Learners shown the tools and equipment. Tutor-led discussion on uses and safety of all relevant tools and equipment. Learners work individually on tool and equipment identification sheets. Videos or presentations can be shown on relevant health and safety. Learners to fill out risk assessment sheets individually. Learners to put away, clean and store tools after practical sessions. Tutor-led discussion on why this is an important part of the job.</p>

Tutors could verbally explain and demonstrate correct practice across a variety of plant material. This could be followed by learners practising. Tutors should monitor learners as they develop new skills and provide guidance, correction and praise, as appropriate.

Learners can produce a poster or PowerPoint presentation, either as individuals or in small groups, showing a variety of organic and inorganic mulches and highlighting the advantages and limitations of each one.

Learners should be encouraged to identify and report problems and to think of ways to remedy problems found. This can be done through a tutor-led discussion with the whole group.

Topic and suggested assignments/activities

Be able to assist with maintaining the health of plants

Assessment: to ensure all assessment criteria for this part are met it is advised that the tutor devises an assessment sheet that covers health and safety, correct selection and use of tools, correct pruning, training, watering and mulching methods for the given practical, a box for recording any reported problems and correct storage of tools.

Due to the need for a large number of different tasks, the assessment could be split into two sessions of one hour each, one focusing on pruning and training and the other focusing on watering and mulching.

A completed individual risk assessment can be attached to this, along with any witness statements that could back up the assessment.

If learners agree, the whole process can be recorded on video as evidence and submitted with a completed risk assessment.

Be able to assist with controlling unwanted plants

Tutors could explain why weeding is important in established beds and borders. Learners could research and list perennial and annual weeds that are commonly found in gardens and protected environments. A demonstration on the use of a Dutch hoe and a draw hoe could be shown, also the method for removing perennial weeds. This could be followed by learners practising.

Learners should be encouraged to identify and report problems and to think of ways to remedy problems found. This can be through a tutor-led discussion with the whole group.

Be able to assist with controlling unwanted plants

Assessment: to ensure all assessment criteria for this part are met it is advised that the tutor devises an assessment sheet that covers health and safety, correct selection and use of tools, correct weeding method for the given practical, a box for recording any reported problems and correct storage of tools.

A completed individual risk assessment can be attached to this, along with any witness statements that could back up the assessment.

If learners agree, the whole process can be recorded on video as evidence and submitted with a completed risk assessment.

Be able to work safely

Learners can produce posters or PowerPoint presentations, in groups or as individuals, showing the health and safety and PPE required for the maintenance operations. Tutors to assist with highlighting dangers and making learners aware during practicals. Learners should be encouraged to alert each other to safety issues and find appropriate solutions.

Learners can be asked to list, in small groups, where they think inorganic and organic waste should be disposed of after the task has been completed.

Be able to work safely

There is no need to assess this part separately and assessment should be integrated into the maintenance operations.

Assessment

Learners can build a small portfolio of evidence showing the tasks being undertaken that match the assessment criteria.

Many criteria will need to be assessed directly by the tutor during practical maintenance activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. If using video evidence, the permission of parents/guardians should be obtained before carrying out the assessment. Videos must show clearly all the activities required to achieve the criteria, and feedback must be delivered promptly. However, some of the criteria may be assessed through the correct completion of forms or paperwork. Where this is the case, it should be marked and signed by the tutor and added to the portfolio. Guidance on the use of observation records and witness statements is provided on the Pearson website.

Although there is no time limit to assessment, it is assumed that assessment of individual tasks should take no longer than one hour.

To achieve 1.1, learners must select one correct tool or piece of equipment required for each specific operation: pruning, training, mulching and watering.

To achieve 1.2, learners must show the ability to maintain plants correctly by pruning, training, mulching and watering according to instructions. This may be evidenced by an appropriate assessment sheet signed by the tutor.

To achieve 1.3, learners must check the condition of plants and report any problems encountered. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 1.4, learners must clean at least two tools or pieces of equipment that they have used.

To achieve 1.5, learners must correctly store one tool, one material and one piece of PPE that they have used.

To achieve 2.1, learners must select the correct tools, equipment and PPE for controlling unwanted plants. This may be evidenced by a witness statement or on an appropriate assessment sheet and signed by the tutor.

To achieve 2.2, learners must carry out at least two methods of weed control. This may be evidenced by a witness statement or added to the assessment sheet.

To achieve 2.3, learners must report any problems to the correct person. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 2.4, learners must clean and correctly store at least two tools or pieces of equipment that they have used.

To achieve 3.1, learners must use tools, materials and PPE correctly according to instructions.

To achieve 3.2, learners must complete an individual risk assessment for one task. They must also show and maintain an awareness of health and safety when working on set tasks.

To achieve 3.3, learners must wipe clean tools and equipment when moving between different planting areas, and also pick up plant material for disposal. This may be evidenced by a witness statement signed by the tutor.

To achieve 3.4, learners must demonstrate that they can maintain a tidy and safe working environment. This may be evidenced by a witness statement signed by the tutor.

To achieve 3.5, learners must dispose of two types of waste safely in the correct areas. This may be evidenced by a witness statement signed by the tutor.

Essential resources

The minimum requirement needed to deliver this unit is an area of established planting or indoor crops. It should contain a range of shrubs, herbaceous perennials, bulbs and annual bedding. Each learner should have access to enough plant material so they can practise adequately to achieve the assessment standards. An area for storing and cleaning tools is needed.

Employer engagement and vocational contexts

Part of the knowledge base learners need to complete this unit could be developed by visiting local gardens or a large commercial nursery. A talk by the head gardener or grower explaining the importance of good plant and garden maintenance would show this unit in its vocational context. This may also alert learners to future employment prospects within the chosen industry.

Indicative resource materials

Textbooks

There are no specific textbooks about plant maintenance aimed at Level 1 learners. The textbooks listed refer to the subject and contain relevant picture guides.

Brickell C – *RHS Encyclopedia of Gardening* (Dorling Kindersley, 2007) ISBN 9781405322270

Brickell C and Joyce D – *RHS Pruning and Training* (Dorling Kindersley, 2006) ISBN 9781405315265

Hessayon Dr D G – *The Pest and Weed Expert* (Expert Books, 2007) ISBN 9780903505628

Ryrie C – *Soil* (Gaia Books Ltd, 2001) ISBN 9781856751223

Ryrie C – *Weeds* (Gaia Books Ltd, 2001) ISBN 9781856751322

Website

www.rhs.org.uk/advice

This website is updated and changed on a monthly basis and contains varying amounts of useful information.

Unit 29: Assist with the Vegetative Propagation of Plants

Unit reference number: M/502/4121

Level: 1

Credit value: 3

Unit aim

This unit will enable learners to assist with the vegetative propagation of plants by division and cuttings, including the collection of propagation materials and establishment in a suitable environment. It may be carried out outdoors or in protected environments and will comply with all health and safety requirements.

Unit introduction

This unit introduces learners to the practical skills needed to propagate plant material using vegetative methods and the establishment of material in the suitable environment. This can take place in outdoor or protected propagation situations and can cover division, layering, hardwood cuttings, softwood cuttings, grafting, root cuttings, bulb division/scaling and air layering.

Learners will have the opportunity to practise using some or all of the propagation methods within an acceptable timescale. It is recognised that some of the methods mentioned above are season-dependent and learners may not have the time to practise them all.

Emphasis is placed on safe working practices when undertaking collection, preparation and establishment tasks.

Although learners will work independently on most tasks, there are also opportunities to work as effective team members by contributing to the collection and preparation of the material, and also by keeping the working area safe and tidy. This unit will help learners to develop an understanding of the personal qualities that are valued by potential employers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Be able to assist with collecting propagation material for the vegetative propagation of plants</p>	<p>1.1 Use and maintain equipment in a safe, clean and effective condition</p> <p>1.2 Correctly identify plants from which material is to be collected</p> <p>1.3 Handle plant material in a manner which minimises damage and wastage</p> <p>1.4 Use methods for collecting propagation material in accordance with instructions</p> <p>1.5 Ensure the collected material meets the requirements of the propagating programme as instructed</p> <p>1.6 Store collected material in accordance with instructions</p>
<p>2 Be able to assist with preparing propagation materials</p>	<p>2.1 Prepare and maintain equipment in a fit state for use</p> <p>2.2 Handle plant material in a manner which minimises damage and wastage</p> <p>2.3 Use equipment in a safe and correct manner</p> <p>2.4 Prepare and treat propagation materials in accordance with instructions; including division and cuttings</p>
<p>3 Be able to assist with establishing propagation materials in a growing environment</p>	<p>3.1 Prepare and maintain the necessary materials in a fit state for use</p> <p>3.2 Prepare the rooting medium in accordance with instructions</p> <p>3.3 Handle plant material in a manner which minimises damage and wastage and optimises growth</p>

	<p>3.4 Position propagation material in the rooting medium in accordance with instructions</p> <p>3.5 Place propagation material in an appropriate growing environment as instructed</p> <p>3.6 Complete activities to sustain and promote plant development after propagation in accordance with instructions</p>
Learning outcomes	Assessment criteria
4 Be able to work safely	<p>4.1 Ensure that working methods promote health and safety and are consistent with relevant legislation and codes of practice</p> <p>4.2 Dispose of waste safely and in accordance with instructions and legal requirements</p>

Unit content

1 **Be able to assist with collecting propagation material for the vegetative propagation of plants**

Equipment: types and use of eg secateurs, grafting knife, snips, fork and spade; methods used to clean and sharpen before and after use

Identification of plant material: reasons why plants should be identified as vigorous, healthy and free from pests and diseases; methods of recognising plant material as herbaceous perennial, bulbous, tree or shrub; how this helps to identify an appropriate propagation method

Collecting propagation material: methods eg lift from planting situation, cut, propagate on site; correct materials to be collected eg correct age, size, thickness and variety

Handling and storage: reasons why plants are bagged, bundled into variety order and kept from drying out or freezing; use of co-extruded bags to reduce water loss; reasons to store in a cool, dark place until required

2 **Be able to assist with preparing propagation materials**

Equipment: selection and maintenance of eg secateurs, grafting knife, snips; methods used to sterilise, sharpen, oil and clean before, during and after use

Preparing propagation materials: methods of preparing a variety of plant material eg division, cuttings; reasons for using rooting hormones and nutrients; reasons for keeping varieties separate; reasons for keeping material out of direct sunlight and only preparing what can be planted within a specified timeframe

Safety: risk assessment forms; reasons for and methods of keeping work area free of potential hazards that could cause injury to the group or others; current, relevant legislation; PPE

3 **Be able to assist with establishing propagation materials in a growing environment**

Materials: types of seed trays and pots eg modular trays, traditional seed trays, 9 cm pots, root trainers; reasons to check for damage and cleanliness and keep stored out of direct sunlight; types of rooting medium eg compost, sand, garden soil; methods of preparation eg mixing, digging, raking, ensuring adequate moisture

Establishing propagation materials: reasons why plants must be handled carefully and the negative effects on growth if mistreated; methods of handling plants; methods of positioning plant material eg correct orientation, depth, density

Growing environment: reasons why correct environment must be selected; types of environment eg heated sand bed, cold frame, sun frame, misting unit, Garner bin; activities to promote growth eg methods of controlling light, moisture, humidity and heat

4 **Be able to work safely**

Health and safety: risk assessment forms; reasons for and methods of keeping work area free of potential hazards that could cause injury to the group or others; current, relevant legislation; PPE

Waste disposal: reasons for leaving the propagation area free from plant debris; correct places for disposing of organic and inorganic waste products

Essential guidance for tutors

Delivery

This unit is intended as an introduction to the requirements, including health and safety, for propagation and establishment operations, together with the background knowledge required to underpin practical skills. Learners must have opportunities to develop their knowledge and practical propagation and establishment skills through use of supervised classroom and outdoor activities, group teaching and demonstrations of the equipment and techniques involved.

In order to cover all major propagation methods, delivery will need to be phased over the course of a growing season to ensure learners are shown, and understand, the correct times for all the methods being taught.

The use of all tools, PPE and equipment listed in the *Unit content* should be encouraged, although other tools and equipment can be used or substituted depending on the planting area.

Tutors should demonstrate the various techniques and skills needed to vegetatively propagate correctly and provide immediate aftercare. Learners must practise all these techniques. Tutors will need to deliver the knowledge, skills and techniques associated with collecting, preparing, planting and establishing.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Be able to assist with collecting propagation material for the vegetative propagation of plants</p> <p><i>Equipment:</i> learners shown the tools and equipment. Tutor-led discussion on uses and safety of all relevant tools and equipment. Learners work individually on tool and equipment identification sheets. Tutor to demonstrate sharpening techniques for learners to practise.</p> <p><i>Identification of plant material:</i> learners could be shown how to look for and identify correct material suitable for vegetative propagation. Emphasis should be put on selecting healthy vigorous stock. Tutor-led discussion on how this affects the rooted new plant. Learners may want to devise an easy-to-use key that helps them identify herbaceous perennials, trees, shrubs and bulbs.</p> <p><i>Handle plant material correctly:</i> tutor-led discussion on why it is important to keep varieties separate or labelled correctly. Tutor-led discussion on why it is important not to leave cut material in the sun or extreme temperatures.</p> <p><i>Methods for collection:</i> tutor could demonstrate how to collect or select material for specific propagation tasks. Tutor-led discussion while</p>

undertaking the demonstration.

Topic and suggested assignments/activities
<p><i>Correct materials collected:</i> the tutor could verbally explain and demonstrate correct collection practice across a variety of plant material. This could be followed by learners practising. The tutor should monitor learners as they develop new skills and provide guidance, correction and praise, as appropriate. Learners label material correctly with variety, type of plant and time collected.</p> <p><i>Store correctly:</i> tutor-led discussion on why using a co-extruded bag is the best way of storing propagation material.</p>
<p>Be able to assist with collecting propagation material for the vegetative propagation of plants</p> <p><i>Assessment:</i> each time a collection task is completed, learners could fill out a diary sheet, appropriate gapped handout or question sheet that shows the tools and equipment used, the name and type of plant collected, size, thickness of material, a brief description of the collection method and how it was handled and stored.</p>
<p>Be able to assist with preparing propagation materials</p> <p><i>Prepare and maintain equipment:</i> the tutor could demonstrate how to use and maintain each piece of equipment. Tutor-led discussion on why it is important to have sharp and clean tools when preparing propagation material.</p> <p><i>Handle plant material correctly:</i> tutor-led recap questions, as this should have been covered when collection took place. Emphasis to be placed on only preparing what can be planted in a given period of time.</p> <p><i>Safe and correct use:</i> complete risk assessment forms.</p> <p><i>Prepare and treat material:</i> the tutor could verbally explain and demonstrate correct practice across a variety of plant material. This could be followed by learners practising. The tutor should monitor learners as they develop new skills and provide guidance, correction and praise, as appropriate.</p>
<p>Be able to assist with preparing propagation materials</p> <p><i>Assessment:</i> each time a preparation task is completed, learners could fill out a diary sheet, appropriate gapped handout or question sheet that shows the equipment used, how it was maintained, the name and type of plant maintained, type of propagation undertaken, preparation method of the material and how it was handled and stored.</p>
<p>Be able to assist with establishing propagation materials in a growing environment</p> <p><i>Prepare and maintain materials:</i> tutor-led discussion on the correct tray for the propagation method.</p> <p><i>Prepare rooting medium:</i> the tutor could verbally explain and demonstrate correct practice across a variety of rooting media. This could be followed by learners practising. The tutor should monitor learners as they develop new skills and provide guidance, correction and praise, as appropriate.</p> <p><i>Handle plant material correctly:</i> tutor-led discussion about what may</p>

happen to propagation material if it is mishandled.

Position plant material: the tutor could verbally explain and demonstrate correct practice across a variety of plant material. This should be followed by learners practising. The tutor should monitor learners as they develop new skills and provide guidance, correction and praise, as appropriate.

Topic and suggested assignments/activities
<p><i>Place in correct environment:</i> tutor-led discussion on how each growing environment affects the rooting and establishment of the propagation material. Learners could list the uses and benefits of each environment.</p> <p><i>Activities promoting growth:</i> learners practise with tutor help, adjusting and maintaining growing environments. Emphasis must be placed on checking and maintaining correct light, moisture, humidity and heat.</p>
<p>Be able to assist with establishing propagation materials in a growing environment</p> <p><i>Assessment:</i> each time a preparation task is completed, learners could fill out a diary sheet, appropriate gapped handout or question sheet that shows the equipment used, how it was maintained, the type of tray used and density of planting, the growing environment used, activities undertaken to promote growth and how any waste was disposed of.</p>
<p>Be able to work safely</p> <p>Learners can produce posters or PowerPoint presentations, in groups or as individuals, showing the health and safety and PPE required for the planting and establishment operations. Tutors to assist with highlighting dangers and making learners aware while on practicals. Learners should be encouraged to alert each other to safety issues and to find appropriate solutions.</p> <p>Tutor-led discussion on how to dispose of waste correctly.</p>
<p>Be able to work safely</p> <p><i>Assessment:</i> there is no need to assess this part separately and assessment should be integrated into the propagation and establishment operations.</p>

Assessment

Learners can build a small portfolio of evidence showing the tasks being carried out that match the assessment criteria.

Some criteria will need to be assessed directly by the tutor during propagation and establishment operations. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. Most of the criteria may be assessed through the correct completion of forms. Where this is the case, it should be marked and signed by the tutor and added to the portfolio. Guidance on the use of observation records and witness statements is provided on the Pearson website.

Although there is no time limit to assessment, it is assumed that assessment of individual tasks should take no longer than one hour.

To achieve 1.1, learners must safely use and maintain at least two pieces of equipment related to the task. This can be evidenced by a witness statement signed by the tutor.

To achieve 1.2, learners must demonstrate the ability to correctly identify healthy plant material suitable for propagation from one tree, shrub, herbaceous perennial and bulb.

To achieve 1.3, learners must handle propagation material and stock plants correctly.

To achieve 1.4, learners must collect propagation material in accordance with instructions.

To achieve 1.5, learners must identify the correct size, age and/or thickness of propagation material, and ensure that it is the correct plant for the propagation programme. This may be evidenced by a witness statement signed by the tutor.

To achieve 1.6, learners must correctly follow storage instructions for one of the collected propagation materials.

To achieve 2.1, learners must prepare at least two tools or pieces of equipment relevant to the propagation task.

To achieve 2.2, learners must demonstrate the ability to handle propagation materials correctly.

To achieve 2.3, learners must complete a risk assessment relevant to at least one propagation method.

To achieve 2.4, learners must demonstrate the ability to prepare material correctly for division and cuttings. This may be evidenced by a witness statement signed by the tutor.

To achieve 3.1, learners must prepare and maintain at least two pieces of material relevant to the task.

To achieve 3.2, learners must demonstrate the ability to prepare the rooting medium correctly according to instructions. This may be evidenced by a witness statement signed by the tutor.

To achieve 3.3, learners must handle each of the collected materials as instructed in order to minimise damage and waste and optimise growth.

To achieve 3.4, learners must demonstrate the ability to plant the propagation material correctly in accordance with instructions. This may be evidenced by a witness statement signed by the tutor.

To achieve 3.5, learners must place the propagated material in the correct growing conditions in accordance with instructions. This may be evidenced by a witness statement signed by the tutor.

To achieve 3.6, learners must water the propagated material correctly and assist with maintaining the correct light and humidity.

To achieve 4.1, learners must complete a risk assessment relevant to at least one propagation method.

To achieve 4.2, learners must dispose of any waste safely and correctly. This may be evidenced by a witness statement signed by the tutor.

Essential resources

The minimum requirements needed to deliver this unit are an indoor and an outdoor area where vegetative propagation can take place. The indoor and outdoor areas should have different propagation environments in which learners can practise their skills. Each learner should have access to enough plant material so they can practise adequately to achieve the assessment standards. An area for cleaning, sharpening and storing tools and equipment is also needed.

Employer engagement and vocational contexts

Part of the knowledge base learners need to complete this unit could be developed by visiting local nurseries and growers. A talk by the greenhouse or crop supervisor explaining the importance of good propagation methods would show this unit in its vocational context. This may also alert learners to future employment prospects within the chosen industry.

Indicative resource materials

Textbooks

There are no specific textbooks about vegetative propagation aimed at Level 1 learners. The textbooks listed refer to the subject and contain relevant picture guides.

Cushnie J – *How to Propagate* (Kyle Cathie, 2006) ISBN 9781856266123

Hessayon Dr D G – *The Garden Expert* (Pan Britannica, 1986) ISBN 9780903505222

RHS Practicals – *Hardy Perennials* (Dorling Kindersley, 2002) ISBN 9780751347203

Website

www.rhs.org.uk/advice

This website is updated and changed on a monthly basis and contains varying amounts of useful information.

Unit 30: Assist with the Propagation of Plants from Seed

Unit reference number: D/502/4017

Level: 1

Credit value: 2

Unit aim

The learner will be able to assist with the seed propagation of plants, by hand or machine and establishment in suitable environments. Activities may be carried out outdoors or in protected environments and must comply with health and safety requirements.

Unit introduction

This unit introduces learners to the principles and processes of sowing seeds. It also introduces them to the tools, equipment, materials and environment needed to ensure successful germination.

Learners will be given the opportunity to select appropriate outdoor sites or containers for sowing a range of different seeds. They will also have the opportunity to practise preparing a suitable medium, sowing seeds at different depths and spacing, watering and labelling newly sown seeds in an outdoor site and placing seed containers in suitable germination environments. Learners will be encouraged to observe the effects of different techniques and environments.

Learners will work independently on some tasks and in teams for others, as appropriate.

There will be an emphasis on health and safety and on keeping the work area clean and tidy.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to assist with preparing to propagate plants from seed	<ul style="list-style-type: none">1.1 Use and maintain equipment in a safe and effective condition throughout1.2 Prepare the growing medium in accordance with instructions1.3 Handle seeds in a way which minimises damage
2 Sow seed under supervision	<ul style="list-style-type: none">2.1 Prepare and maintain the necessary equipment and materials for the work being undertaken2.2 Use equipment and materials in a safe and correct manner2.3 Sow seed evenly and in accordance with instructions2.4 Provide aftercare in accordance with instructions
3 Be able to work safely	<ul style="list-style-type: none">3.1 Dispose of waste safely and in accordance with instructions and legal requirements3.2 Work in a manner that promotes health and safety and is consistent with relevant legislation and codes of practice

Unit content

1 **Be able to assist with preparing to propagate plants from seed**

Preparing to propagate: different types of growing media eg peat-based seed sowing mix, John Innes No 1, home prepared mix (eg from sterilised home compost, leaf mould, bark), peat reduced mix (including alternatives eg composted green waste); methods used to prepare open ground soils and growing media; different seeds and sowing instructions; preparation of seed trays, modules, pots, presser boards and strikers, sieves, labels, marker pens, watering can or hose, lines, gloves; disposal of waste; safe working practices

2 **Sow seed under supervision**

Sow seed: use and collection of seeds; preparation of an open ground site; preparation of containers and media; depth, spacing; labelling; watering; correct germination environment; hygiene; immediate aftercare; health and safety; risk assessment

3 **Be able to work safely**

Work safely: reasons for and methods of keeping work area free of potential hazards, methods of disposing of waste (plastic, paper, growing medium), simple risk assessment forms, current relevant legislation, PPE

Essential guidance for tutors

Delivery

This unit is intended to give learners experience of using seed sowing skills needed to ensure that plants germinate into viable propagules, together with the basic background knowledge required to underpin these practical skills. Learners must have opportunities to develop practical skills and knowledge through the use of supervised classroom, glasshouse and outdoor activities and demonstrations of the equipment and techniques involved.

Recommended seeds that germinate easily and should be rewarding for learners to grow include Tagetes (French marigold), Nasturtium, Nemesis, Papaver (poppy), Lathyrus (sweet pea), Helianthus (sunflower), tomato and bean.

Emphasis should be placed on safe and effective working practices for all practical tasks being undertaken. Manual techniques should help learners improve their hand-to-eye coordination. Working as part of a team should help learners improve their social and problem-solving skills.

The use of all tools and equipment listed in the *Unit content* should be encouraged. Tutors should demonstrate the knowledge, skills and techniques associated with seed sowing and learners must practise all these techniques.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Assist with preparing to propagate plants from seed Learners shown the tools and equipment. Tutor-led discussion on uses and safety of all relevant tools and equipment. Learners work individually on tool and equipment identification sheets. Learners could practise preparing outdoor sites and growing media for containers, and discuss tilth, level and consolidation.
Assist with preparing to propagate plants from seed Identification exercise using tools and equipment which are laid out and numbered. Practical test on preparing soils and other growing media, evidenced by practical record sheet. Practical test on preparing seeds for sowing, evidenced by practical record sheet.
Sow seed under supervision Learners could prepare all tools and equipment required for the seed sowing operation. Learners practise sowing seed in an outdoor site.

Learners prepare growing medium and practise sowing seeds in containers and providing immediate aftercare.

Be able to sow seeds under supervision

Assessment: Observation of practical work, evidenced by a practical marking sheet.

Topic and suggested assignments/activities
Be able to work safely Learners can contribute to a simple group risk assessment or fill out an individual risk assessment. Learners must keep work area tidy and clean and store all tools and equipment after use. Tutor-led discussion on the importance of health and safety legislation.
Be able to work safely <i>Assessment:</i> Health and safety assessment will be integrated into the assessment of practical work and evidenced on a practical marking sheet. Learners should also complete a simple risk assessment in writing or verbally.

Assessment

Learners can build a small portfolio of evidence showing the tasks being undertaken that match the assessment criteria.

Many criteria will need to be assessed directly by the tutor during practical activities. This should be evidenced by observation records and/or witness testimonies. If using video evidence, the permission of parents/guardians should be obtained before carrying out the assessment. The video must clearly show all the activities required to achieve the criteria and feedback must be delivered promptly. Some criteria may be assessed through the correct completion of forms, identification sheets etc. Where this is the case, it should be signed and dated by the tutor.

There is no time limit to assessment but it is assumed that assessment of individual tasks should take about one hour.

To achieve 1.1, learners must use the correct tools and equipment for at least one method of sowing seeds, for example seed trays, modules, open ground. Learners must use the tools and equipment safely and clean and store them after use.

To achieve 1.2, learners must prepare the growing media (soils or other media) following instructions.

To achieve 1.3, learners must handle at least one type of seed without damaging the seeds.

To achieve 2.1, learners must prepare tools and equipment for seed sowing and maintain the tools and equipment.

To achieve 2.2, learners must use equipment and materials safely and correctly throughout practical tasks.

To achieve 2.3, learners must sow seed evenly in drills on an open ground site and must sow at least one type of seed in a container for germination in a protected environment.

To achieve 2.4, learners must ensure that the seeds have sufficient light, water and heat for germination and establishment, according to their type.

To achieve 3.1, learners must follow instructions to dispose of at least one type of waste in accordance with legal requirements.

To achieve 3.2, learners must work safely and in accordance with health and safety legislation throughout all practical work.

Essential resources

The minimum requirement to deliver this unit would be a workbench, a suitable area to place the seeds to enable germination, growing media, water, seeds, suitable containers (such as seed trays, plant pots, modules), labels and pen. An area of open ground for seed sowing is essential. An area for storing and cleaning equipment is also required.

Employer engagement and vocational contexts

Part of the knowledge for the learners to complete this unit could be developed by visiting local nurseries. A talk by the grower explaining the principles of seed sowing would put the unit in its vocational context. This could also alert learners to the opportunities for future employment in commercial horticulture.

Indicative resource materials

Textbooks

Burnie D – *Eyewitness: Plant* (Dorling Kindersley, 2003) ISBN 9780751364835

Dawson P – *A Handbook for Horticultural Students* (Dawson, 2006) ISBN 9780952591115

Toogood A (editor) – *Royal Horticultural Society: Propagating Plants* (Dorling Kindersley, 2006) ISBN 9781405315258

Websites

www.kew.org/msbp/what/knowledge/germination.htm

www.rhs.org.uk/Learning/Publications

<http://theseedsite.co.uk>

Unit 31: Assist with Identifying the Presence of, and Controlling Common Pests and Diseases

Unit reference number: M/502/4023

Level: 1

Credit value: 2

Unit aim

Completion of this unit will enable the learner to assist with identifying and controlling pests and diseases in intensive cropping situations. It may be carried out outdoors or in protected environments.

Unit introduction

This unit introduces learners to common pests and diseases found outdoors and within protected environments, and also to the techniques used to identify and control the problems found.

Emphasis is placed on safe working practices when undertaking identification and control.

Learners will be given the opportunity to practise identifying and controlling pests, diseases and disorders within an acceptable timescale.

Although learners will work independently on some tasks, there are also opportunities to work as effective team members by contributing to the maintenance of a crop and to keeping the working area safe and tidy. This unit will help learners to develop an understanding of the personal qualities that are valued by potential employers.

It should be noted that learners must not be expected to undertake any chemical application that requires the person to hold a chemical application licence.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to assist with identifying the presence of common pests and diseases	1.1 Observe the crop/plants in accordance with instructions 1.2 Report the presence and extent of common pests and diseases
2 Be able to assist with controlling common pests and diseases	2.1 Carry out cultural or biological control methods in accordance with instructions 2.2 Perform work in a manner which minimises environmental damage 2.3 Report problems arising during pest and disease control 2.4 Dispose of waste safely in accordance with instructions and relevant legal requirements
3 Be able to work safely	3.1 Maintain health and safety of self and others

Unit content

1 **Be able to assist with identifying the presence of common pests and diseases**

Identify: common pests eg greenfly, slugs, scale insects; common diseases eg powdery mildew, potato and tomato blight, rust; crop monitoring through regular crop walks; checking of traps; inspection of pests with eye glass to enable correct identification; reporting identified pests or diseases, location within the cropping situation

2 **Be able to assist with controlling common pests and diseases**

Control methods: eg contact, selective, residual and systemic chemical applications; selection of correct method of control, in accordance with the integrated pest management programme (IPM); correct dosage of any method applied; choosing the method which is considered most effective with the least potential hazard to the local ecosystem

Reporting problems: eg plants wilting, larger areas of damage than first noticed; incorrect identification of main problem within the crop

Disposal of waste: appropriate disposal according to instructions on packet eg compost, green bin, inorganic rubbish bin; requirement to wash out some plant protection containers before disposal

3 **Be able to work safely**

Health and safety: risk assessment; reasons for and methods of keeping work area free of potential hazards that could cause injury to the group or others; current, relevant legislation; PPE

Essential guidance for tutors

Delivery

This unit is intended to give learners experience of pest and disease management within an intensive cropping situation, together with the background knowledge required to underpin practical skills. Learners must have opportunities to develop their knowledge and practical identification skills through use of supervised classroom and outdoor activities, group teaching and demonstrations of the equipment and techniques involved.

It is recognised that, depending on the growing techniques, cropping situation and area within the country, certain pests and diseases may be more prevalent than others. Individual tutors can decide the two most common pests and two most common diseases that will need to be studied.

The unit has been designed to provide the introductory knowledge and skills needed to identify and control pests and diseases in a diverse range of intensive cropping situations. Emphasis must be placed on safe and effective working practices in all practical tasks being undertaken. Before undertaking any control methods the environmental effects must be considered and discussed. The use of sprayers and commercial strength chemicals are not needed to complete this unit. It is designed for learners to improve their attention to detail, identification and communication skills.

Use of an eye glass, as mentioned in the *Unit content*, should be encouraged to aid in identification of certain pests.

Tutors should demonstrate the various techniques and skills needed to identify and control pests and diseases and learners must practice all these techniques. Tutors will need to deliver the knowledge, skills and techniques associated with keeping a crop at an optimum saleable standard. Tutors are also advised to explain and show the difference between diseases and disorders such as wilting, sunburn, wind scorch and frost damage.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Be able to assist with identifying the presence of common pests and diseases</p> <p>Class or tutor-led discussion on why it is important to monitor a crop closely; this should be related back to profit and loss within a business.</p> <p>Learners could put up sticky traps to enable the monitoring of pest build-up in specific areas of the crop.</p> <p>Learners could research and produce factsheets or PowerPoint presentations on the most common pests and diseases found in intensive</p>

cropping situations. This can be done as individuals or in groups.

Learners, as a group, could devise a useable crop monitoring programme and have it agreed by the crop supervisor; this could then be used for assessment.

Each time learners monitor the crop, the findings should be given to the crop supervisor so that appropriate actions for control can be considered.

Topic and suggested assignments/activities

Be able to assist with identifying the presence of common pests and diseases

Assessment: A crop monitoring sheet could be used which allows learners to complete details of the area where the pest or disease has been spotted, the damage caused and the number of new pests caught on their sticky trap. To achieve the assessment criteria, this should be completed at least three times over a three-week period to show effective monitoring and identification has taken place.

Each sheet should be checked and signed off by the crop supervisor as evidence that reporting has taken place.

Be able to assist with controlling common pests and diseases

Learners must know the differences between chemical, biological and cultural controls. This can be carried out as group research and presented in poster or PowerPoint form.

Learners must be able select a control method for the problems identified, using their knowledge of the taught control methods. This must be agreed with the crop supervisor in accordance with the IPM system.

Learners should be shown the technical information sheets supplied with the control chosen and apply the method in accordance to the instructions.

Learners can devise a useable worksheet that shows the control used, the method of application and amount used. The sheet should also show any other problems encountered while the control is being used on the crop.

Tutor-led discussion on environmental effects of chemical and biological controls, and also on the best ways of disposing of waste products such as packaging.

Be able to assist with controlling common pests and diseases

Assessment: Using the worksheet agreed by the crop supervisor, learners can complete the worksheet when control methods are being implemented.

The worksheet must show the area where control is being used, the control used, the amount used, any problems encountered and how excess waste was disposed of.

To achieve the assessment criteria, this should be completed three times over a three-week period.

Each sheet should be checked and signed off by the crop supervisor as evidence that control has taken place.

Be able to work safely

Learners complete a risk assessment for controlling pests and diseases. Working in groups learners can produce a poster or PowerPoint on the health and safety implications of dealing with chemical and biological control.

Learners to be made aware of the need to label areas where control has taken place.

Learners as a group can devise a useable labelling system.
A tutor-led discussion on why these procedures are important.

Topic and suggested assignments/activities

Be able to work safely

Assessment: Completion of appropriate risk assessment before undertaking control tasks.

Erection of signs within crop, showing date and control method used. This can be evidenced by photographs of the site or by photocopying the sign and countersigning the information.

A back-up witness statement from the crop supervisor can also be added if needed.

Assessment

Learners can build a small portfolio of evidence showing the tasks being carried out that match the assessment criteria.

Some criteria will need to be assessed directly by the tutor during pest and disease control activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. However, most of the criteria may be assessed through the correct completion of forms or paperwork. Where this is the case, it should be marked and signed by the tutor and added to the portfolio. Guidance on the use of observation records and witness statements is provided on the Pearson website.

Although there is no time limit to assessment, it is assumed that assessment of individual tasks should take no longer than one hour.

To achieve 1.1, learners must complete at least three crop walks in the same area and note down what they find.

To achieve 1.2, learners must report their findings for each walk to the crop manager and have this confirmed and signed off.

To achieve 2.1, learners must carry out at least two different methods of control. These may be biological or cultural.

To achieve 2.2, learners must be able to work in a manner that minimises damage to the crop and local ecosystems. This may be evidenced by a witness statement signed by the tutor.

To achieve 2.3, learners must be able to report problems encountered effectively when carrying out control. This may be evidenced by the completion of a report sheet which must be signed by the tutor or crop manager.

To achieve 2.4, learners must dispose of the waste in the correct manner. This may be evidenced by a witness statement signed by the tutor.

To achieve 3.1, learners must be able to complete an individual risk assessment relating to one method of control, which must be signed by the tutor. Learners must also be able to work safely according to instructions. This can be evidenced by a witness statement signed by the tutor.

Essential resources

The minimum requirement needed to deliver this unit is an area of outdoor growing space or greenhouse cropping. Cropping can be considered as anything being grown for sale to the public or commercial customers.

For the identification of certain pests eye glasses are an important tool, as some pests can be identified incorrectly by the naked eye. Sticky traps are a simple and effective way of monitoring pest build-up in protected cropping situations. Learners should gain experience of using both of these methods.

Each learner should have access to enough planted crop material to enable adequate practice to achieve assessment standards.

Employer engagement and vocational contexts

Part of the knowledge base learners need to complete this unit could be developed by visiting local nurseries and growers. A talk by the greenhouse or crop supervisor explaining the importance of good pest and disease management would show this unit in its vocational context. This may also alert learners to future employment prospects within the chosen industry. Inviting biological control experts to come in and assist learners with selecting and applying biological control methods may engage learners with local suppliers of products needed within the industry.

Indicative resource materials

Textbooks

There are no specific textbooks about pests and diseases aimed at Level 1 learners. The textbooks listed refer to the subject and contain relevant picture guides.

Bradley S – *What's Wrong with my Plant?* (Hamlyn, 2007) ISBN 9780600614661

Greenwood P, Halstead A – *RHS Pests and Diseases* (Dorling Kindersley, 2009) ISBN 9781405341776

Hessayon Dr. D G – *The Pest and Weed Expert* (Expert Books, 2007) ISBN 9780903505628

Journal

Organic Garden and Home – www.organicgardeningmagazine.co.uk

Website

www.rhs.org.uk/advice

This website is updated and changed on a monthly basis and contains varying amounts of useful information.

Unit 32: Prepare and Plant a Container for Display

Unit reference number: D/600/0293

Level: 1

Credit value: 3

Unit aim

This unit includes the knowledge, skills and understanding needed to prepare and select the plants to create a display, and plant a container.

Unit introduction

This unit introduces learners to the principles and processes of planting containers. It also introduces them to suitable planting media, tools, equipment and materials needed to ensure successful plant displays in containers. Learners will also have the opportunity to review a range of plants and select up to four that are suitable for the container and the location.

Learners will be given the opportunity to select appropriate containers for planting a range of different plants. They will also be able to practise preparing a container, selecting a suitable planting medium, planting at the correct depth and spacing, and watering. Learners will be encouraged to observe the effects of different displays and techniques.

Learners will work independently on some tasks and in teams for others, as appropriate.

There will be an emphasis on health and safety and keeping the work area clean and tidy.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare to plant a container	1.1 Select and wear appropriate protective clothing 1.2 Follow safety procedures as instructed to ensure the health

	<p>and safety of self and others</p> <p>1.3 Select and organise tools, materials and equipment before use</p>
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Learning outcomes	Assessment criteria
2 Be able to prepare a container for planting	<p>2.1 Position a container for planting</p> <p>2.2 Select and place lining or drainage materials as necessary</p> <p>2.3 Select suitable compost, fertiliser and/or other additives, add required quantities and consolidate to suit planting needs</p>
3 Understand how to select suitable plants for the display	<p>3.1 Identify and name four different plants from a selection that would be suitable for the display and its location</p> <p>3.2 Choose at least two of these for the display and state the characteristics and needs of each</p> <p>3.3 State how the chosen plants will be used to create a pleasing display</p> <p>3.4 State how to check that the plants are fit to use</p>
4 Be able to plant a container	<p>4.1 Position plants suitably and at correct depth in the container, add compost and consolidate as appropriate</p> <p>4.2 Water plants without undue disturbance or waste</p> <p>4.3 Demonstrate careful handling of plants throughout</p>
5 Be able to clear up after planting a container	<p>5.1 Clean and store tools and equipment after use</p> <p>5.2 Clear and tidy the work area after use disposing of debris appropriately</p>

Unit content

1 **Be able to prepare to plant a container**

Prepare to plant: protective equipment eg gloves, work boots; safety procedures eg safe lifting techniques, risk assessment; tools, materials and equipment eg containers, compost, fertilizers, water retaining gels, mulch material, moss or other lining material, hand fork and trowel, watering can or hose and attachments

2 **Be able to prepare a container for planting**

Prepare a container for planting: position of container eg suitable site, brackets and chains for hanging baskets; lining or drainage materials eg moss or alternatives for baskets, polythene, gravel; composts and additives eg appropriate compost, granular or controlled release fertilizer, water retaining gels; consolidation of compost to suit container, plants and purpose

3 **Understand how to select suitable plants for the display**

Select suitable plants: names and characteristics of plants eg half hardy annuals, winter bedding, herbaceous perennials, small trees and shrubs; suitability for container and location; requirements eg sun, shade, water, winter/summer treatment; design principles eg size, height, colour, foliage, compatibility; health of plants eg free from pests and diseases, healthy root system, trimmed foliage, vigour

4 **Be able to plant a container**

Plant a container: methods of handling plants carefully to avoid damage; correct depth and spacing; suitable consolidation of compost; plants watered in sufficiently without waste

5 **Be able to clear up after planting a container**

Clear up after planting: reason for and methods of keeping the work area tidy; waste disposal according to instructions; correct cleaning and storage of tools and equipment

Essential guidance for tutors

Delivery

This unit is intended to give learners experience of selecting plants and planting containers, together with the basic background knowledge required to underpin their practical skills. Learners must have opportunities to develop practical skills and knowledge through the use of supervised classroom, glasshouse and outdoor activities, and demonstrations of the equipment and techniques involved. Learners should also be given the opportunity to see a range of containers in different situations and containing different planting styles. Learners should have the opportunity to study appropriate plants, their names and characteristics and to select suitable plants for containers.

Emphasis should be on safe and effective working practices for all practical tasks being undertaken. Manual techniques should help learners improve their hand-to-eye coordination. Working as part of a team should help learners improve their social and problem-solving skills.

The use of all tools, equipment and materials listed in the *Unit content* should be encouraged. Tutors should demonstrate the knowledge, skills and techniques associated with containers and container planting and learners must practise all these techniques.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Be able to prepare to plant a container Learners will be introduced to health and safety, risk assessments, PPE and manual handling and be allowed time to practise. Learners will be introduced to tools and equipment for planting containers.
Be able to prepare to plant a container <i>Assessment:</i> Learners to prepare a simple risk assessment (written or verbal). Learners to demonstrate safe lifting techniques. (Wearing correct PPE and safe lifting should be integrated into practical work and should be evidenced on practical marking sheets.)
Be able to prepare a container for planting Learners could be shown different types of containers, eg hanging baskets, tubs, troughs, pots and planters, and also examine different sites for containers. Learners could also be shown different materials for lining and supplying drainage to containers as appropriate. Learners could be shown different composts, fertilizers and level of consolidation for different purposes. Use of water retaining gels/granules. Learners could practise filling a variety of containers with different planting media in preparation for planting.

Be able to prepare a container for planting *Assessment:* Observation of practical work evidenced by a practical marking sheet.

Understand how to select suitable plants for the display Learners could be shown a range of plants suitable for a variety of containers. They should have the opportunity to look at a range of planted containers of different styles. Learners could identify plants for different types of container and name four. They should be able to select at least two plants for making their own display, and state their qualities and characteristics. Learners must also know how to inspect plants for pests, diseases and disorders.

Topic and suggested assignments/activities

Understand how to select suitable plants for the display
Assessment: Learners must be able to name four plants and select a minimum of two plants that are appropriate for the container and explain the reasons for selection. They must explain how plant health can be checked.

Be able to plant a container Learners could practise positioning and planting plants in containers, adding compost, consolidating it and watering plants in as appropriate. Learners must practise care in handling plants.

Be able to plant a container *Assessment:* Observation of practical planting work to be evidenced by a practical marking sheet.

Be able to clear up after planting a container Learners should clean and store all tools and equipment after use, dispose of waste and clean the work area.

Be able to clear up after planting a container *Assessment:* This task should be assessed during practical work and evidenced on the marking sheet for practical tasks.

Assessment

Learners can build a small portfolio of evidence showing the tasks being undertaken that match the assessment criteria.

Many criteria will need to be assessed directly during practical activities. This should be evidenced by observation records and or witness testimonies. Some criteria may be assessed through the correct completion of forms/tool and plant identification sheets etc. Where this is the case, it should be signed and dated by the assessor.

There is no time limit to assessment but it is assumed that assessment of individual tasks should take about one hour.

To achieve 1.1, learners must select the correct PPE for the task.

To achieve 1.2, learners must demonstrate that they are able to follow safety procedures. This could be evidenced by a witness statement signed by the tutor.

To achieve 1.3, learners must select the correct tools, materials and equipment for the task.

To achieve 2.1, learners must place a container in an appropriate position ensuring it is stable and safe.

To achieve 2.2, learners must select and position appropriate drainage and lining materials for a container.

To achieve 2.3, learners must select compost, and, if necessary, fertilizers and other additives, mix them and place them in the container ready for planting.

To achieve 3.1, learners must select four different plants that are appropriate for a specified container and location.

To achieve 3.2, learners must select at least two plants for a display and outline their characteristics and growing requirements.

To achieve 3.3, learners must specify how the chosen plants will be used in the display.

To achieve 3.4, learners must state how they would inspect plants for health, root growth and pests and diseases.

To achieve 4.1, learners must position plants at correct depth, add additional compost as required and consolidate the compost to ensure plants are firm.

To achieve 4.2, learners must water plants in carefully, avoiding damage to the plants or wastage of water.

To achieve 4.3, learners must handle plants carefully, avoiding damage throughout.

To achieve 5.1, learners must clean and correctly store at least two pieces of equipment after use.

To achieve 5.2, learners must demonstrate that they can maintain a clean and tidy work environment and dispose of debris in accordance with instructions.

Essential resources

The minimum requirements for delivery of this unit are a range of plant containers, appropriate drainage and lining materials, appropriate composts and fertilisers, a range of suitable plants, watering equipment, and an area to display planted containers. Each learner should have sufficient access to a range of materials to enable an element of choice. A work area and an area for cleaning and storing tools and equipment are also required.

Employer engagement and vocational contexts

Visits to local parks, gardens, town centres and garden centres will help learners increase their knowledge base for this unit. Learners may also acquire information about employment prospects within the industry.

Indicative resource materials

Textbooks

Hendy J – *Container Gardening* (Collins, 2004) ISBN 9780007164042

Hessayon Dr D G – *The Container Expert* (Expert Books, 1995) ISBN 9780903505437

RHS – *Containers for Patios* (Dorling Kindersley, 2007) ISBN 9781405315920

RHS – *RHS Practical Guides – Container Gardening* (Dorling Kindersley, 1999)
ISBN 9780751306927

RHS – *RHS Practical Guides – Hanging Baskets* (Dorling Kindersley, 2000)
ISBN 9780751307573

Website

www.rhs.org.uk

Unit 33: Planting and Staking a Tree

Unit reference number: Y/600/0292

Level: 1

Credit value: 2

Unit aim

This unit includes the knowledge, understanding and skills needed to prepare for and plant a tree; provide immediate aftercare and clear up after the planting operation is over.

Unit introduction

This unit introduces learners to the practical skills needed to plant a tree and establish it correctly immediately afterwards. This will need to take place in an outdoor situation. When carrying out tree planting, correct preparation of the planting medium must also be covered.

Establishment methods may include correct watering, mulching, providing suitable pest prevention (such as rabbit guards) and means of support (such as tree stakes).

Emphasis is placed on safe working practices when undertaking planting and establishment tasks.

Learners will be given time to practise the skills required for each task before assessment takes place.

Although learners will work independently on some tasks, there are also opportunities to work as effective team members when planting and establishing trees, and when keeping the working area safe and tidy. This unit will help learners to develop an understanding of the personal qualities that are valued by potential employers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare to plant a tree	1.1 Identify and wear appropriate protective clothing 1.2 Follow safety procedures as directed to ensure the health and safety of self and others 1.3 Organise tools and materials before use 1.4 Carefully remove tree from bundle or pot 1.5 Prepare tree for planting as instructed
2 Be able to plant and stake a tree and provide immediate aftercare	2.1 Dig planting hole to required depth and width as instructed 2.2 Place tree in hole as instructed 2.3 Add backfill, compost or fine soil to cover first third of roots and consolidate as instructed 2.4 Check tree is straight and adjust if necessary 2.5 Complete backfilling to just below trunk flare and consolidate as instructed 2.6 Position and drive in stake under guidance 2.7 Secure tree to stake and fit protective tubing as instructed
3 Be able to clear up after planting and staking a tree	3.1 Clean and store tools and equipment after use under guidance 3.2 Clear and tidy the planting area disposing of debris as instructed

Unit content

1 **Be able to prepare to plant a tree**

Correct PPE: types and uses of eg steel toecap boots, gardening gloves, hard hats, suitable outdoor clothing; appropriate use; correct storage

Health and safety: simple risk assessment forms; manual handling techniques for lifting tree and digging hole; reason for and methods of keeping work area free of potential hazards that could cause injury to the group or others; current, relevant legislation; PPE

Tools and equipment: types and uses of eg spade, fork, shovel, post mall, tree ties, stakes, rake

Prepare tree for planting: reasons for removing a tree from its container carefully; problems that may occur; problems to check for when preparing a tree for planting eg root damage and need for root pruning, damage to top growth and how to rectify, teasing of congested roots, ensuring adequate moisture around the root ball

2 **Be able to plant and stake a tree and provide immediate aftercare**

Digging of planting hole: reasons for making sure the hole is deep enough and wide enough; reasons for incorporating bulky organic matter and/or fertiliser into planting hole; methods of ensuring adequate drainage

Placement of tree: centre of hole, adequate space for roots, tree at correct height

Backfill first third: methods of ensuring fine soil mix is added and spread evenly around roots; consolidation using heel of boots to firm down; reasons for consolidation and compaction

Check alignment: stand back and check tree is upright, adjust by gently pushing and re-consolidate

Complete backfilling: consolidation, finished soil height; identifying graft union to ensure it is above final soil level; if the tree is not grafted, reasons for ensuring it is planted back to nursery line

Position and drive in stake: reasons for height of stake and position of stake eg short with single tie, long with two ties and windward side; methods of driving in stake without damaging tree

Tie and guard: how to select the correct tie and methods of tying; correct method of applying the appropriate guard

3 **Be able to clear up after planting and staking a tree**

Clear up: reasons for cleaning and storing tools safely; reasons for leaving a site tidy; correct places for disposing of organic and inorganic waste products

Essential guidance for tutors

Delivery

This unit is intended as an introduction to the requirements, including health and safety, needed to undertake tree planting and immediate aftercare operations, together with the background knowledge required to underpin practical skills. Learners must have opportunities to develop their knowledge and practical planting and aftercare skills through the use of supervised classroom and outdoor activities, group teaching and demonstrations of the equipment and techniques involved.

The unit has been designed to provide the knowledge and skills needed to undertake tree planting and immediate aftercare. It is recognised that planting situations may differ between centres and teaching must be tailored to meet the needs of the planting situation. Emphasis must be placed on safe and effective working practices in all practical tasks being undertaken. The use of machinery is not a requirement of this unit. Manual techniques should help learners improve their hand-to-eye coordination. Working as part of a team should help learners improve their social and problem-solving skills.

The use of all tools, PPE and equipment listed in the *Unit content* should be encouraged, although other tools can be used or substituted depending on the planting area.

Tutors should demonstrate the various techniques and skills needed to plant a tree correctly and provide immediate aftercare. Learners must practise all these techniques. Tutors will need to deliver the knowledge, skills and techniques associated with tree planting, staking and guarding.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Be able to prepare to plant a tree</p> <p>Learners shown the tools, PPE and equipment. Tutor-led discussion on uses and safety of all relevant tools, PPE and equipment. Learners work individually on tool, PPE and equipment identification sheets. Videos or presentations can be shown on relevant health and safety. Learners can fill out risk assessment sheets individually.</p> <p>Learners recognise the types of containers and packages that trees are grown or delivered in. Importance should be given to correct handling and removal to ensure that roots are not damaged and the root ball is not compromised. This can be as labelled pictures or as a written step-by-step guide.</p> <p>Tutors should have pictures, or actual plants, showing signs of damage to</p>

roots and shoots. Learners must be able to recognise these problems and explain how to rectify them. This could be as labelled pictures or as a written step-by-step guide.

Topic and suggested assignments/activities

Be able to prepare to plant a tree

Assessment: To ensure all assessment criteria for this part are met, it is advised that the tutor devises an assessment sheet that covers health and safety, correct selection and use of tools, PPE and equipment, and shows that care is taken when removing the tree from its container and any damage is dealt with correctly.

A completed individual risk assessment can be attached to this, along with any witness statements that could back up the assessment.

If learners agree, the whole process can be recorded on video as evidence and submitted with a completed risk assessment.

Be able to plant and stake a tree and provide immediate aftercare

Tutor could demonstrate digging the hole to correct depth and size, correct positioning of the plant, soil improvement, backfilling, consolidating, staking, tying and placing of guard.

This can be photographed and learners given the pictures to place in the correct order and label with appropriate information.

Learners could research different types of soil improvers and draw diagrams of graft unions or nursery lines to ensure understanding of correct planting depth.

Be able to plant and stake a tree and provide immediate aftercare

Assessment: To ensure all assessment criteria are met, it is advised that the tutor devises an assessment sheet that covers correct digging of hole, positioning of the tree, addition of soil improver, backfilling, consolidation, adjustment, final soil level, correct height of tree, positioning and driving of stake, tying and guarding.

A completed individual risk assessment can be attached to this, along with any witness statements that could back up the assessment.

If learners agree, the whole process can be recorded on video as evidence and submitted with a completed risk assessment.

Be able to clear up after planting and staking a tree

Tutor-led discussion on why tools, PPE and equipment should be cleaned and stored away safely, and also on why it is important to leave the planting area clean and tidy once the task has been completed.

Learners can be asked to list, in small groups, where they think inorganic and organic waste should be disposed of after the task has been completed.

Be able to clear up after planting and staking a tree

There is no need to assess this part separately. Assessment should be integrated into the planting and establishment operations.

Assessment

Learners can build a small portfolio of evidence showing the tasks being carried out that match the assessment criteria.

Most criteria will need to be assessed directly by the tutor during tree planting and immediate aftercare operations. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. If using video evidence, the permission of parents/guardians should be obtained before carrying out the assessment. The video must clearly show all the activities required to achieve the criteria and feedback must be delivered promptly. Some of the criteria may be assessed through the correct completion of forms. Where this is the case, it should be marked and signed by the tutor and added to the portfolio. Guidance on the use of observation records and witness statements is provided on the Pearson website.

Although there is no time limit to assessment, it is assumed that assessment of individual tasks should take no longer than one hour.

To achieve 1.1, learners must identify and wear at least one piece of protective clothing relevant to the task.

To achieve 1.2, learners must work in accordance with health and safety requirements as instructed by the tutor.

To achieve 1.3, learners must prepare at least two tools and one piece of equipment relevant to the task.

To achieve 1.4, learners must demonstrate the ability to remove the tree from its pot or bundle carefully as instructed. This may be evidenced by a witness statement signed by the tutor.

To achieve 1.5, learners must assist with identifying the need for water or formative pruning of the tree before planting.

To achieve 2.1, learners must dig a hole big enough to accommodate the root ball of the selected tree. This may be evidenced by a witness statement signed by the tutor.

To achieve 2.2, learners must place the tree correctly in the hole as instructed. This may be evidenced by a witness statement signed by the tutor.

To achieve 2.3, learners must backfill the hole correctly by one third with the selected planting medium and firm it down. This may be evidenced by a witness statement signed by the tutor.

To achieve 2.4, learners must check that the tree is upright, and adjust if needed. This may be evidenced by a witness statement signed by the tutor.

To achieve 2.5, learners must complete the backfilling of the hole and firm down. This may be evidenced by a witness statement signed by the tutor.

To achieve 2.6, learners must assist with the driving in of a stake as instructed.

To achieve 2.7, learners must tie the tree to the stake and add a protective tube. This may be evidenced by a witness statement signed by the tutor.

To achieve 3.1, learners must clean and store at least two tools and one piece of equipment after the task has been completed.

To achieve 3.2, learners must leave the site clean and clear of debris. Any waste must be disposed of in the correct bin. This may be evidenced by a witness statement signed by the tutor.

Essential resources

The minimum requirement needed to deliver this unit is an area where tree planting can take place. This may be a new or established border or an area of open ground. Each learner should have access to enough trees and materials to enable adequate practice to achieve the assessment standards. An area for storing and cleaning tools and PPE is also needed.

Employer engagement and vocational contexts

Part of the knowledge base learners need to complete this unit could be developed by visiting local gardeners or commercial landscape firms. A talk by the planting supervisor explaining the need for correct planting techniques and suitable aftercare would show this unit in its vocational context. This may also alert learners to future employment prospects within the chosen industry. Contacting local landscape firms may give learners an opportunity to see mass landscape planting taking place in their local area, alerting them to the benefits of large tree and shrub planting for the local environment.

Indicative resource materials

Textbooks

There are no specific textbooks about tree planting aimed at Level 1 learners. The textbook listed refers to the subject and contains relevant picture guides.

Brickell C – *RHS Encyclopedia of Gardening* (Dorling Kindersley, 2007)
ISBN 9781405322270

Website

www.rhs.org.uk/advice

This website is updated and changed on a monthly basis and contains varying amounts of useful information.

Unit 34: Assist with Feeding and Watering Horses

Unit reference number: A/600/0463

Level: 1

Credit value: 2

Unit aim

This unit provides the learner with the basic skills required for providing routine feeding and watering to individual and groups of horses, working in supervised environments.

Unit introduction

This unit will develop the knowledge, understanding and practical skills learners need to assist with the feeding and watering of horses. Providing food and water to stabled and grass-kept horses is an essential part of working with horses, and so the development of these skills is fundamental for learners hoping to find employment within the horse industry. Other essential skills developed in this unit are cleaning and replacing feeding equipment and disposing of waste safely and correctly.

This unit will also develop learners' ability to work safely in order to maintain the health and safety of horses, themselves and others is also developed by this unit. Safe working practices are very important within the industry and an awareness of hazards and the reporting procedures are fundamental to the horse industry and employability. Knowledge of health and safety when working with horses is also fundamental at Level 1 and beyond.

This unit will also provide opportunities to develop other skills such as working with others, improving own learning and performance and communication.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to assist with providing feed and water for stabled and grazing horses	<ul style="list-style-type: none">1.1 Feed horses according to instructions, to include both forage and concentrate1.2 Supply horses with water using the correct sources, system and quantities1.3 Report any changes in the feeding and drinking habits of horses to the appropriate person1.4 Clean and replace equipment, ensuring it is ready for use
2 Be able to work safely	<ul style="list-style-type: none">2.1 Dispose of waste from feeding safely and correctly2.2 Maintain the health and safety of horses, self and others2.3 Correctly identify and report any hazards to the appropriate person

Unit content

1 **Be able to assist with providing feed and water for stabled and grazing horses**

Forage feeds: eg hay, haylage, grass

Concentrate feeds: eg mixes, cubes, sugar beet, oats, barley

Water sources: buckets, automatic drinkers, water troughs, streams

Preparing feed: soaking of sugar beet, soaking of hay, mixing up feeds according to feed board, filling and weighing haynets

Equipment: eg feed buckets, feed scoop, manger, haynet, hayrack; how to clean

Rules of feeding: eg feeding little and often, keeping to a routine, providing a fresh supply of water at all times, providing plenty of roughage, making changes to the diet slowly

Monitoring: intake of food and water; reporting changes

2 **Be able to work safely**

Hygiene: hand washing, cross contamination, cleanliness; importance of a clean feed room

Disposal: appropriate methods of disposal relevant to feed type

Health and safety: PPE; procedure for hay/feed allocation to horses at grass; correct tying up of a haynet; hazard identification; hazard reporting; accident reporting

Essential guidance for tutors

Delivery

Delivery of this unit is likely to be through a series of practical activities using horses and yard equipment. The provision of feed and water to horses, the checking of feeding and drinking habits and the disposal of waste feed can form integral parts of working on an equine unit and can be taught, practised and assessed in that environment. As learning outcome 1 specifies that grazing horses also be included, it is important that learners also get practice and experience of checking water and grazing availability in the field and putting out piles of hay (and possibly feed) to grazing horses. The theory behind these activities can be delivered during discussion-based activities, demonstrations, and individual and group-work.

Safe working practices should be integral to all work on the equine unit and can be taught, practised and assessed alongside the delivery of the content of learning outcome 1. For example skills such as the ability to tie a haynet up safely and correctly are within both learning outcomes of the unit, as it is mentioned under feeding forage in 1.1 and maintaining the health and safety of horses, self and others in 2.2.

Learners will need to develop appropriate skills and knowledge during formative practical sessions. Assessment is likely to take place on a continuous basis during the time the learner is enrolled on the programme, with assessment taking place when the learner has developed the appropriate level of skill.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Research work and formative discussion to develop learners' knowledge of the principles of feeding and watering horses and working safely.
Demonstration from tutors of preparing feeds, feed allocation to grass-kept and stabled horses and safe working practices.
Practical work involving preparing feeds and haynets and supplying feed, forage and water to stable-kept and grass-kept horses.
Practical work involving disposal of waste from feed, cleaning the feed room and feeding utensils.

Assessment

Achievement of the assessment criteria should be evidenced through contextualised, vocationally relevant and practical experiences, with tasks designed for the targeted criteria. Some criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. Authenticated photographic evidence is likely to form part of a portfolio of evidence for this unit.

For 1.1, learners are required to feed horses according to instructions, to include both forage and concentrate. This is likely to be assessed in a practical assessment where learners prepare concentrate feeds and haynets according to instructions on a feedboard. Learners need to be assessed on their ability to correctly follow instructions in order to prepare the correct quantity and type of feed and to safely distribute the feeds to the intended horses. The provision of hay in a haynet, on the floor or in a hayrack needs to form part of the assessment, as does providing hay and/or concentrate feed to horses out at grass as well as stabled horses. Observation records are likely to be the most appropriate method of recording the assessment.

For 1.2, learners are required to supply horses with water using the correct sources, system and quantities. This is likely to be assessed in a practical assessment where learners provide fresh water to stabled horses and grass-kept horses. Learners should be assessed on their ability to provide sufficient clean water using appropriate methods. Safe lifting and carrying techniques should be used where necessary. Observation records are likely to be the most appropriate method of recording the assessment.

For 1.3, learners are required to report any changes in the feeding and drinking habits of horses to the appropriate person. Completion of this criterion is most effectively assessed and referenced through witness statements provided by the tutor/yard supervisor during practical work on the yard. The witness statements must show that learners have reported at least one feeding observation for a minimum of two different horses. Examples of possible feeding observations include decreased/increased appetite, fussy eating, presence of feeding-related stereotypic behaviour, change in behaviour during eating, waste feed, change in pecking order behaviour of field-kept horses, coprophagy, wood chewing and soil licking. The witness statements must also show that the learner has reported at least one drinking observation for a minimum of two different horses. Examples of drinking observations include over/under drinking, spilt water buckets, and the presence of feed or faeces in water.

For 1.4, learners are required to clean and replace equipment, ensuring it is ready for use. This is likely to be assessed by a practical assessment on the yard by observation of learners cleaning equipment such as feed buckets, water buckets, mangers and feed scoops and putting them in the appropriate places for future use. A minimum of two pieces of equipment should be cleaned and replaced. Observation records are likely to be the most appropriate method of recording the assessment.

For 2.1, learners are required to dispose of waste from feeding safely and correctly. A practical assessment recorded by witness statements/observation records together with photographic evidence are a

likely means of assessment. Learners should be assessed on their ability to choose an appropriate means of disposal of feed waste from the feed room floor and/or a manger or stable floor. The chosen disposal method should be in line with current legislation on waste disposal.

For 2.2, learners are required to maintain the health and safety of horses, self and others. This is likely to be assessed alongside 1.1, 1.2, 1.3 and 2.1 as learners should demonstrate an awareness of health and safety and good practice while completing all practical assessment tasks. The observation records for the practical assessments for the criteria in learning outcome 1 and 2.1 should include references to health and safety awareness during the tasks.

For 2.3, learners are required to correctly identify and report any hazards to the appropriate person. Completion of this criterion is most effectively assessed and referenced through witness statements provided by the tutor/yard supervisor during practical work on the yard. The witness statements must show that learners have reported at least two different kinds of hazard during their time working on the yard. Learners will have developed an awareness of hazards during their yard induction and during formative feedback while carrying out duties on the yard. Instructions on the correct procedure for reporting hazards will have been made clear to the learners.

Essential resources

Access to a variety of horses suitable for Level 1 learners should be provided on a well-equipped equine unit. Transport for visits to stables should be provided for those centres not able to provide sufficient opportunity to meet the criterion requirements within the centre. A range of books, equine magazines, CD ROMs and DVDs should be available. Access to ICT and the internet is recommended. Learners must have access to and use correct PPE.

Employer engagement and vocational contexts

Learners at this level are likely to be learning in an equine unit attached to a college or similar training provider. On completion of the programme of study, learners may be ready for progression to a higher level of study in an equine-related subject, or to employment or voluntary work in a supervised situation.

Indicative resource materials

Textbooks

The books listed are indicative only. Centres are encouraged to use other resources that suit the needs of their learners.

Bishop R – *The Horse Nutrition Bible: The Comprehensive Guide to the Correct Feeding of Your Horse* (David & Charles PLC, 2005) ISBN 9780715322093

Briggs K – *Understanding Equine Nutrition* (Horse Health Care Library)
(Eclipse Press, 2007) ISBN 9781581501551

British Horse Society – *Complete Horse & Pony Care* (Collins, 2005) ISBN
9780007174676

British Horse Society – *The Manual of Horsemanship* (The Pony Club, 2007)
ISBN 9780955337413

Houghton Brown J, Pilliner S and Davies Z – *Horse and Stable Management*,
4th edition (Wiley-Blackwell, 2003) ISBN **9781405100079**

Pilliner S – *Horse Nutrition and Feeding*, 2nd edition (Wiley-Blackwell, 1999)
ISBN 9780632050161

Journals

Horse & Hound

Horse & Rider

National Equine Student

Your Horse

Websites

www.bhs.org.uk The British Horse Society

www.equisearch.com Equisearch

www.thehorse.com The Horse.com

Unit 45: Purchasing and Waste Management

Unit reference number: L/601/3170

Level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to make informed choices to improve sustainability whilst making purchasing and waste management decisions as individuals and for a household, including decisions they make concerning their place of study.

Unit introduction

Individual households can make a significant contribution to improving the sustainability of society by the decisions they make concerning purchasing habits, waste production and waste disposal.

By studying this unit, learners are encouraged to investigate, on a personal and household level, the small steps and positive contribution that they can make to improve sustainability. This unit will also highlight the importance of disposing of all waste safely, particularly hazardous items such as spent batteries.

The unit is designed to encourage learners to make practical contributions to sustainability in relation to purchasing and waste management decisions taken as individuals, as households, and to support their studies. Learners will have the opportunity to design and implement a campaign to promote sustainability and raise awareness in others.

Essential resources

Learners will require access to suitable library and internet resources. They must also be provided with appropriate PPE and personal hygiene facilities, for health and safety considerations, whilst undertaking practical tasks.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the principles of sustainable purchasing	1.1	Outline what sustainability means	<ul style="list-style-type: none"> □ <i>Sustainability</i>: definition of sustainability, e.g. UK Government's – development which meets the needs of the present without compromising the ability of future generations to meet their own needs; social, environmental and economic sustainability, e.g. working conditions and fair pay, local sourcing
		1.2	Describe examples of sustainable purchasing for individuals and households	<ul style="list-style-type: none"> □ <i>Purchasing</i>: sustainable, e.g. origin of goods, Fair Trade, packaging, energy use, excessive purchasing □ <i>Household</i>: considerations, e.g. number of inhabitants, pets, garden, any special requirements, a do-it-yourself project
2	Know how to manage waste safely and legally	2.1	Identify waste disposal facilities in the local area	<ul style="list-style-type: none"> □ <i>Waste disposal facilities</i>: sites, e.g. recycling sites, opportunities to reuse waste; disposal of controlled and hazardous waste
		2.2	Describe current waste disposal legislation	<ul style="list-style-type: none"> □ <i>Legislation</i>: current, e.g. Waste Electrical and Electronic Equipment (WEEE) Regulations 2006, The Controlled Waste Regulations 1992, Environmental Protection Act (EPA) 1990, legislation and local authority bylaws concerning litter problems

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to apply their knowledge of sustainable purchasing and waste management in a given scenario	3.1	Carry out a waste management exercise to meet given objectives	<ul style="list-style-type: none"> □ <i>Scenario</i>: waste management exercise, e.g. volume of waste produced, type of waste, waste disposal, reducing waste via planned purchasing □ <i>Objectives</i>: targets, e.g. to reduce waste, recycle more, save money on over-purchasing or unnecessary purchasing, produce compost
		3.2	Describe the strengths of the waste management exercise and make recommendations for improvement	<ul style="list-style-type: none"> □ <i>Report</i>: strengths (where objectives were met); recommendations for improvement
4	Be able to devise a campaign to promote sustainable purchasing and waste management	4.1	Plan and implement a campaign to promote sustainable purchasing and waste management	<ul style="list-style-type: none"> □ <i>Plan</i>: aims; objectives; timescales; resources □ <i>Campaign</i>: type, e.g. waste that can be reduced, reused, recycled; other waste, e.g. controlled, hazardous, compostable, waste audit, monitoring volume of items purchased and how to reduce
		4.2	Make recommendations for improvement	<ul style="list-style-type: none"> □ <i>Promote</i>: sustainable purchasing and waste management, e.g. raise awareness, positive effects of sustainability, access and location of recycling facilities

Information for tutors

Delivery

For learning outcome 1, tutors need to be sensitive when discussing household purchasing with learners. In most cases, learners will have no inhibitions about discussing their family or household; however, if individuals do seem reluctant, they can be given the option of discussing their own purchases instead. Alternatively, tutors could create a 'virtual' household from the median responses of the group. Learners could consider local sourcing and global impacts.

It is anticipated that learners will research a simple definition of sustainability, and discuss this (and other examples) with the cohort. It would be preferable to use basic, obvious examples, which could include composting garden waste, reducing packaging, reusing shopping bags and recycling glass and scrap metal.

Learning outcome 2 can be delivered through guided discussion and/or a guided walk arranged by the tutor to allow learners to note the location of waste management opportunities in the local area. Tutors are free to identify what constitutes a 'local area'. This could comprise the immediate environs of the centre, a settlement, or a district, whichever is judged most appropriate and aids delivery most effectively. Learners will also need to be made aware of health and safety issues and appropriate legislation.

To deliver learning outcome 3, tutors can choose any appropriate scenario, although it would be beneficial if delivery was viewed as a continuation of the delivery of previous learning outcomes. It may be possible to involve learners in the choice of scenario. If this is the case, tutors will need to ensure that their scheme of work allows sufficient flexibility. Recommendations derived from the exercise concerning sustainable purchasing could be delivered via a group presentation using suitable software.

For learning outcome 4, tutors can suggest the campaign focus or learners can select an appropriate campaign, for example waste that can be reduced, reused or recycled. The campaign emphasis should be on promoting awareness of sustainability in others, i.e. the concept of 'passing it on'. The campaign will need clear aims and objectives.

The unit could be supported by visits to sites where waste is composted, sorted and recycled. It might be possible to invite a speaker to the centre to explain how purchasing can be made more sustainable. It may also be possible to invite a representative from the retail or packaging industry to discuss reducing or reusing packaging materials and receptacles, as well as developments in sustainable or recyclable packaging. Some local authorities have Waste Education Teams, or similar, who are willing to visit centres to make suitable presentations regarding sustainability issues, and may provide other resources.

Assessment

Assessment of the unit will be based mainly on purchasing and waste management decisions primarily in relation to each learner's individual and household situation, including decisions they make concerning their place of study. However, this does not exclude learners from gathering other evidence to meet the assessment criteria, if appropriate.

For assessment criterion 1.1, it would be acceptable to give learners some guidance regarding where suitable definitions can be found and, following group discussion, allow learners to choose the definition they feel is most appropriate.

For assessment criterion 1.2, learners will need to describe sustainable purchases, for example how waste can be reduced, or energy saved. Tutors should guide learners towards obvious and appropriate examples, and avoid any that are debatable. Centres need to be vigilant to ensure that learners are able to differentiate between reputable and biased information (biased information may be circulated by groups with a vested interest, such as companies advertising so-called 'greenwash', or pressure groups wishing to gain publicity or increase donations). Learners can find it difficult to determine where vested interests lie, and are likely to need guidance. Tutors could assess and review research before learners undertake any further assessment work to ensure that they have not been misled by biased information. There are tools available to assist tutors and learners with this issue, such as those developed by Engauge. Tutors can use any suitable assessment methodology. For example, learners could produce suitable descriptions individually and, following a group discussion, could produce a group description or poster collectively. If group work is used, each learner's individual contribution will need to be evidenced, supported by an assessor's observation record.

Assessment criteria 2.1 and 2.2 could be assessed together in the form of an annotated map, report, advisory leaflet or a poster. Alternatively, assessment could be linked with criteria 3.1 and 3.2. The scenario should be practical, enabling learners to demonstrate their knowledge of legal requirements. For assessment criteria 3.1 and 3.2, learners need to carry out a waste management exercise, providing clear objectives and describing the strengths of the exercise together with areas for improvement. Learners need to make recommendations that relate to the particular scenario chosen.

For assessment criteria 4.1 and 4.2, learners are required to plan and implement a campaign to promote awareness of sustainable purchasing and waste management. Learners then need to make recommendations for improving their campaign.

Suggested resources

Books

Clark D – *The Rough Guide to Ethical Shopping* (Rough Guides Ltd, 2006)
ISBN 9781843537922

Goodall C – *How to Live a Low Carbon Life* (Earthscan Ltd, 2007)
ISBN 9781844074266

McCarthy D – *Saving the Planet without Costing the Earth* (Fusion Press, 2004)
ISBN 9781904132394

Websites

Department for Environment, Food and Rural Affairs	www.defra.gov.uk/waste
Engauge	www.engaugeonline.co.uk
Environment Agency	www.environment-agency.gov.uk/subjects/waste
Envirowise	www.envirowise.gov.uk
Ethical Consumer Magazine	www.ethicalconsumer.org
Fairtrade Schools	www.fairtrade.org.uk/schools
Freecycle	www.freecycle.org
Furniture Reuse Network	www.frn.org.uk
Green-Works	www.green-works.co.uk
Recycle Now	www.recyclenow.com/schools
Rural Affairs, waste link Story of Stuff	www.storyofstuff.com
Sustainable Development Commission link	www.defra.gov.uk/sustainable/government
The Fair Trade Foundation	www.fairtrade.org.uk
Waste and Resources Action	www.wrap.org.uk
Waste Management Awareness	www.wasteawareness.org

Unit 47: Project in Sustainability

Unit reference number: R/601/3168

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to allow learners to undertake a project that will raise their awareness of sustainability in relation to a chosen environment.

Unit introduction

By undertaking this unit, learners will have the opportunity to initially study all aspects of sustainability in depth, then explore a main topic of interest to them in relation to their place of study. Learners will have the opportunity to develop project management skills by planning and implementing their sustainability projects, which should be selected from the eight sustainability-themed gateways. The project may be undertaken in the learner's centre, household or community.

By researching information for their projects, learners can develop basic skills in selecting relevant evidence and rejecting biased or irrelevant information.

Learners should have the opportunity to investigate the latest developments in sustainability, legislation, international treaties and protocols that are topical at the time of study.

Essential resources

Learners will require access to sufficient practical resources and suitable research facilities, such as library and internet resources. They must also be provided with appropriate PPE and personal hygiene facilities, for health and safety considerations, whilst undertaking any planned practical tasks.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to plan a project to promote sustainability in a chosen environment	1.1	Identify a suitable project	<i>Project:</i> choice of sustainability project from eight gateways, e.g. food and drink, energy and water, travel and traffic, purchasing and waste, buildings and grounds, inclusion and participation, local wellbeing, global dimension
		1.2	Plan activities and agree deadlines	<i>Plan:</i> aims; objectives; agree action plans with timelines; contingency planning
		1.3	Identify possible risks	<i>Risks:</i> manage risks, e.g. relevant risks identified, appropriate risk assessments, health and safety, correct personal protective equipment (PPE)
2	Be able to undertake a sustainability project	2.1	Undertake the chosen project	<i>Sources of information:</i> variety of information sources, e.g. tutor guidance, written material, site visits, internet, previous learner work <i>Project:</i> implementation; operations; health and safety; communication; project validity; information sources; methods used; results; other, e.g. dates and times
		2.2	Maintain records of relevant activities and information obtained	<i>Records:</i> format, e.g. log, diary, blog

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to present the results of a sustainability project	3.1	Present the results of the sustainability project	<i>Present</i> : format, e.g. written, verbal, ICT-based; results; outcomes; bibliography
		3.2	Make a recommendation(s)	<i>Recommendation(s)</i> : formulate recommendation(s) based on project outcomes
4	Be able to reflect on the sustainability project	4.1	Describe how the project meets its objectives	<i>Objectives</i> : review project against original objectives
		4.2	Carry out a review of own performance	<i>Review performance</i> : own performance; what went well; what could have been improved

Information for tutors

Delivery

Learners could have some autonomy regarding the management and planning of the project. Beyond an introductory session, delivery of the unit will involve supporting learners as they work through the project, therefore schemes of work will need to have some flexibility built into them to reflect this. Group work and peer tutoring can be used at any stage of the project, where the tutor considers appropriate. All eight sustainability-themed gateways need to be introduced in this unit. For their project, learners then select an area from the eight gateways or sustainability themes. The project may be undertaken in the learner's centre, household or community.

Learners could visit a site, for example a recycling centre, or an employer could give a presentation regarding one of the eight sustainability gateways. Learners may be able to base their project on facilities at a workplace they are familiar with, given suitable permission from the employer and tutor. Some local authorities have Waste Education Teams, or similar, who are willing to visit centres to give presentations regarding sustainability issues, and may provide other resources.

For learning outcome 1, learners need to be supported by a formal teaching session to outline how to plan and manage a project, and to discuss the range of projects that can be supported by the centre's resources. Learners need to be made aware of any health and safety risks involved in undertaking the project, how to reduce risks, and how to prepare any necessary risk assessments. In most cases, either learners will prepare risk assessments which will be checked by the tutor, or, particularly for routine tasks, existing risk assessments could be used. However, under exceptional circumstances, tutors may need to produce new risk assessments. It is likely that the project will be practical, with some research, and it is expected that learners may need some guidance.

For learning outcome 2, learners need guidance and supervision to ensure that they work safely, use the correct PPE and maintain their deadlines. Delivery is likely to involve practical work, research and independent learner work. Centres can decide whether learners can collaborate with each other whilst undertaking the project, or whether they will work as individuals. It is likely that learners will require some tutor support throughout the duration of the project, which needs to be built into the tutor's scheme of work. An assessor's observation record will need to be completed to confirm learner achievement.

For learning outcome 3, learners need to present the results of the project. Delivery could include guidance regarding the preferred format, for example a written report or ICT-based presentation.

Delivery of learning outcome 4 could be integrated with delivery of learning outcome 3, and could be achieved through group discussion. It may be advantageous to allow some additional time to provide feedback to learners for all four learning outcomes.

Assessment

For assessment criterion 1.1, learners need to give a brief description regarding their choice of project, and brief statement of what they aim to achieve. For assessment criterion 1.2, learners need to produce a manageable plan with appropriate dates and an indication of the resources required. For assessment

criterion 1.3, appropriate risk assessments, together with lists of PPE etc, would provide ideal evidence. Learners should complete, and be assessed on, these assessment criteria before moving on to any other assessment criteria in the unit. This 'interim assessment' will give tutors the opportunity to ensure that any suggested project is feasible in the time available, and safe to undertake.

For assessment criteria 2.1 and 2.2, learners need to keep an appropriate log. This could be in the form of a written log, a video diary or a blog. Assessment criterion 2.1 will require an assessor's observation record stating that learners have carried out the project safely. Centres need to be vigilant to ensure that learners are able to differentiate between reputable and biased information (biased information may be circulated by groups with a vested interest, such as companies advertising so-called 'greenwash', or pressure groups wishing to gain publicity or increase donations). Learners can find it difficult to determine where vested interests lie, and are likely to need guidance. It may be possible for tutors to assess and review research before learners undertake any further assessment work to ensure that they have not been misled by biased information. There are tools available to assist tutors and learners with this issue, such as those developed by Engauge.

The remaining assessment criteria (3.1, 3.2, 4.1 and 4.2) can be assessed together. Evidence could take any suitable format for example a report, ICT-based presentation, poster or any other appropriate format that allows learners to cover the unit contents and achieve the unit assessment criteria.

Group work can be used during the assessment process. However, if learners work as part of a group, each learner must provide sufficient evidence on an individual basis to meet all the assessment criteria.

Suggested resources

Books

Portney S – *Project Management for Dummies* (Hungry Minds, 2001)

ISBN 9780470049235

Websites

Department for Environment, Food and Rural Affairs	www.defra.gov.uk
Engauge	www.engageonline.co.uk
Environment Agency	www.environment-agency.gov.uk
Envirowise	www.envirowise.gov.uk
Green-Works	www.green-works.co.uk
Sustainable Development Commission	www.sd-commission.org.uk
TeacherNet	www.teachernet.gov.uk/sustainabletools
Waste and Resources Action Programme	www.wrap.org.uk

Unit 1: Working Safely in Engineering

Unit reference number: T/600/9131

Level: 1

Credit value: 3

Unit aim

This unit is designed to introduce learners to health and safety issues in engineering. It will help them to be aware of the potential hazards they may be exposed to in engineering environments and cope with and reduce risks. This unit provides some of the knowledge, understanding and skills for the Level 1 Performing Engineering Operations NOS Unit 1: Working Safely in an Engineering Environment.

Unit introduction

This unit introduces learners to the health and safety issues associated with developing practical skills in an engineering environment.

Learners will carry out work activities in accordance with instructions and use safe working practices and procedures. They will cover the identification of hazardous situations, equipment, materials or conditions and how to take appropriate action to eliminate/minimise the risks to life, property and the environment within the immediate work surroundings. They will need to recognise the hazards in the engineering environment they work in, appreciate the level of risk involved with those hazards and the precautions they can take to lower the risk of injury or damage to plant and equipment.

Learners will need to demonstrate that they can take actions required in emergency situations such as accidents involving injury and the sounding of fire/evacuation alarms.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about statutory regulations and organisational requirements	<p>1.1 List three general and two specific regulations that have a statutory requirement under the Health and Safety at Work etc Act 1974</p> <p>1.2 List organisational general practices and procedures relevant to an engineering environment</p> <p>1.3 Identify the seven warning signs for substances that are harmful</p> <p>1.4 Describe when appropriate sources of information would assist in complying with statutory regulations and organisational requirements</p>
2 Know about accident and emergency procedures	<p>2.1 Describe the correct procedure in response to a given accident involving injury to self or others</p> <p>2.2 Describe the correct procedure to follow when an emergency alarm is sounded</p>
3 Know about controlling hazards in the engineering workplace	<p>3.1 Identify hazards in the engineering workshop</p> <p>3.2 Identify the control measures to be used to minimise risk in a given engineering environment</p>
4 Be able to apply safe working practices and procedures.	<p>4.1 Prepare themselves to carry out an activity in the engineering workshop</p> <p>4.2 Work responsibly and use correct manual handling techniques when maintaining a safe working area.</p>

Unit content

1 **Know about statutory regulations and organisational requirements**

Statutory regulations: relevant sections of the Health and Safety at Work etc. Act 1974; general regulations eg Control of Substances Hazardous to Health 2002, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995, Provision and Use of Work Equipment Regulations 1998, Management of Health and Safety Regulations 1999; specific regulations eg Abrasive Wheel Regulations, Electricity Regulations, Woodworking Regulations

Organisational requirements: general practices and procedures of the organisation eg safety policies, codes of practice, safe working practices; dealing with warning signs eg for substances that are harmful, highly flammable, corrosive, toxic, explosive, irritant, oxidising, radioactive

Sources of information: officials eg safety officers, safety representatives, health and safety inspectors; source of health and safety literature eg on noticeboards, safety surveys; the seven main groups of hazardous substances defined by Classification, Packaging and Labelling of Dangerous Substances Regulations

2 **Know about accident and emergency procedures**

Procedures for accidents: procedures for receiving first aid treatment; who the qualified first aid person is in the work area and where they can be found; the location of first aid facilities eg first aid box, first aid treatment rooms; the accident reporting and recording procedures to be followed; how to deal with victims of electric shock

Emergency procedures: emergency procedures with regard to fire and premise evacuation; what the emergency alarms sound like; where the alarm buttons are sited in the work area; where the escape routes are and where personnel should assemble after leaving the premises eg fire assembly point; the location and use of the various fire extinguishing equipment and the organisational policy regarding its use

3 **Know about controlling hazards in the engineering workplace**

Identify hazards: the use of hazard checklists; types of hazards eg hazards associated with moving parts of machinery, electricity, slippery and uneven surfaces, dust and fumes, handling and transporting, contaminants and irritants, material ejection, fire, working at height, environment, pressure/stored energy systems, volatile or toxic materials, unshielded processes

Control measures: eg isolation of the hazard, stopping working activities, lock off and permit to work/entry procedures, provision of safe access

and egress, use of guards and fume extraction equipment, use of personal protective equipment

Engineering environment: typical engineering environment where hazards will be present eg the use of tools, materials and equipment, movement of oil and chemicals, lifting equipment, noisy environment, dealing with electrical or mechanical parts

4 Be able to apply safe working practices and procedures

Preparation for an engineering activity: preparation eg wearing protective clothing, checking that this fits correctly and is free from loose or torn material, removal of ties, rings, jewellery and neck chains, wearing of safety equipment as required by the work activities; health and hygiene eg skin care (such as barrier creams and gloves); respiratory matters (such as fume extraction, face masks, breathing apparatus); eyesight protection (such as safety glasses, goggles, full face masks); hearing protection (such as ear plugs, ear defenders); head protection (such as caps with hair restraints, protective helmets); safety footwear; dangers of ingestion and the need for washing hands

Work responsibly: movement within the work area eg observing restricted area notices, walking not running; acting responsibly at work eg using equipment only for its intended purpose, following approved safety procedures, complying with warning signs

Manual handling techniques: handling of loads eg pushing, pulling, levering; lifting positions eg from ground level, waist high, overhead, reaching over; the use of lifting aids; when to seek help with lifting a load

Maintaining a safe working area: good housekeeping arrangements eg maintaining cleanliness of the work area, removal of waste materials, storage of materials, tools, equipment and products; maintenance of access and egress eg clear walkways, emergency exits; control of hazards

Delivery

This unit is about working safely in an engineering environment. It therefore lends itself to being delivered alongside one of the other practical units that need due regard to operating safely. The unit is designed to enable a range of different engineering applications to be used to embed and assess learners' knowledge about and ability to work safely.

Statutory and organisational requirements must be covered in enough detail to ensure learners know their and others' responsibilities. They should recall their knowledge of these aspects to confirm their awareness of these things before they are exposed to practical activities to demonstrate the safe working. It may be appropriate to devise activities that are straightforward but allow learners to engage in their learning. Activities such as the use of crossword puzzles or simple gapped handouts may be appropriate and/or research of internet sites. This approach may also be suitable for learning outcome 3 where learners need to know about hazards and their control.

The other two learning outcomes, about following accident and emergency procedures and applying safe working practices, may be best addressed through role-play exercises and visits from professional people such as talks from the fire brigade or first aid officers. Practical 'walk throughs' in the workshop set up with hazards would also engage learners when spotting the hazards. Competitions could be set up so learners participate fully. Alternatively, a visit to a local engineering company with a strong focus on health and safety would also be useful. There are many videos and DVDs available to support good health and safety practices.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know about statutory regulations and organisational requirements</p> <p>Whole-class, tutor-led discussions supported by small-group internet research into different regulations and organisational requirements.</p> <p>Individual activity run a competition to see who can find the most useful sources of information about complying with regulations and organisational requirements.</p> <p>Learners devise and play each others' crossword games on the terminology found in health and safety regulations.</p> <p>Either watch DVD/video or arrange for a visiting speaker to talk/present the importance of regulation in health and safety.</p> <p>Some of the assessment of this part of the unit is likely to be achieved within activities for one of the other practical units where learners could reflect on their practical activity and list the regulations and general practices and procedures appropriate to their activity, providing they meet the number required by the assessment criteria. However, this must include a further activity to identify the seven warning signs of substances and a written activity to describe when officials and health and safety literature would be used to assist compliance with statutory regulations and organisational requirements.</p>
<p>Know about accident and emergency procedures</p> <p>Individual activity completing 'gapped handouts' about location points, name and location of first aider etc.</p> <p>Workshop walk through to identify emergency alarms and escape routes etc.</p> <p>Visiting speaker, for example fire officer/brigade or safety officer.</p> <p>Evaluation of example company policies and procedures.</p> <p>Whole-class, tutor-led discussions supported by small-group role play relating to procedures for accidents and emergency.</p> <p>Although assessment of this part of the unit could be achieved within activities for one of the other practical units, when learners could be asked questions about the correct procedures, it is more likely that a scenario or role play will be needed that allows learners to reflect on and then describe the correct procedures, as required by the assessment criteria.</p>
<p>Know about controlling hazards in the engineering workplace</p> <p>Whole-class presentation about hazards and controls.</p> <p>Visit to an engineering company to see how hazards are controlled – this would complement any learning from learning outcome 1.</p> <p>Paired activity, walk through the workshop to 'spot' potential hazards. Set up a competition and reward best answers with points.</p>

Individual activity – match hazards with a control.

Assessment of this part of the unit is likely to be achieved through a straightforward knowledge-based assignment involving the identification of hazards and the control measure used to minimise risk for these hazards in an engineering environment.

Topic and suggested assignments/activities

Be able to apply safe working practices and procedures

Run a competition of 2 or 3 groups, with say, 4 or 5 learners in each group, ask them to prepare themselves to carry out different given engineering activities and award points according to how well prepared they are from a safety point of view.

Individual activity – use a gapped handout to identify different safety equipment found in an engineering workshop (see content under learning outcome 4).

Individual activity – practise manual handling for a range of scenarios.

Whole-class, tutor-led activity to identify good health and safety practice in DVD/video.

Assessment of this part of the unit is likely to be achieved within activities for one of the other practical units. Alternatively, a straightforward engineering activity could be devised to ensure learners have opportunities to prepare themselves for a work activity and work responsibly when carrying out a given task, as required by the assessment criteria.

Assessment

Due to the nature of the assessment requirements for this unit it is likely that some evidence could come from activities being carried out in other units. If this is not the case, engineering activities that will have to be arranged to meet the requirements of this unit as a stand-alone assessment instrument. 1.1 and 1.2 could be assessed through a practical activity which involves the need to comply with statutory regulations and organisational requirements but will also need to cover sources of information to be used to meet 1.4. Learners could reflect on their practical experience before listing the regulations and general practices and procedures and describing when sources of information would best be used. Consideration of statutory regulations should be based on the application of the Health and Safety at Work etc Act 1974 but should also include general and specific regulations as listed in the unit content. It would be best to link assessment of the criteria associated with learning outcome 1 with those for learning outcome 4 where learners need to apply safe working practices and procedures. Additionally, learners need to identify the seven warning signs for 1.3 which could be achieved by them recognising a range of images and stating which are which. Further activities could be added to address 4.1 and 4.2 when learners must prepare themselves to carry out an engineering activity and work responsibly when using manual handling techniques and maintaining a safe working area. The evidence would be mainly based on a witness statement/observation record supported by annotated photographs for 4.1 and 4.2 and lists for 1.1 and 1.2, along with an identification of the warning signs and a description of the use of sources of information for 1.3 and 1.4 respectively. Sources of information must include officials, literature and the seven main groups of labelling hazardous substances. Practical work must involve preparation that covers the content listed under learning outcome 4.

A second assignment could be developed to cover 2.1, 2.2, 3.1 and 3.2. This assignment could comprise a practical scenario for the criteria associated with learning outcome 2 where a simulated activity should be arranged to allow learners to follow a procedure for an accident and to react in response to an emergency alarm. They could then be asked to describe the procedures. Alternatively, a 'case study' could be given and learners asked to describe the correct procedures. It is likely that evidence for this part of this assignment would be a written description. However, for learners unable to respond in this manner a witness statement/observation record could be used. After identifying a range of hazards with a hazard checklist, a further written activity should be developed to allow learners to identify the controls required to reduce the risk in these hazards. Evidence could be in the form of an annotated workshop layout identifying the hazards and a written list of control measures for each.

Essential resources

Learners will need access to workshops and other facilities to consider health and safety issues.

A range of health and safety policies and procedures from local companies.

A range of legislation and health and safety regulations including:

Health and Safety at Work etc Act 1974

Management of Health and Safety at Work Regulations 1999

Provision and Use of Work Equipment Regulations (PUWER) 1998

Control of Substances Hazardous to Health (COSHH) Regulations 2002

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995

Videos/DVDs

957 Safety and the Human Factor

966 Safety Awareness

994 Personal Protective Equipment

999 Manual Handling

1005 Electrical Safety in the Workplace

Risk Assessment

Dealing with Chemical Safety

Noise and Hearing Conservation

COSHH.

All available from:

Safetycare (UK) Ltd
1st Floor Greencoat House
183 Clarence Street
Kingston upon Thames

Surrey
KT1 1QT

Indicative resource materials

Textbooks

Health and Safety Executive – *Essentials of Health and Safety at Work* (HSE Books, 2006) ISBN 0717661792

Health and Safety Executive – *Management of Health and Safety at Work* (HSE Books, 2000) ISBN 0717624889

Health and Safety Executive – *A Guide to Risk Assessment Requirements: Common Provisions in Health and Safety Law* (HSE Books, 1996) ISBN 0717612112

Websites

www.amazon.co.uk

www.connexions-direct.com

www.hmso.gov.uk

www.hse.gov.uk

Unit 2: Developing Skills in Making Engineering Components Using Hand Tools

Unit reference number: D/600/9138

Level: 1

Credit value: 4

Unit aim

This unit will enable learners to develop practical skills when working with hand tools and measuring equipment, so that they can apply them to the manufacture of a small range of basic engineering components. This unit provides some of the knowledge, understanding and skills for the Level 1 Performing Engineering Operations NOS Unit 4: Making Components Using Hand Tools and Fitting Techniques.

Unit introduction

In this unit learners will be introduced to the practical skills needed to carry out basic manufacturing tasks in an engineering workshop. They will explore the need to understand what they are going to carry out and prepare the work area correctly. Learners will then make basic components to given specifications using hand tools and measuring equipment which they have selected.

Learners will consider the importance of working safely in an engineering workshop and the need to check that tools and measuring equipment are in a safe and useable condition at all times. They will also appreciate the need to check that raw materials are of the correct type and size, and are in good condition. Cleaning down work areas on completion of activities, the return of tools and measuring equipment into safe storage, are considered in the context of good housekeeping and efficient working.

This unit helps learners to appreciate the importance of following given instructions when carrying out activities and to recognise what might go wrong when manufacturing a basic engineering product.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Be able to prepare a work area for hand cutting and shaping activities	1.1 Confirm with a supervisor what has to be done before hand cutting and shaping activities are carried out safely in a work area 1.2 Prepare a work area so that hand cutting and shaping activities can be carried out 1.3 Check that raw materials are correct and tools are safe to use
2 Be able to produce components safely using hand tools.	2.1 Mark out components for required operations 2.2 Use appropriate hand tools to make components safely 2.3 Check that components meet the required standard 2.4 Clean down work areas and return tools to storage.

Unit content

1 **Be able to prepare a work area for hand cutting and shaping activities**

Before starting work: understand the task eg what needs to be carried out, order of operations, tools and equipment, quality checks; personal protection eg eye protection, hair protection, footwear, use of barrier cream, removal of loose clothing and jewellery; regulations and safety procedures; maintenance of access eg clear walkways, emergency exits; the need for good housekeeping eg cleanliness of work area, removal of waste materials; what might go wrong eg damaged materials, tool breakage, finished products not to standard; confirm proposed actions with a supervisor

Work area preparation: preparation of area eg tidying up the bench, returning unwanted materials to stores, fitting protection plates to vice jaws; obtain materials to be used; obtain tools and equipment eg marking fluid, rule, scribe, scriber, scribing block, protractor, dividers, punch, square, vernier instrument, external micrometer, hacksaw, files, hammer, abrasive tape, vice jaws, centre drill, twist drill, die set, tap set; obtain correct personal protective equipment eg eye protection, hair protection, overalls, safety footwear

Check that raw materials are correct and tools are safe to use: check materials to ensure right type and size; visually check materials for obvious signs of damage or contamination eg flaws, dirt, rust, excessive burrs; check tools and equipment to ensure that they are in a safe and usable condition eg condition of saw blades, files, file handles, centre drill, twist drills, hand dies, hand taps; check holding and securing arrangements eg vice, clamps, fixtures, chucks, taper sleeves

2 **Be able to produce components safely using hand tools**

Marking out: preparing materials for marking out eg deburring, producing suitable datum faces/edges, applying a suitable marking medium; marking out workpieces eg datums, centre lines, cutting guide lines, hole positions, profiles; marking out tools eg engineer's rule, scribe, centre punch, hammer, dividers, odd-leg callipers, engineer's square

Making components: components which combine different fitting operations eg drill drift, drill point angle gauge, drill stand, jaw plates for toolmakers' clamps, other suitable components; simple profiles eg radii, corners, bevels, angles, square edges; holding devices eg bench vice, clamps, fixture; hand tools eg hacksaw, hand drill, drill bits, hammer, taps, dies, files, abrasive cloth

Component checks: appearance eg cuts, burrs, sharp edges; tolerance eg linear +/- 0.25 mm, flat and square +/-0.1mm/25 mm, angle +/- 1

degree, surface finish 1.6 μm ; measuring equipment eg micrometer, vernier, rule, square, protractor, gauges

Cleaning down and putting away: collection of swarf eg brush, collection pan, recycling container; tools and equipment eg cleaning cloth, tool case, toolbox; return to stores eg tools, equipment, surplus materials; inspection of work area eg visual, sign off

Essential guidance for tutors

Delivery

This unit is essentially practical and learners would benefit from practising their skills before being assessed. Learners should be encouraged to think about the processes needed and actions to be taken to prepare their workplace and then make basic engineering components. Learners should have opportunities to talk about what they are going to do and how they propose to overcome any problems which may occur while they are manufacturing components. It is important that they understand where hand tools can be used and the safety aspects of using these tools.

A small number of components should be made which learners can keep and perhaps use later in their engineering studies or at work. At this level learners do not need to produce components that are complicated.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Confirm with a supervisor what has to be done before hand cutting and shaping activities are carried out safely in a work area.</p> <p>Tutor-led unit introduction covering content, method of working and assessment.</p> <p>Tutor-led overview of the hand tool skills learners will develop.</p> <p>Whole class, tutor-led discussion about how engineers plan the manufacture of engineering products. Using one or two basic components as exemplars tutor presents drawing(s)/sketch(es), list of tools, materials, sequence of operations, quality checks.</p> <p>Tutor-led discussion about PPE, where and when it is necessary and how it works.</p> <p>Tutor-led discussion about the need to confirm proposed activities with a supervisor.</p> <p>Small-group activity to plan the production of a single given component.</p>
<p>Prepare a work area so that hand cutting and shaping activities can be carried out.</p> <p>Whole-class, tutor-led discussion about the need to prepare work areas – present exemplars of poor and good preparation.</p> <p>Paired activity to identify hazards/bad practices in workshops – presented as images with a checklist to complete.</p>
<p>Check that raw materials are correct and tools safe to use.</p>

Whole-class, tutor-led discussion about why raw materials and tools should be checked before being used. Tutor presents a small range of exemplars which show the consequences of working with materials and tools which are not fit for purpose.

Small-group activity to identify, from images or actual hardware, raw materials which are damaged or contaminated and hand tools which are unsafe and should not be used.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Mark out components for required operations.</p> <p>Tutor-led demonstration of marking out followed by individual activity.</p>
<p>Use appropriate hand tools to make components safely.</p> <p>Tutor demonstration of how to use the hand tools learners will be working with.</p> <p>Individual activities to develop skills when using hand tools – cutting, filing, drilling and thread cutting exercises.</p>
<p>Check that components meet the required standard.</p> <p>Whole-class, tutor-led discussion about why components should be checked against the specification.</p> <p>Paired activity to check the dimensions of a basic component against its specification.</p>
<p>Clean down work areas and return tools to storage.</p> <p>Tutor-led discussion about the need for 'good housekeeping' in engineering workshops.</p>
<p>Assessment activity – prepare a work area and manufacture basic components using hand tools.</p> <p>Individual activity to manufacture components using processes, tools and procedures which address the unit content and the seven assessment criteria.</p>
<p>Seek and respond to guidance from their tutor.</p> <p>Tutors should encourage learners to have a dialogue with them. This could be prompted by the tutor asking learners to explain what they are doing, why they are doing it and how they are able to work safely. This does not require a formal allocation of time and should occur during delivery and assessment of the unit.</p>

Assessment

Learners will benefit from access to a range of assessment opportunities. Examples might include observed practice, recorded explanations, checklists and annotated photographic records. Entries within a logbook and a finished product inspection record, both validated by the tutor, are also appropriate methods for recording achievement. Competence when carrying out practical activities should be evidenced through witness testimonies or observation records signed by the tutor.

Essential resources

It would be extremely useful if learners had access to a range of tools and equipment commonly used in engineering. It may be possible to arrange a visit to an engineering company to extend learners awareness of the range of resources used in engineering.

A typical centre engineering workshop should be equipped with the basic requirements of this unit. Including marking out equipment, hand tools, measuring equipment and benches. All supporting auxiliary equipment should also be available together with appropriate safety equipment.

Workshops should be staffed appropriately to ensure health and safety requirements are met. Technician support may be required during practical work.

Indicative resource materials

Textbooks

Boyce et al – *Engineering Level 1 Foundation Diploma* (Edexcel /Pearson, 2008) ISBN 9780435756253

Chapman et al – *GNVQ Intermediate Engineering* (Longman, 2000) ISBN 9780582381384

Darbyshire et al – *GNVQ Intermediate Engineering* (Nelson Thornes, 1997) ISBN 9780748729364

Timings R L – *Basic Manufacturing* (Newnes, 1998) ISBN 9780750659901

Timings R L – *Manufacturing Technology Volume One* (Longman, 1998) ISBN 9780582356931

Tooley M – *Engineering GNVQ Intermediate* (Butterworth-Heinemann, 2006) ISBN 9780750625975

Waters F – *Fundamentals of Manufacturing for Engineers* (UCL Press, 1996) ISBN 9781857283389

Tutor resource disks

Boyce et al – *Engineering Level 1 Foundation Diploma* (Edexcel/Pearson, 2008) ISBN 9780435756260

Websites

www.connexions-direct.com

www.hse.gov.uk

Unit 3: Developing Skills in Using a Bench/Pedestal Drilling Machine

Unit reference number: H/600/9139

Level: 1

Credit value: 4

Unit aim

This unit will enable learners to develop the skills needed to produce holes with positional and dimensional accuracy in basic engineering components, using marking out equipment and a bench/pedestal drilling machine. This unit provides some of the knowledge, understanding and skills for the Level 1 Performing Engineering Operations NOS Unit 4: Making Components using Hand Tools and Fitting Techniques.

Unit introduction

In this unit learners will be introduced to the practical skills needed to carry out drilling operations using a bench or pedestal drilling machine. They will explore the need to understanding what they are going to carry out and prepare the machine, tools and holding devices correctly. Learners will then drill holes to given specifications and check for size and positional accuracy using rules, calipers and other measuring equipment which they have selected.

Learners will consider the importance of working safely with powered machinery and the need to check that guards, isolation switches, tools and equipment are in a safe and useable condition at all times. They will also appreciate that before they start to drill a component they must check that it is suitable for holding down and is made from the correct material.

This unit helps learners to appreciate the importance of following given instructions when carrying out activities and recognise what might go wrong when drilling holes in basic engineering components.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Be able to prepare a work area for producing components using a bench/pedestal drilling machine	1.1 Confirm with a supervisor what has to be done before drilling activities are carried out safely in a work area 1.2 Prepare a work area ready for drilling activities to be carried out 1.3 Check that machinery and tools are safe to use
2 Be able to carry out drilling activities safely using a bench/pedestal drilling machine.	2.1 Set up a bench/pedestal drilling machine which can be used to carry out drilling activities 2.2 Use a bench/pedestal drilling machine to carry out drilling activities safely to a required specification 2.3 Check that drilled holes are to the required standard.

Unit content

1 **Be able to prepare a work area for producing components using a bench/pedestal drilling machine**

Before starting work: understand the task eg what needs to be carried out, order of operations, tools and equipment, quality checks; personal protection eg eye protection, hair protection, removal of loose clothing and jewellery, footwear, use of barrier cream; regulations and safety procedures; maintenance of access eg clear walkways, emergency exits; the need for good housekeeping eg cleanliness of work area, removal of waste materials; what might go wrong eg damaged materials, tool breakage, finished holes not to standard; confirm proposed actions with a supervisor

Work area preparation: single spindle bench/pedestal drilling machine; obtain components to be drilled; select tools and equipment eg marking out fluid, rule, square, centre punch, hammer, depth and plug gauges, chuck, taper sleeve, drill bits, reamers, lubricant; obtain correct personal protective equipment eg eye protection, hair protection, overalls, safety footwear; identify procedure for machine start/stop in both normal and emergency situations

Check that machinery and tools are safe to use: condition of machine eg guards, isolator switch, start/stop switch, emergency stop switch, limit switch, cutting lubricants, drill chuck, spindle taper sleeves, table; condition of cutting tools eg sharpness, tip angle, shank straightness, surface condition of shank; condition of holding devices eg hand vice, machine vice, angle brackets, clamps

2 **Be able to carry out drilling activities safely using a bench/pedestal drilling machine**

Set up a bench/pedestal drilling machine: machine isolation before mounting cutting tools or work handling devices; adjustment of table height and position; mounting work piece eg hand vice, machine vice, angle brackets, clamping to machine table; mounting and securing of tools eg chuck, taper sleeve, centre drill, twist drill, pilot drill, reamer, counterbore tool, countersinking tool; drill shanks eg straight, morse taper; machine settings and adjustments eg spindle speed, feed rate, guards, safety devices; cutting lubricants eg fluids, compounds

Use a bench/pedestal drilling machine: techniques of positioning drills to marking out eg use of centre drills, boxed holes, taking trial cuts, checking accuracy; drilling techniques eg through holes, holes with a given depth, flat bottomed holes, counterbores, countersinks, reamed holes, correcting holes which are off-centre; drill feeding eg manual, power; applying cutting lubricants eg pressure fed, by brush; good housekeeping eg machine isolation, cleaning down, return of tools and equipment into safe storage

Checking holes are to the required standard: accuracy eg diameter, position, depth, surface finish; measuring equipment eg rule, calliper, plug gauge, depth gauge; record inspection data eg job card, sign-off sheet, verbal

Essential guidance for tutors

Delivery

This unit is essentially practical and learners will benefit from practising their skills before being assessed. Learners should think about the drilling operations to be carried out and actions to be taken to prepare their workplace. Learners should have opportunities to talk about what they are going to do and how they propose to overcome any problems when using a drilling machine. It is important that learners understand the hazards involved when working with powered machinery and the measures which must be taken in order to minimise risk. They should also be fully aware of what to do in the case of an emergency.

At this level it is not appropriate for learners to work with complicated components.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Confirm with a supervisor what has to be done before drilling activities are carried out safely in a work area.</p> <p>Tutor-led unit introduction covering content, method of working and assessment.</p> <p>Tutor-led overview of the drilling skills learners will develop.</p> <p>Whole-class, tutor-led discussion about the steps involved when using a bench/pedestal drill to make holes in materials.</p> <p>Tutor-led discussion about PPE, where and when it is necessary and how it works.</p> <p>Tutor-led discussion about the need to confirm proposed activities with a supervisor.</p> <p>Small-group activity to plan how to drill different types of hole.</p>
<p>Prepare a work area ready for drilling activities to be carried out.</p> <p>Whole-class, tutor-led discussion about the need to prepare work areas – present exemplars of good and bad preparation.</p> <p>Paired activity to identify hazards/bad practices when working with drilling machines – presented as images with a checklist to complete.</p> <p>Tutor-led discussion about the emergency procedures that apply to rotating machinery.</p>
<p>Check that machinery and tools are safe to use.</p>

Whole-class, tutor-led discussion about why machinery and tools should be checked before being used. Tutor presents a small range of examples which show the consequences of working with machinery and tools that are not fit for purpose.

Small-group activity to identify the risks involved when drilling holes and the measures which should be taken to reduce these risks.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Set up a bench/pedestal drilling machine which can be used to carry out drilling activities.</p> <p>Tutor-led demonstration of setting up and using a bench/pedestal drilling machine.</p> <p>Paired activity setting up a bench/pedestal drilling machine – selecting tools and holding device, selecting and adjusting spindle speed, adjusting table height, fitting chucks and tapers.</p>
<p>Use a bench/pedestal drilling machine to carry out drilling activities safely to a required specification.</p> <p>Paired and individual activities to develop skills when working with a bench/pedestal drilling machine – positioning drill bits, trial cuts, checking accuracy, different types of hole, application of lubricants.</p> <p>Paired activity – machine isolation and clean down.</p>
<p>Check that drilled holes are to the required standard.</p> <p>Whole-class, tutor-led discussion about why machined features should be checked against the specification.</p> <p>Paired activity to check the positional accuracy and diameters of drilled/reamed holes.</p>
<p>Assessment activity – prepare a work area and carry out drilling activities using a bench/pedestal drilling machine.</p> <p>Individual activity to drill holes and carry out inspection checks which address the unit content and six assessment criteria.</p>
<p>Seek and respond to guidance from the tutor.</p> <p>Tutors should encourage learners to have a dialogue with them. This could be prompted by the tutor asking learners to explain what they are doing, why they are doing it and how they are able to work safely. This does not require a formal allocation of time and should occur during delivery and assessment of the unit.</p>

Assessment

Learners will benefit from access to a range of assessment opportunities. Examples might include observed practice, recorded explanations, checklists and annotated photographic records. Entries within a logbook and an inspection record for each drilling operation, validated by the tutor, are also appropriate methods for recording achievement. Competence when carrying out practical activities should be evidenced through witness testimonies or observation records signed by the tutor.

Essential resources

It would be extremely useful if learners had access to a range of equipment commonly used in engineering. It may be possible to arrange a visit to an engineering company to extend learner awareness of the range of resources used in engineering.

A typical centre engineering workshop should be equipped with the basic requirements of this unit including marking out equipment, hand tools, measuring equipment and bench/pillar drilling machines. All supporting auxiliary equipment should also be available together with appropriate safety equipment.

Workshops should be staffed appropriately to ensure health and safety requirements are met. Technician support may be required during practical work.

Indicative resource materials

Textbooks

Boyce et al – *Engineering Level 1 Foundation Diploma* (Edexcel /Pearson, 2008) ISBN 9780435756253

Chapman et al – *GNVQ Intermediate Engineering* (Longman, 2000) ISBN 9780582381384

Darbyshire et al – *GNVQ Intermediate Engineering* (Nelson Thornes, 1997) ISBN 9780748729364

Timings R L – *Basic Manufacturing* (Newnes, 1998) ISBN 9780750659901

Timings R L – *Manufacturing Technology Volume One* (Longman, 1998) ISBN 9780582356931

Tooley M – *Engineering GNVQ Intermediate* (Butterworth-Heinemann, 1996) ISBN 9780750625975

Waters F – *Fundamentals of Manufacturing for Engineers* (UCL Press, 1996) ISBN 9781857283389

Tutor resource disks

Boyce et al – *Engineering Level 1 Foundation Diploma* (Edexcel/Pearson, 2008) ISBN 9780435756260

Websites

www.connexions-direct.com

www.hse.gov.uk

Unit 5: Developing Skills in Assembling Mechanical Components

Unit reference number: H/600/9142

Level: 1

Credit value: 3

Unit aim

This unit will enable learners to develop manual skills when working with basic assembly tools, so that they can apply them to assembling a product from a small number of mechanical components. This unit provides some of the knowledge, understanding and skills for the Level 1 Performing Engineering Operations NOS Unit 5: Assembling Mechanical Components.

Unit introduction

In this unit learners will be introduced to the practical skills needed to assemble components in an engineering workshop. They will explore why they need to understand what they are going to carry out and prepare the work area correctly. Using basic hand tools and measuring equipment, which they have selected, learners will assemble components into finished products which meet given specifications.

Learners will consider the importance of working safely in an engineering workshop and the need to check that tools and equipment are in a safe and useable condition at all times. They will also understand the requirement to check that components are the correct type and in good condition before starting work. Selection of the correct fastening devices and special tools, such as a torque wrench, is also covered in this unit. As assembly processes may involve the use of cleaning substances and lubricants, learners will need guidance on the precautions to take when using them.

Cleaning down work areas on completion of activities and the return of tools and equipment into safe storage are considered in the context of good housekeeping and efficient working.

This unit will help learners to appreciate the importance of following given instructions carrying out activities and to recognise the problems which may occur when assembling mechanical components.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Be able to prepare a work area in readiness for assembly operations	1.1 Confirm with a supervisor what has to be done before assembly operations are carried out safely 1.2 Prepare a work area ready for the assembly of components 1.3 Check components are correct and that tools and equipment are safe to use
2 Be able to carry out assembly operations using mechanical components.	2.1 Use appropriate tools to assemble components 2.2 Check that the finished assembly conforms to specified limits of accuracy 2.2 Clean down the work area and return tools and equipment to storage.

Unit content

1 **Be able to prepare a work area in readiness for assembly operations**

Before starting work: understand the task eg what needs to be carried out, order of operations, tools and equipment, quality checks; personal protection eg eye protection, hair protection, footwear, use of barrier cream, removal of loose clothing and jewellery; regulations and safety procedures; maintenance of access eg clear walkways, emergency exits; understand the need for good housekeeping eg cleanliness of work area, removal of waste materials; understand what might go wrong eg damaged components, shortage of fastening devices, finished assembly not to standard; confirm proposed actions with a supervisor

Work area preparation: bench preparation eg tidy up, plan layout of components; consumables eg oil, grease, sealant, gasket; services eg electrical, compressed air; obtain components to be assembled; obtain instructional materials eg assembly drawing, parts list, assembly instructions; obtain appropriate fastening devices; select tools and equipment; obtain correct personal protective equipment eg eye protection, hair protection, overalls, safety footwear

Check that components are correct and equipment safe to use: check components eg correct quantity, screw threads undamaged, free from contamination, defects, burrs, sharp edges; condition of tools eg screwdrivers, pliers, feeler gauges, mallets, spanners, keys, alignment devices, punches, measuring equipment, lifting equipment

2 **Be able to carry out assembly operations using mechanical components**

Assembling components: assembly procedures eg positioning, alignment, shim adjustment, securing, torque tightening; fastening/securing devices eg screws, nuts, bolts, machine screws, washers, rivets, tab washers, wire locks, locking nuts, circlips, pins, dowels, keys, rivets; minimum of six components eg pulley mechanism, simple crank mechanism, simple gearbox assembly, bearings, seals, shafts, chains, sprockets, cams and followers, springs, belts, gaskets

Check assembly meets required standard: checking for operation eg correct movement of sliding and rotating parts, correct torque applied to critical fastenings, end float of shafts, operating clearances on valves or actuators; visual inspection eg correctness of fit at critical stages during assembly, correct orientation of cover plates

Cleaning down and putting away: tools and equipment eg cleaning cloth, tool case, toolbox; return to storage eg tools, equipment, surplus fastenings; close down services eg electrical, compressed air eg inspection of work area eg visual, sign off

Essential guidance for tutors

Delivery

This unit is essentially practical and learners would benefit from practising their skills before being assessed. Learners should think about the processes needed and actions to be taken to prepare their workplace and then assemble components into a basic assembly. Learners should have opportunities to talk about what they are going to do and how they propose to overcome any problems which may occur while they are assembling components. It is important that they understand the safety aspects of using hand and powered assembly tools and the measures which must be taken in order to minimise risk. They should also be fully aware of what to do in the case of an emergency.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Confirm with a supervisor what has to be done before assembly operations are carried out safely.</p> <p>Tutor-led unit introduction covering content, method of working and assessment.</p> <p>Tutor-led overview of the hand assembly skills learners will develop.</p> <p>Whole-class, tutor-led discussion about how engineers plan the assembly of engineering products. Using one or two simple products as examples – tutor presents drawing(s)/sketch(es), list of tools, components, fastening, sequence of operations, quality checks.</p> <p>Tutor-led discussion about PPE, where and when it is necessary and how it works.</p> <p>Tutor-led discussion about the need to confirm proposed activities with a supervisor.</p> <p>Small-group activity to plan the assembly of a single given product.</p>
<p>Prepare a work area ready for the assembly of components.</p> <p>Whole-class, tutor-led discussion about the need to prepare work areas – present examples of poor and good preparation.</p> <p>Paired activity to identify hazards/bad practices in workshops – presented as images with a checklist to complete.</p>
<p>Check components are correct and that tools and equipment are safe to use.</p> <p>Whole-class, tutor-led discussion about why components, tools and equipment should be checked before being used. Tutor presents an example</p>

which shows the consequences of working with assembly tools that are not fit for purpose.

Small-group activity to identify, from images, problems which can occur when assembling components.

Tutor-led discussion about special precautions to take when working with lubricants, cleaning substances, hydraulic oil and compressed air.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Use appropriate tools to assemble components.</p> <p>Tutor demonstration of assembly techniques followed by assembly of a product.</p> <p>Individual activities to develop basic assembly skills using hand tools.</p> <p>Individual and paired activities to assemble products from given components referring to parts schedules, drawings and manuals.</p>
<p>Check that the finished assembly conforms to specified limits of accuracy.</p> <p>Whole-class, tutor-led discussion about why assembled components should be checked against the specification.</p> <p>Individual activity to check an assembled product against its specification – dimensional and operational features.</p>
<p>Clean down work area and return tools and equipment to storage.</p> <p>Tutor-led discussion about the need for 'good housekeeping' in engineering workshops and the correct storage of tools and equipment.</p>
<p>Assessment activity – prepare a work area and assemble components using hand tools.</p> <p>Individual activity to assemble components using tools and procedures which address the unit content and six assessment criteria.</p>
<p>Seek and respond to guidance from the tutor.</p> <p>Tutors should encourage learners to have a dialogue with them. This could be prompted by the tutor asking learners to explain what they are doing, why they are doing it and how they are able to work safely. This does not require a formal allocation of time and should occur during delivery and assessment of the unit.</p>

Assessment

Learners will benefit from access to range of assessment opportunities. Examples might include observed practice, recorded explanations, checklists and annotated photographic records. Entries within a logbook and a finished assembly inspection report, both validated by the tutor, are also appropriate methods for recording achievement. Competence in practical activities should be evidenced through witness testimonies or observation records signed by the tutor.

Essential resources

It would be extremely useful if learners had access to a range of equipment commonly used in engineering. It may be possible to arrange a visit to an engineering company to extend learner awareness of the range of resources used in engineering.

A typical centre engineering workshop should be equipped with the basic requirements of this unit including a range of mechanical fastening devices,

tools and equipment for assembly operations. All supporting auxiliary equipment should also be available together with appropriate safety equipment.

Workshops should be staffed appropriately to ensure health and safety requirements are met. Technician support may be required during practical work.

Indicative resource materials

Textbooks

Boyce et al – *Engineering Level 1 Foundation Diploma* (Edexcel /Pearson, 2008) ISBN 9780435756253

Salmon D – *NVQ Engineering Level 2 Mandatory Units* (Longman, 1997) ISBN 9780582302983

Salmon D – *NVQ Engineering Level 2 Mechanical Units* (Longman, 2002) ISBN 9780750654067

Other publications

SEMTA – Trainees Book, Training Module for Maintaining Mechanical Devices and Systems (Training Publications Ltd 2001)

SEMTA – Instructors Manual, Training Module for Maintaining Mechanical Devices and Systems (Training Publications Ltd 2001)

Tutor resource disks

Boyce et al – *Engineering Level 1 Foundation Diploma* (Edexcel/Pearson, 2008) ISBN 9780435756260

Websites

www.connexions-direct.com

www.hse.gov.uk

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Be able to prepare a work area in readiness for welding operations	1.1 Confirm with a supervisor what has to be done before welding operations are carried out safely 1.2 Prepare a work area ready for the welding of materials 1.3 Check that materials are correct and tools and equipment are safe to use
2 Be able to produce welded joints to the required standard.	2.1 Use appropriate equipment to weld materials together safely 2.2 Check that the welded joints meet the required standards 2.2 Follow correct procedures to close down and store welding equipment safely.

Unit content

1 **Be able to prepare a work area in readiness for welding operations**

Before starting work: understand the task eg what needs to be carried out, order of operations, tools and equipment, quality checks; personal protection eg eye protection, lens filters, hair protection, footwear, use of barrier cream, removal of loose clothing and jewellery; regulations and safety procedures eg handling hot material, fume extraction, protective screens, initiating arc/flame; maintenance of access eg clear walkways, emergency exits; understand the need for good housekeeping eg cleanliness of work area, eliminating potential hazards; understand what might go wrong eg materials of the wrong size, an equipment fault develops, consumables/gases run out, finished welds not to standard; confirm proposed actions with a supervisor

Work area preparation: select appropriate welding equipment eg manual metal arc, oxy fuel-gas, TIG, MIG/MAG; obtain materials to be welded eg carbon steel, stainless steel, aluminium; select appropriate consumables eg filler wire, filler rod, electrode; select hand tools eg clamps, vice, hammers, rule, square, wire brush; obtain correct personal protective equipment eg eye protection, hair protection, overalls, safety footwear; identify procedures for equipment start up/close down in both normal and emergency situations

Check that materials are correct and equipment is safe to use: check materials to ensure right type and size; check materials are free from excessive contamination eg rust, oil, grease, dirt; check condition and correct assembly of equipment eg power cables, earth returns, gas hoses, regulators, safety valves, torch/electrode holders, gas leaks, lens filters, clamps

2 **Be able to produce welded joints to the required standard**

Use equipment to weld materials together safely: welded joints eg fillet lap, tee fillet, close corner, butt; welding position eg flat hand down, horizontal, vertical; 100 mm minimum weld length; forms of material eg plate, section, tube; run welds eg single, multi, stop, restart; edge preparation eg flat, square, bevelled; set up and restrain materials eg position, alignment, gapping, clamps, fixtures; starting the weld eg striking, initiating, torch lighting, adjust/control arc/flame; tack weld; controlling the weld eg speed, direction, angle, blending stops/starts/tacks, distortion, finished appearance

Check that welded joints meet the required standards: dimensional checks eg positional accuracy, size, profile of weld, distortion; visual checks eg uniformity, alignment, correct fusion, fillet of appropriate size, porosity, slag inclusions, parent metal substantially free from arcing or chipping marks

Follow correct procedures to close down and store welding equipment safely: closing down equipment eg isolation of electrical supplies, extinguishing the welding flame, turning off gas cylinders/supply; storing equipment safely eg cables, gas hoses, cylinders, welding sets, filler wires, electrodes, hand tools; returning and storing safety equipment; good housekeeping eg cleaning down, shutting off fume extraction, return of tools and equipment into safe storage

Essential guidance for tutors

Delivery

This unit is essentially practical and learners would benefit from practising their skills before being assessed. Learners should think about the processes needed and actions to be taken to prepare their workplace and then weld materials into basic fabrications. Learners should have opportunities to talk about what they are going to carry out and how they propose to overcome problems which may occur whilst they are assembling components. It is important that they understand the safety aspects of working with welding equipment and the measures which must be taken in order to minimise risk. They should also be fully aware of what to do in the case of an emergency.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Confirm with a supervisor what has to be done before welding operations are carried out safely</p> <p>Tutor-led unit introduction covering content, method of working and assessment.</p> <p>Tutor-led overview of the welding skills learners will develop.</p> <p>Tutor-led introduction about how engineers plan the manufacture of basic fabricated structures.</p> <p>Tutor-led discussion about PPE, where and when it is necessary and how it works.</p> <p>Tutor-led discussion about the need to confirm proposed activities with a supervisor.</p> <p>Small-group activity to plan the production of a simple fabricated component.</p>
<p>Prepare a work area ready for the welding of materials</p> <p>Whole-class, tutor-led discussion about the need to prepare work areas – present examples of poor and good preparation.</p> <p>Paired activity to identify hazards/bad practices in workshops – presented as images with a checklist to complete.</p>
<p>Check that materials are correct and tools and equipment are safe to use</p> <p>Whole-class, tutor-led discussion about why welding equipment and materials should be checked before use. Tutor presents a small range of examples which show the consequences of working with equipment and</p>

materials that are not fit for purpose.

Small-group activity to identify, from images, unsafe welding practices.

Use appropriate equipment to safely weld materials together

Tutor demonstration of how to use the equipment learners will be working with.

Individual activities to develop welding skills. Simple edge preparation and joint welding using available equipment (oxy-gas and/or electric arc).

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES

Check that the welded joints meet the required standards

Whole-class, tutor-led discussion about why welded joints need to be checked for accuracy, distortion and general quality.

Paired activity to check the quality of pre-prepared joints and those that learners have produced.

Follow correct procedures to close down and store welding equipment safely

Tutor-led discussion about the need for 'good housekeeping' in engineering workshops.

Assessment activity – prepare a work area and produce welded joints

Individual activity: set up welding equipment, edge prepare materials, weld joints, carry out checks, close down and put away. The activity should address the unit content and six assessment criteria.

Seek and respond to guidance from their tutor

Tutors should encourage learners to have a dialogue with them. This could be prompted by tutors asking learners to explain what they are doing, why they are doing it and how they are able to work safely. This does not require a formal allocation of time and should occur during delivery and assessment of the unit.

Assessment

Learners will benefit from access to a range of assessment opportunities. Examples might include observed practice, recorded explanations, checklists and annotated photographic records. Entries within a logbook and weld inspection reports, both validated by the tutor, are also appropriate methods for recording achievement. Competence in practical activities should be evidenced through witness testimonies or observation records signed by the tutor.

Essential resources

It would be extremely useful if learners had access to a range of equipment commonly used in engineering. It may be possible to arrange a visit to an engineering company to extend learner awareness of the range of resources used in engineering.

A typical centre engineering workshop should be equipped with the basic requirements of this unit including a range of welding process equipment, for example oxy fuel-gas, manual metal arc, gas-shielded arc. All supporting auxiliary equipment should also be available together with appropriate safety equipment.

Workshops should be staffed appropriately to ensure health and safety requirements are met. Technician support may be required during practical work.

Indicative resource materials

Textbooks

Boyce et al – *Engineering Level 1 Foundation Diploma* (Edexcel/Pearson, 2008) ISBN 9780435756253

Galvery – *Welding Essentials: Question and Answers* (Industrial Press, 2002) ISBN 9780831131234

Timings R L – *Basic Manufacturing* (Newnes, 1998) ISBN 9780750659901

Waters F – *Fundamentals of Manufacturing for Engineers* (UCL Press, 1996) ISBN 9781857283389

Tutor resource disks

Boyce et al – *Engineering Level 1 Foundation Diploma* (Edexcel/Pearson, 2008) ISBN 9780435756260

Videos

The Video Skill – *Guide to Gas Welding* (1991)

Websites

www.connexions-direct.com

www.diywelding.co.uk

www.hse.gov.uk

www.mig-welding.co.uk/tutorial.htm

www.twi.co.uk

Unit 7: Developing Skills in Electronic Assembly

Unit reference number: H/601/0095

Level: 1

Credit value: 3

Unit aim

This unit introduces learners to the skills needed to assemble electronic components into simple circuits. It will give them the opportunity to think about the precautions and safety requirements needed when using electronic assembly activities. This unit provides some of the knowledge, understanding and skills for the Level 1 Performing Engineering Operations NOS Unit 23: Assembling Electronic Circuits.

Unit introduction

In this unit learners will explore the activities involved in assembling electronic components and making circuits. When preparing for electronic assembly activities they will learn about the necessary safety requirements, components, tools and equipment, and use soldering techniques.

Learners will be involved in the practical activities associated with assembling a simple electronic circuit. They will be able to demonstrate that they can prepare for the activity and also take the necessary precautions to ensure the assembly is carried out safely and correctly. They will have an opportunity to check a range of components, tools and equipment before the circuit is assembled. Having carried out an electronic assembly activity learners will show that they can leave the work area in a safe and tidy condition and that they have produced an assembly to a reasonable standard.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Be able to prepare for and carry out an electronic assembly activity	1.1 Take precautions before carrying out an electronic assembly activity 1.2 Prepare components, tools and equipment ready for an electronic assembly activity 1.3 Check components before they are used in an electronic assembly activity
2 Be able to assemble electronic components correctly and safely.	2.1 List the safety aspects for an electronic assembly activity 2.2 Produce an electronic assembly correctly and safely.

Unit content

1 **Be able to prepare for and carry out an electronic assembly activity**

Preparation activities: precautions eg tidy bench and floor area, planning assembly area layout, checking availability of services such as electrical or air supplies, putting tools and equipment into safe storage after use; preparation eg correct components and how they fit into the assembly, how to use tools and equipment; checking eg bent pins, broken leads, damaged housing, other damage to components, quantity of components

Electronic assemblies: electronic circuits eg audio amplifiers, signal converters, signal generators, counter/timers, sensor/actuator circuit, digital circuit, signal processing circuit, alarm and protection circuit; connect peripheral components and wiring; assemblies to contain component board including a range of components eg resistor (such as fixed, variable), capacitor (such as fixed, variable, electrolytic), diodes, semiconductor device, integrated circuit IC, connectors, insulators, cables, clips and straps

2 **Be able to assemble electronic components correctly and safely**

Correct assembly: using pliers, wire strippers, side or end cutters, special tools for inserting components; soldering components and the use of heat sinks/shunts; using anti-static procedures; removing correct length of insulation; avoiding damage to conductors; tinning conductor ends when appropriate; terminating cables to connectors; securing cables using clips and straps; making visual checks eg positioning of components and wiring, damaged/burnt insulation, excessive solder or solder spikes/bridges which may cause short circuits to occur; checking circuit function using simple test equipment and/or specific test tools

Safety: personal protection eg wearing protective clothing, removal of loose clothing and jewellery, use of barrier cream, eye protection, safety footwear; preparation of assembly area; fume extraction; good housekeeping eg cleanliness of work area, removal of waste materials, storage of materials and tools; maintenance of access eg clear walkways, emergency exits; anti-static precautions; heat damage eg use of heat sink; handling circuit boards to avoid contamination; inspecting soldering equipment for damaged/burnt insulation

Essential guidance for tutors

Delivery

This unit is about preparing for and carrying out an electronic assembly activity correctly and safely. It therefore lends itself to be delivered in a holistic way and by learners practising in the workshop and reflecting on the experiences gained relating to safety and the correct use of components, tools and equipment when carrying out activities.

A key part of delivery is likely to be demonstration and practice. Although some awareness raising may be needed in a safe environment such as a classroom. Although both learning outcomes are practical in nature, some underpinning knowledge will need to be established before learners are allowed access to the practical activities. Checking of this may be best achieved through question and answer sessions. Other activities such as 'card games' or 'word searches' may also be appropriate and helpful.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Be able to prepare for and carry out an electronic assembly activity</p> <p>Whole-class, tutor-led discussions about the importance of good preparation.</p> <p>Whole-class, tutor-led demonstration of good practice and preparation in the electronics workshop.</p> <p>Individual activity: learners visit a poorly laid out assembly area and establish all points of bad practice, set this up as a competition.</p> <p>Individual activity: learners devise and play each others' crossword games about the precautions to take and the checking of components.</p> <p>Assessment of this part of the unit is likely to be achieved within activities to meet the requirement of the second learning.</p>
<p>Be able to assemble electronic components correctly and safely</p> <p>Individual activity completing 'gapped handouts' about safety aspects etc.</p> <p>Whole-class, tutor-led demonstration of electronic assembly activities.</p> <p>Individual learners activity: practise producing electronic assemblies, with formative checks until learners show a reasonable level of competence and safety.</p> <p>Individual summative assessment activity. This will take a large proportion of the time for this part of the unit.</p>

Assessment

Due to the nature of the assessment requirements of this unit it is likely that summative assessment will take a large proportion of the 30 hours assigned to the unit. Learners should only be assessed once the tutor is comfortable with their level of competence developed during the formative stages of the practical activities.

A single assignment could be developed to address all the assessment criteria. It should be based on the practical activity of assembling electronic components correctly and safely. This does mean that most of the evidence will be in the form of witness statements/observation records supported by annotated photographs of what learners carried out, and work area layout, along with component listings etc, 2.1 will, however, require either a written list of safety aspects produced by learners or a list written by the tutor and extracted from the learner, and authenticated as such.

The circuit given to each learner must include a range of opportunities for them to take appropriate precautions before they prepare for and start the assembly activity in a correct and safe manner. The electronic assembly must include a range of components to be assembled from those listed in the unit content. Whilst the circuit does not need to contain all those listed it should have a simple function. This would add relevance to this activity. When designing the circuit to be assembled, and components to be used, care must be taken, to ensure that learners have opportunities to demonstrate correct assembly methods as defined in the unit content. It would also be sensible to include some components that are not 'fit for purpose' for example have bent pins, so that learners can demonstrate they have checked components before assembling and requested an exchange. The opportunity to check the assembly for correct function is also important and part of the requirements of 2.2.

Essential resources

A typical centre engineering workshop should be equipped with the basic requirements of this unit including a range of electronic assembly equipment and components, tools and equipment for assembly operations. All supporting auxiliary equipment should also be available together with appropriate safety equipment.

Workshops should be staffed appropriately to ensure health and safety requirements are met. Technician support may be required during practical work.

Indicative resource materials

Textbooks

Bishop O – *Electronics: A First Course* (Newnes, 2006) ISBN 0750669608

Bishop O – *Electronics: Circuits and Systems* (Newnes, 2003) ISBN 0750658452

Duncan T – *Success in Electronics* (Hodder Murray, 1997) ISBN 0719572053

Sladdin and Johnson – *Elementary Electronics: Basic Electronics* (Hodder & Arnold, 1990) ISBN 978-0340513736

Tooley M – *Electronic Circuits: Fundamentals and Applications* (Newnes, 2006) ISBN 0750669233

Magazines

Engineering – (*The Engineering Magazine*) ISSN 0013-7782

Engineering & Technology Magazine

Websites

www.connexions-direct.com

www.maplin.co.uk/

uk.rs-online.com/web/

Unit 8: Developing Skills in Wiring Electrical Circuits and Components

Unit reference number: L/601/0124

Level: 1

Credit value: 3

Unit aim

This unit introduces learners to the skills required to carry out the wiring and terminating of electrical circuits and components. It will give them the opportunity to think about the necessary precautions and safety requirements when preparing for wiring activities by learning about components, cables, tools and equipment when using appropriate terminations. This unit provides some of the knowledge, understanding and skills for the Level 1 Performing Engineering Operations NOS Unit 21: Wiring Electrical Equipment and Circuits.

Unit introduction

In this unit learners will explore the activities involved in wiring simple electrical circuits and components. When preparing for electrical wiring activities they will learn about the necessary safety requirements, components, cables, tools, equipment, and any documentation that may be required.

Learners will be involved in the practical activities associated with wiring a simple electrical assembly. They will be able to demonstrate that they can prepare for the activity and also take the necessary precautions to ensure the assembly is carried out safely and correctly. Learners will have an opportunity to check a range of components, cables, tools and equipment before the wiring is carried out. Having completed an electrical wiring activity learners will show that they can leave the work area in a safe and tidy condition and that they have produced an assembly to a reasonable standard.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Be able to prepare for and carry out an electrical wiring activity	1.1 Take precautions before carrying out an electrical wiring activity 1.2 Prepare components, cables, tools and equipment ready for an electrical wiring activity 1.3 Check components and cables before they are used in an electrical wiring activity
2 Be able to wire and terminate electrical components correctly and safely.	2.1 List the safety aspects for an electrical wiring activity 2.2 Wire up electrical components correctly and safely.

Unit content

1 **Be able to prepare for and carry out an electrical wiring activity**

Preparation activities: precautions eg tidy bench and floor area, planning assembly area layout, checking availability of services such as electrical or air supplies, putting tools and equipment into safe storage after use; preparation eg correct components and cables and how they fit into the assembly, how to use tools and equipment eg electrician's screwdriver (parallel slotted and Phillips head), adjustable wrench, craft knife, pliers with insulated handles, wire strippers, junior hacksaw, digital multimeter, tape measure; checking eg damaged housing, broken insulation, missing terminal screws, quantity of components; preparation for termination activities eg determining the sizes and lengths of required cables

Wiring electrical activity: wiring a circuit eg lighting, power, control, domestic lighting circuits, domestic power circuits, motor start and control, vehicle heating or ventilating, vehicle lighting, vehicle starting and ignition, instrumentation and control circuits, alarm systems (such as fire, intruder, process control), electro-pneumatic or electro-hydraulic control circuits, other control circuits (such as pumps, fans, blowers, extractors), lighting, air conditioning control circuits, refrigeration control circuits, heating/boiler control circuits, aircraft lighting circuits, power generation and control circuits, avionic circuits and systems, emergency lighting systems, communication systems, computer systems including earthing procedures and circuit protection; wiring circuit or assembly to contain cabling; simple test to ensure wiring meets the standard eg continuity test, insulation resistance test; making visual checks eg positioning of components, for damaged sleeving, loose and exposed conductors, strain on terminations, insufficient slack cable at sockets

2 **Be able to wire up electrical components correctly and safely**

Electrical circuit or assembly: circuit containing four components eg isolators, switches, sockets, lamp holders, junction boxes/terminal blocks, panel lamps, circuit breakers/fuses, relays/contactors, alarm devices, motors/starters, pumps, heaters, blowers, luminaries, ballast chokes, consumer unit, residual current device (RSD), instruments, transformer, panel/sub-assembly, sensor, actuator, solenoids; positioning and securing of equipment and components; cables eg PVC, flexible, single core, multiway, data/communications, fibre optics, screened/coaxial, ribbon cables, wiring loom/harness; preparing cables eg stripping outer coating without damage to conductor insulation, stripping cable conductor insulation/protection; securing cables eg clips, plastic strapping, lacing, harnessing, clips, protective sleeving, coded tabs; crimping eg spade end, loops, tags, pins; making mechanical/screwed/clamped connections; soldering and de-soldering; installation eg fixed, as on a wall, portable, as on a bench exercise board or special fixture

Safety: personal protection eg wearing protective clothing, removal of loose clothing and jewellery, use of barrier cream, eye protection, safety footwear; preparation of assembly area; good housekeeping eg cleanliness of work area, removal of waste materials, storage of materials and tools; maintenance of access eg clear walkways, emergency exits; using cable stripping and terminating tools safely and correctly; adhering to safety procedures or systems eg risk assessment, COSHH

Essential guidance for tutors

Delivery

This unit is about preparing for and carrying out an electrical wiring activity correctly and safely. It therefore lends itself to be delivered in a holistic way and by learners practising in the workshop and reflecting on the experiences gained relating to safety and the correct use of components, cables, tools and equipment when carrying out these activities.

A key part of delivery is therefore likely to be demonstration and practice although some awareness raising may be needed in a safe environment such as a classroom. Although both learning outcomes are practical in nature, some underpinning knowledge will need to be established before learners are allowed access to the practical activities. Checking of this may be best achieved through question and answer sessions. Other activities such as 'card games' or 'word searches' etc may also be appropriate and helpful.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Be able to prepare for and carry out an electrical wiring activity</p> <p>Whole-class, tutor-led discussions about the importance of good preparation.</p> <p>Whole-class, tutor-led demonstration of good practice and preparation in the electrical workshop.</p> <p>Individual activity: learners visit a poorly laid out wiring or assembly area and establish all points of bad practice, set this up as a competition.</p> <p>Individual activity: learners devise and play each others' crossword games about the precautions to take and the checking of components and cables.</p> <p>Assessment of this part of the unit is likely to be achieved within activities to meet the requirements of the second learning outcome.</p>
<p>Be able to wire up electrical components correctly and safely</p> <p>Individual activity completing 'gapped handouts' about safety aspects etc.</p> <p>Whole-class, tutor-led demonstration of electrical wiring activities.</p> <p>Individual activity: learners practise producing electrical wiring assemblies, with formative checks until learners show a reasonable level of competence and safety.</p> <p>Individual summative assessment activity. This will take a large proportion of the time for this part of the unit.</p>

Assessment

Due to the nature of the assessment requirements of this unit it is likely that summative assessment will take a large proportion of the 30 hours assigned to the unit. Learners should only be assessed once the tutor is comfortable with their level of competence developed during the formative stages of the practical activities.

A single assignment could be developed to address all the assessment criteria. It should be based on the practical activity of assembling electrical components and cables correctly and safely. This does mean that most of the evidence will be in the form of witness statements/observation records supported by annotated photographs of what learners carried out, and work area layout, along with component and cable listings etc. 2.1 will however require either a written list of safety aspects produced by learners or a list written by the tutor and extracted from the learner, and authenticated as such.

The wiring assembly given to each learner must include a range of opportunities for them to take appropriate precautions before they prepare for and start the assembly activity in a correct and safe manner. The electrical wiring assembly must include four different components and have a cable type from those listed in the unit content. Whilst the circuit does not need to contain all those listed it should have a simple function. Typical circuits are given in the unit content under learning outcome 1. This would add relevance to this activity. When designing the circuit to be assembled, and the components and cables to be carried out used care must be taken to ensure a protection device is included, and that learners have opportunities to show that the assembly is carried out correctly and checked using simple tests and visual checks. It would also be sensible to include some components or cables that are not 'fit for purpose' for example broken insulation, so that learners can demonstrate they have checked components and cables before assembling and requested an exchange. The opportunity to check the wiring for correct function is also important and part of the requirements of 2.2.

Essential resources

A typical centre engineering workshop should be equipped with the basic requirements of this unit including a range of electrical wiring equipment and components, cables, tools and equipment for assembly operations. All supporting auxiliary equipment should also be available together with appropriate safety equipment.

Workshops should be staffed appropriately to ensure health and safety requirements are met. Technician support may be required during practical work.

Indicative resource materials

Textbooks

Linsley R – *Basic Electrical Installation Work* (Butterworth-Heinemann, 1998)

ISBN 978-0340705742

Meredith B – *Ortho – Wiring Basics* (Ortho Books, 2000) ISBN 978-0897214407

Magazines

Engineering – (The Engineering Magazine) ISSN 0013-7782

Engineering & Technology Magazine

Websites

www.connexions-direct.com

www.maplin.co.uk/

<http://uk.rs-online.com/web/>

Unit 9: Developing Skills in Routine Servicing of Mechanical Equipment

Unit reference number: R/601/0125

Level: 1

Credit value: 3

Unit aim

This unit introduces learners to the skills needed to carry out the routine servicing of mechanical equipment. It will give them the opportunity to think about the necessary precautions and safety requirements when carrying out a routine service on mechanical systems or equipment by learning about equipment, fluid systems, components and operating mechanisms. This unit provides some of the knowledge, understanding and skills for the Level 1 Performing Engineering Operations NOS Unit 10: Carrying Out Routine Servicing of Mechanical Equipment.

Unit introduction

In this unit learners will explore the activities involved in the routine servicing of mechanical systems or equipment. When carrying out servicing activities they will learn about the necessary safety requirements, and routine servicing equipment, components and systems.

Learners will be involved in the practical activities associated with the routine servicing of a mechanical system or piece of equipment. They will be able to demonstrate that they can prepare for the service, and also take the necessary precautions to ensure the service is carried out safely and correctly. Learners will have an opportunity to make adjustments, such as setting a belt tension, check and fill fluid levels, test and check for leaks and replace components. Having carried out a routine service on a mechanical system or piece of equipment learners will show that they can leave the work area in a safe and tidy condition and that they have carried out the service to a reasonable standard.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know about routine mechanical servicing operations	1.1 List what to carry out for the routine servicing of given mechanical system/equipment 1.2 Tell their supervisor what they are going to do when servicing different given mechanical system/equipment
2 Be able to service mechanical equipment and systems safely.	2.1 Follow safe working practices and procedures when carrying out mechanical servicing operations 2.2 Carry out a routine service for given mechanical system/equipment.

Unit content

1 **Know about routine mechanical servicing operations**

Mechanical servicing operations: making adjustments to equipment eg adjusting clearances, setting belt tensions, setting operating mechanisms like levers and linkages, setting air line pressures; checking and filling fluid and/or lubrication systems eg topping up oil, fluid or coolant levels, removing excess dirt and grime; making prescribed tests and checks eg checks on self-diagnostic systems, tests for air or fluid leaks, functionality checks; carrying out visual checks eg for damage, excessive wear on belts or chains, leaking seals, contaminated lubricants; changing 'lived' components for example filter lubricants, hydraulic fluids, coolants, seals, gaskets, locking devices; checking all pipework and flexible hoses eg checking pipe joints and connectors are tight and free from damage and leaks; replacing and/or remaking all seals, joints and pipe work which is not serviceable

2 **Be able to service mechanical equipment and systems safely**

Safe working practices and procedures: making sure equipment is safe to work on eg isolated, out of service and use; wearing protective clothing eg overalls, safety shoes, eye protection, gloves and/or barrier creams; complying with regulations and organisational safety procedures eg permit to work; keeping the work area free of waste materials, surplus materials, tools/equipment; checking that all servicing operations have been completed, all guards and covers have been replaced and there are no oil or fluid leaks

Mechanical equipment and systems: examples of suitable equipment could include pumps, valves, engines, gearboxes, fluid power systems, heating, ventilating and refrigeration systems, drive and control systems/mechanisms; systems including fluids eg lubricants, coolants, hydraulics; non-serviceable components/'lived' components eg belts, filters, gaskets; operating mechanisms eg belts, chains, levers, cams

Essential guidance for tutors

Delivery

This unit is about preparing for and carrying out routine mechanical servicing operations correctly and safely. It therefore lends itself to be delivered in a holistic way and by learners practising in the workshop and reflecting on the experiences gained relating to safety and correct adjustments, checking and filling fluid and/or lubrication systems, carrying out prescribed tests and checks, and changing components when carrying out these operations.

A key part of delivery is therefore likely to be demonstration and practice which should be carried out on more than one system or piece of equipment. This is where the major part of the time will be spent during delivery although some awareness raising may be needed in a safe environment such as a classroom. Although the second learning outcome is practical in nature some underpinning knowledge will need to be established before learners are allowed access to the practical activities. This, in fact, is the essence of the first learning outcome which is knowledge based. Further checking of this may be best achieved through question and answer sessions. Other activities such as 'card games' or 'word searches' etc may also be appropriate and helpful.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Know about routine mechanical servicing operations</p> <p>Whole-class, tutor-led discussions about the importance of good preparation.</p> <p>Whole-class, tutor-led demonstration of good practice and preparation in the servicing or mechanical workshop.</p> <p>Individual practice of routine operations, led by the tutor. Individuals work on different servicing operations such as making adjustments, checking and filling fluid and/or lubrication systems, carrying out prescribed tests and checks, and changing components on simple mechanical equipment or systems, such as pumps, valves, engines, gearboxes, fluid power systems, heating, ventilating and refrigeration systems, drive and control systems/mechanisms and systems including fluids.</p> <p>Individual activity listing what learners carried out, what safety issues arose and the precautions taken etc.</p> <p>Whole-class discussion on what each individual carried out during the servicing operations.</p> <p>Individual summative assessment activity – listing what needs to be carried</p>

out for a given servicing operation, addressing 1.1.

Assessment 1.2 is likely to be achieved within activities to meet the requirements of the second learning outcome, where learners should be asked what they are going to do when servicing a different given mechanical system/piece of equipment.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES

Be able to service mechanical equipment and systems safely

Individual activity completing 'gapped handouts' about safety aspects etc.

Further whole-class, tutor-led demonstration of the routine servicing of mechanical systems/equipment.

Further individual activity, practising servicing mechanical systems/equipment, with formative checks until learners show a reasonable level of competence and safety.

Individual summative assessment activity. This will take a large proportion of the time for this part of this learning outcome.

Assessment

Due to the nature of the assessment requirements of this unit it is likely that the summative assessment will take a large proportion of the time assigned to the unit. Learners should only be assessed once the tutor is comfortable with their level of competence developed during the formative stages of the practical activities.

Two assignments could be developed to address the assessment criteria. The first assignment could address 1.1 as a stand-alone activity listing what to carry out for the routine service of given mechanical system/equipment. The second assignment should be based on the practical activity of routine servicing a mechanical system or piece of equipment correctly and safely. The given mechanical system or equipment must be different to that given for 1.1. This does mean that most of the evidence for 2.1 and 2.2 will be in the form of witness statements/observation records supported by annotated photographs of what learners carried out and work area layout and system or equipment serviced, along with notes, servicing logs or listings etc 1.2 will also require a statement about what learners said during the activity, and authenticated as such.

The routine service allocated to each learner must include a range of opportunities for them to take appropriate precautions before they prepare for and start the service activity in a correct and safe manner. The mechanical system/equipment must enable learners to make adjustments, check and fill fluid and/or a lubrication system, carry out prescribed tests and checks, including visual checks, change 'lived' components, and check all pipework and flexible hoses. Typical systems and equipment are given in the unit content under learning outcome 2. This would add relevance to this activity. When designating the service to be carried out care must be taken to ensure a non-serviceable component is included, and that learners have opportunities to show that the service is carried out correctly, checked and returned to use.

Essential resources

A typical centre engineering workshop should be equipped with the basic requirements of this unit including a range of mechanical systems or equipment and components, tools and equipment for servicing operations. All supporting auxiliary equipment should also be available together with appropriate safety equipment.

Workshops should be staffed appropriately to ensure health and safety requirements are met. Technician support may be required during practical work.

Indicative resource materials

Textbooks

Mobley R K – *Maintenance Fundamentals* (Butterworth-Heinemann, 2004)
ISBN 978-0750677981

Salmon D – *NVQ Engineering Level 2 Mechanical Units* (Longman, 1998)
ISBN 978-0582302990

Salmon, Powdril – *Mechanical Engineering: Level 2 NVQ: Performing Engineering Operations* (Newnes, 2002) ISBN 978-0750654067

The following are examples of materials that support understanding of more complex equipment and systems.

Dixon G – *Dishwasher Manual: DIY Plumbing, Fault-finding, Repair and Maintenance* (Hardcover) (Haynes, 2009) ISBN 978-1844255559

Dixon G – *The Washing Machine Manual: DIY Plumbing, Fault-finding, Repair and Maintenance* (Hardcover) (Haynes, 2007) ISBN 978-1844253487

Magazines

Engineering – (*The Engineering Magazine*) ISSN 0013-7782

Engineering & Technology Magazine

Other publications

Manufacturers' manuals and data sheets

Website

www.connexions-direct.com

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know about routine electrical/electronic servicing operations	1.1 List what to carry out for the routine servicing of given electrical/electronic system/equipment 1.2 Tell their supervisor what they are going to carry out when servicing different given electrical/electronic system/equipment
2 Be able to service electrical/electronic equipment and systems safely.	2.1 Follow safe working practices and procedures when carrying out electrical/electronic servicing operations 2.2 Carry out a routine service for given electrical/electronic system/equipment.

Unit content

1 **Know about routine electrical/electronic servicing operations**

Electrical/electronic servicing operations: carrying out routine tests and checks eg carrying out tests on portable tools and equipment, instrumentation, sensors or indicators, carrying out checks on self-diagnostic systems, carrying out tests for correct earthing, insulation resistance and operation of alarm and protection equipment; checking and/or changing 'lived' components eg equipment and/or emergency back up batteries, commutator brushes, overload protection devices, panel/warning lights, checking building and emergency lighting systems and changing lamps or tubes as appropriate; carrying out visual checks eg cuts or damage to cables, cracked, broken or loose plugs and/or connectors, excessive arcing of switches or contactors, overheating or damage to circuit board components, impact damage to casings, entry of water or foreign bodies; removing excessive dirt and grit; making adjustments to components, connections or fastenings

2 **Be able to service electrical/electronic equipment and systems safely**

Safe working practices and procedures: wearing protective clothing and equipment; complying with regulations and organisational safety procedures eg adhering to risk assessments and COSHH regulations, permit to work procedures, taking anti-static precautions; keeping the work area clean and tidy and in a safe condition; ensuring equipment isolation from electrical supply and that access has been provided; checking that all servicing operations have been completed and the service area is free of tools used and excess materials, all covers have been replaced and, where appropriate, that power has been restored

Electrical/electronic equipment and systems: examples could include portable power tools, test equipment, low voltage lighting systems, heating or ventilating systems, switchgear and distribution panels, motors and starters, alarm and protection equipment/circuits, electrical plant, wiring enclosures, control systems and components, luminaires; systems including power leads or extension cables; non-serviceable components/'lived' components eg batteries, lights, switches, sockets, plugs/connectors, circuit board, fuses/overload protection devices

Essential guidance for tutors

Delivery

This unit is about preparing for and carrying out routine electrical/electronic servicing operations correctly and safely. It therefore lends itself to be delivered in a holistic way and learners by practising in the workshop and reflecting on the experiences gained relating to safety, carrying out prescribed tests and checks and changing components when carrying out these operations.

A key part of delivery is therefore likely to be demonstration and practice which should be carried out on more than one system or piece of equipment. This is where the major part of the time will be spent during delivery although some awareness raising may be needed in a safe environment such as a classroom. Although the second learning outcome is of practical in nature some underpinning knowledge will need to be established before learners are allowed access to the practical activities. This, in fact, is the essence of the first learning outcome which is knowledge based. Further checking of this may be best achieved through question and answer sessions. Other activities such as 'card games' or 'word searches' etc may also be appropriate and helpful.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
Know about routine electrical/electronic servicing operations
Whole-class, tutor-led discussions about the importance of good preparation.
Whole-class, tutor-led demonstration of good practice and preparation in the servicing or electrical/electronic workshop.
Individual practice of routine operations, led by the tutors, individuals working on different servicing operations such as carrying out routine tests and checks and changing components on simple electrical/electronic equipment or systems, such as portable power tools, test equipment, low voltage lighting systems, heating or ventilating systems including power leads or extension cables.
Individual activity listing what learners carried out what safety issues arose and the precautions taken etc.
Whole-class discussion on what each individual carried out during the servicing operations they carried out.
Individual summative assessment activity involving the listing of what was carried out for a given servicing operation addressing 1.1.

Assessment 1.2 is likely to be achieved within activities to meet the requirements of the second learning outcome where learners should be asked what they are going to carry out when servicing a different given electrical/electronic system/ piece of equipment.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES

Be able to service electrical/electronic equipment and systems safely

Individual activity completing 'gapped handouts' about safety aspects etc.

Further whole-class, tutor-led demonstration of the routine servicing of electrical/electronic systems/equipment.

Further individual activity, learners practise servicing of electrical/electronic systems/equipment, with formative checks until learners show a reasonable level of competence and safety.

Individual summative assessment activity. This will take a large proportion of the time for this part of this learning outcome.

Assessment

Due to the nature of the assessment requirements of this unit it is likely that summative assessment will take a large proportion of the 31 hours assigned to the unit. Learners should only be assessed once the tutor is comfortable with their level of competence developed during the formative stages of the practical activities.

Two assignments could be developed to address the assessment criteria. The first assignment could address 1.1 as a stand-alone activity listing what to carry out for a routine service of a given electrical/electronic system/equipment. The second assignment should be based on the practical activity routine servicing an electrical or electronic system or piece of equipment correctly and safely. The given electrical/electronic system or equipment must be different to that given for 1.1. This does mean that most of the evidence for 2.1 and 2.2 will be in the form of witness statements/observation records supported by annotated photographs of what learners carried out, and work area layout and system or equipment serviced, along with notes, servicing logs or listings etc, 1.2 will also require a statement of what the learner said during the activity, and authenticated as such.

The routine service given to each learner must include a range of opportunities for them to take appropriate precautions before they prepare for and start the service activity in a correct and safe manner. The electrical/electronic system/equipment given must include an opportunity for learners to carry out routine tests and checks, including visual checks on power leads or extension cables, and change 'lifer' components. Typical systems and equipment are given in the unit content under learning outcome 2. This would add relevance to this activity. When designating the service to be carried out care must be taken to ensure a non-serviceable component is included, and learners have opportunities to show that the service is carried out correctly, checked and returned to use.

Essential resources

A typical centres engineering workshop should be equipped with the basic requirements of this unit including a range of electrical/electronic systems or equipment and component, tools and equipment for servicing operations. All supporting auxiliary equipment should also be available together with appropriate safety equipment.

Workshops should be staffed appropriately to ensure health and safety requirements are met. Technician support may be required during practical work.

Indicative resource materials

Textbooks

Anderson J S – *Electronics Servicing* (Butterworth-Heinemann, 1997) ISBN 978-0750635547

Bishop O – *Getting Started in Practical Electronics* (Babani Publishing, 1994) ISBN 978-0859343459

Dixon G – *Dishwasher Manual: DIY Plumbing, Fault-finding, Repair and Maintenance* (Hardcover) (Haynes, 2009) ISBN 978-1844255559

Dixon G – *The Electrical Appliance Manual* (Haynes, 2000) ISBN 978-1859608005

Dixon G – *The Washing Machine Manual: DIY Plumbing, Fault-finding, Repair and Maintenance* (Hardcover) (Haynes, 2007) ISBN 978-1844253487

Sinclair I – *Electronic and Electrical Servicing: Consumer and Commercial Electronics* (Paperback) (Newnes, 2007) ISBN 978-0750669887

Sinclair I and Lewis G – *Electronic and Electrical Servicing: Level 2: Consumer and Commercial Electronics Core Units Level 2* (Newnes, 2002) ISBN 978-0750654234

The following are examples of materials that support understanding of more complex equipment and systems.

Magazines

Engineering – (*The Engineering Magazine*) ISSN 0013-7782

Engineering & Technology Magazine

Other publications

Manufacturers' manuals and data sheets

The following SEMTA publications may not be available for purchase but are still a useful resource.

SEMTA – *Instructors Manual, Training Module for Maintaining Electrical Equipment and Systems* (Training Publications Ltd 2001)

SEMTA – *Trainees Book, Training Module for Maintaining Electrical Equipment and Systems* (Training Publications Ltd 2001)

Website

www.connexions-direct.com

Unit 11: Starting Work in Engineering

Unit reference number: L/503/3425

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit introduces learners to career opportunities in engineering and the organisations that provide these opportunities. It encourages learners to make informed choices about their potential career options.

Unit introduction

This unit introduces learners to the different specialist areas that make up the engineering sector and helps learners identify the various careers available in each of these specialist areas, at all levels.

Learners will have the opportunity to explore the different types of organisation that operate within the engineering sector in terms of their size and the type of work they undertake. Learners will use this information to make decisions concerning possible career choices in engineering, and to reflect on the effect of these choices on their preferred lifestyle.

Although learners will work independently when making decisions about their career options, they will also function as effective members of a team by working responsibly and cooperatively with others.

When preparing for work in the engineering industry it is important that learners are able to seek, and respond to, guidance from colleagues and tutors during the learning process. This unit will help learners to develop an understanding of the personal qualities that employers value.

Essential resources

People working in the engineering sector are likely to be a very useful resource to motivate and inspire learners. Centres are encouraged to invite external speakers to talk about their experiences of companies and work. Paper-based information such as directories of organisations, job descriptions and job adverts from newspapers are all sources of useful information for learners.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about the different types of career opportunities available in engineering	1.1	Describe the different types of career opportunities in engineering	<ul style="list-style-type: none"> □ <i>Types of career opportunity:</i> fulltime or part-time; employed or self-employed; permanent or temporary; professional and technical eg design engineer, production management, development engineer, maintenance management, facilities management; craft or operative eg machinist, fitter, CAD operator; skilled or unskilled
2	Know about the different types of organisation offering career opportunities in engineering	2.1	Describe the different types of organisation that offer career opportunities in engineering in terms of their size and the nature of the work they undertake	<ul style="list-style-type: none"> □ <i>Types:</i> small businesses eg start-up companies, sole traders; large privately or publicly owned organisations eg partnerships, limited companies/PLCs, multi-nationals □ <i>Work undertaken:</i> manufacturing, servicing, contractors eg private businesses and public sector
3	Understand how career choices can impact on an individual's lifestyle	3.1	Explain how an individual's lifestyle may be influenced by their career choices they make	<ul style="list-style-type: none"> □ <i>Lifestyle issues:</i> ambitions and aspirations; job satisfaction; sense of identity; financial and social benefits □ <i>Impact of career choice:</i> requirements eg education, training and development, robust mental and physical health; conditions of work eg hard work, tight deadlines, working away from home or abroad, weekend working, flexitime, long hours of work, time spent travelling to work; impact eg effect on family life, social life and personal relationships, stress levels, mental and physical demands

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to make informed career choices	4.1	Make realistic career choices based on provided information	<ul style="list-style-type: none"> □ <i>Career choices</i>: career choice from learning outcome 1 above, potential employers from content learning outcome 2 above, implications of career choice from learning outcome 3 above
5	Be able to work responsibly with others	5.1	Demonstrate good team working skills by working responsibly and cooperatively	<ul style="list-style-type: none"> □ <i>Behaviour</i>: eg responsibility, recognition of strengths, knowledge and understanding of self and other team members, cooperation
6	Be able to seek, and respond to, guidance when working as part of a team	6.1	Follow instructions when working with others	<ul style="list-style-type: none"> □ <i>Attitudes</i>: eg enthusiasm; approachability; communication skills eg listening, questioning, speaking clearly; following instructions
		6.2	Communicate appropriately with others	

Information for tutors

Delivery

The purpose of this unit is to encourage learners to think realistically about what it would be like to work in engineering and, more particularly, to help learners match their skills, qualities and aspirations to a job they feel they might want to do. The unit describes a wide range of jobs at all levels but delivery should focus on those jobs learners could access upon completion of a programme based on Level 1 units. Progression issues should be examined by consideration of the ambitions of individual learners and by matching these ambitions to further training and development opportunities.

The unit is designed to provide an overview of the work available in the engineering sector, starting with the range of available jobs, their skill requirements and the different types of organisation that employ people to perform these jobs and offer good training and employment opportunities. In this unit the learners only need to consider job roles and responsibilities in the broadest sense. This could include the difference between craft and technician roles, engineering craft or technical apprenticeships, together with examples of the above.

Learners should be made aware that whilst there are large organisations which dominate the industry, much of the UK engineering sector is made up of smaller organisations which prevail. The reasons why people must work together as a team to plan, design and make products, artifacts and components should be stressed throughout. The unit gives learners the opportunity to think about factors that affect job choice from a variety of perspectives including:

- their personal skills and qualities
- the skills and qualities they might wish to acquire
- the different types of organisation in the engineering sector
- the needs and wants of different organisations in terms of work undertaken, physical location, size and structure
- how a job could affect their lifestyle
- how their lifestyle might have to change
- the relationship between lifestyles and job choices.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Know about the different types of career opportunities available in engineering

Whole-class, tutor-led discussions supported by small-group research into the different types of career opportunities available, followed by group presentations of their findings. Source material to include books, CD ROMs, newspapers, trade magazines and the internet. Presentations by experienced engineering personnel will be useful.

Know about the different types of organisation offering career opportunities in engineering

Whole-class, tutor-led discussions supported by small-group research into the different types of organisation working in engineering, followed by group presentations of their findings. Source material to include newspapers, trade magazines and the internet. Presentations by representatives from these organisations will be useful.

Understand how career choices can impact upon an individual's lifestyle

Whole-class, tutor-led, discussions with a question and answer session to draw out learners' thoughts on the potential personal impact of several different career choices at both professional/technical and craft/operative level. Presentations by experienced engineering personnel on the personal advantages and disadvantages of their career choices will be useful.

Be able to make informed career choices

Career choices must be based on the information gathered above and should be realistic and coherent. Evidence should take the form of clear choice of career(s), identification of at least one organisation that offers these careers and evidence that learners have investigated the impact of their career choice on their preferred lifestyle.

Be able to work responsibly with others

Discussion of the benefits of behaving in a cooperative and responsible manner towards staff and other learners. This does not require a formal allocation of time and should occur during both delivery and assessment.

Be able to seek and respond to guidance when working as part of a team

Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain as they work what they are doing, why they are doing it, the nature of the careers they are contemplating and the potential impact of these careers on their preferred lifestyle. Learners should be aware that their attitude, and the nature of their response to any advice, will comprise part of the evidence required to achieve the unit. This does not require a formal allocation of time and should occur during delivery and assessment.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

The use of one assessment instrument is suggested as being sufficient to allow full coverage of the learning outcomes, although assessment may be conducted in two discrete parts to avoid assessment overload for learners. The assessment instrument would therefore comprise all assessment criteria. Assessment could be divided into two parts: firstly 1.1 and 2.1 and, secondly, 3.1 and 4.1. 5.1, 6.1 and 6.2 can be assessed over the whole period of assessment and will not require extra time.

For 1.1, learners must describe two different types of career opportunities in engineering in terms of the skills and abilities needed. One career should relate to professional and technical opportunities and the other should relate to craft and operative job opportunities. A highly detailed answer is not required but the two types of job role must be clearly differentiated.

For 2.1, learners must describe two different types of organisation that offer career opportunities in engineering in terms of their size and the nature of the work they undertake. One organisation should be a large organisation engaged in major engineering projects and the other a small or medium enterprise (SME) engaged in smaller engineering projects. A highly detailed answer is not required but the two types of organisation, and the nature of their work, must be clearly differentiated.

For 3.1, learners must explain how an individual's lifestyle may be influenced by their career choices, in terms of the training and development they will need, their general state of health, the conditions under which they will work, the possible effect on their personal relationships and the general demands of the chosen career. The treatment can be broad as learners do not need to make a career or job choice at this point.

For 4.1, learners must make two realistic career choices. This does not need to relate to their own desired career path as it is unlikely that this will be clear to learners at this stage. Learners must demonstrate the ability to make career choices based on information provided by their tutor. This information should relate to the training and development needed for a range of different jobs and the nature of the different organisations they might work for. As for 1.1 above, a highly detailed answer is not required but learner choices should be essentially correct and clearly differentiated from each other.

For 5.1, learners must demonstrate good teamworking skills by working in a responsible and co-operative manner and by sharing resources and ideas with other learners. They must however produce their own individual evidence which could take the form of a witness statement or observation record.

For 6.1 and 6.2, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors, as and when appropriate, and by acting on the guidance received. They should communicate appropriately with both tutors and other learners at all times. Evidence again could take the form of a witness statement or observation record.

Suggested resources

Books

A wealth of careers information exists, much of it of a local nature. School, college and public libraries will have useful material and trade magazines, local and regional newspapers which will all help learners to assess the job market at any given time.

Basta N – *Opportunities in Engineering Careers, Rev. Ed.* (Opportunities In! Series) (McGraw-Hill Professional; 2nd edition, 2002) ISBN 978-0071390460

Echaore-McDavid & McDavid – *Career Opportunities in Engineering* (Career Opportunities) (Facts On File Inc, 2007) ISBN 978-0816061525

Garner G – *Careers in Engineering* (McGraw-Hill Contemporary, 2008) ISBN 978-0071545556

Magazines

Engineering – (The Engineering Magazine) ISSN 0013-7782

Engineering & Technology Magazine

Websites

www.direct.gov.uk/en/YoungPeople/index.htm

www.scenta.co.uk/engineering.cfm

www.semta.org.uk

www.summitskills.org.uk

www.thecareerengineer.com

www.yourcareerguide.co.uk/engineer.asp

Unit X: Introduction to the Vehicle Maintenance and Repair Sector

Unit reference number: M/502/1767

Level: 1

Credit value: 2

Unit aim

This unit aims to introduce learners to the motor vehicle maintenance and repair sector, and to enable them to identify organisations and job roles within the sector.

Unit introduction

This unit introduces learners to the motor vehicle maintenance and repair sector and the different organisations and job roles within it. The emphasis is on a clear and detailed identification of the terms, conditions and benefits of diverse job roles and employers in order to build knowledge of the sector. On completion of this unit, learners will possess a broad knowledge of the sector and the many career paths and opportunities it offers.

Although learners will work independently on some tasks, tutor-led guidance and assessment will help learners develop a detailed working knowledge of the broad scope of the modern motor vehicle maintenance and repair sector, the opportunities it offers and the requirements it demands.

This unit is intended for learners considering a career in the motor vehicle maintenance and repair sector – a rapidly advancing technological sector and growth employer. The unit is suitable for learners with little or no prior experience of the motor vehicle industry and for those learners having already achieved proficiency at Entry 3.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the vehicle maintenance and repair sector and the organisations and job roles within it	1.1 Identify the purpose of the vehicle maintenance and repair sector 1.2 Identify different types of organisations within the vehicle maintenance and repair sector 1.3 Identify roles within the vehicle maintenance and repair sector
2 Examine the terms, conditions and benefits of different jobs within the vehicle maintenance and repair sector	2.1 Identify the terms, conditions and benefits of different job roles and different employers within the vehicle maintenance and repair sector

Unit content

1 **Understand the vehicle maintenance and repair sector and the organisations and job roles within it**

Purpose: maintenance, repairs, tuning and servicing, fault diagnosis, vehicle inspections, technological innovation

Organisations and employers: garages; workshops; dealerships; fleet operators; hire companies; bus and coach companies; roadside assistance and recovery organisations eg AA, RAC; industrial organisations eg IMI, SMMT

Roles: service technician eg light vehicle technician, heavy vehicle technician, senior technician, technician supervisor, diagnostic technician, auto electrician; hierarchy eg apprentice, technician, master technician, workshop supervisor/manager, dealer manager/owner; other roles eg manufacturing, design, distribution, sales, marketing, service reception, motorsports, recycling

2 **Examine the terms, conditions and benefits of different jobs within the vehicle maintenance and repair sector**

Terms and conditions: legal responsibilities; health and safety eg hazards; managing complex processes eg use of electronic diagnostic equipment; environmental impact and considerations eg recycling, hybrid fuel technologies

Benefits: strong employment prospects in growth sector; clear career paths; multi-disciplinary team-driven work environment; development of leading edge practical workshop skills; understanding of complex and innovative technological processes; development of ability to plan and schedule tasks and workload independently

Essential guidance for tutors

Delivery

Delivery of this unit should focus on giving learners a solid and fundamental understanding of the motor vehicle maintenance and repair sector by reinforcing the fact that there are many and diverse career roles, employers and organisations within the modern global automotive industry. Learners should be encouraged to explore the terms, conditions and benefits of different job roles and to appreciate the wide range of employers and employment opportunities open to them within this growing sector of the world economy.

Whilst hands-on practical workshop experience to fully underpin the skills and knowledge in development is required by the other level 1 units T/502/1768: *Planning and Organising for Vehicle Maintenance and Repair Tasks* and A/502/1769: *Carrying Out Vehicle Maintenance and Repair Operations*, it is possible to deliver this unit solely within the classroom environment. Independent guided learner research (using the internet) to discover more about the automotive sector should be encouraged to provide a valuable alternative to direct tutor-led tuition.

The learning outcomes are ordered logically and it would be a reasonable, and recommended, approach to develop them sequentially. Learning outcome 1 can be achieved through guided independent research into the automotive sector using online (and other) resources. Group and individual tasks may be set to achieve this. Learning outcome 2 can be achieved through learners producing analytical written evaluations or reports (or completing tests) based on knowledge gained during the achievement of learning outcome 1.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Understand the vehicle maintenance and repair sector and the organisation and job roles within it</p> <p><i>Whole-class teaching</i></p> <p>Whole-class, tutor-led discussion on the purpose of the sector and the job roles within it. Whole-class, tutor-led discussion on organisations and employers within the sector. Source material to include textbooks, CD ROMs, trade magazines, the internet, and video/film on this topic. Presentations by experienced industry personnel and manufacturers' representatives would also be advantageous.</p> <p><i>Individual learner activities</i></p> <p>Investigation (using the internet and other sources) into organisations, career</p>

roles and employers within the motor vehicle maintenance and repair sector. Learners write reports or produce an information sheet on each topic within the unit content.

Topic and suggested assignments/activities

Examine the terms, conditions and benefits of different jobs within the vehicle maintenance and repair sector

Whole-class teaching

Whole-class, tutor-led discussion on the legal responsibilities and codes of practice that apply to the motor vehicle maintenance and repair sector. Whole-class, tutor-led discussion on benefits of a career within the motor vehicle maintenance and repair sector. Source material to include textbooks, CD ROMs, trade magazines, the internet, and video/film on this topic.

Presentations by experienced industry personnel and manufacturers' representatives would also be advantageous.

Individual learner activities

Following a research assignment (using the internet and other sources) learners can produce a report (or give a presentation) on the terms, conditions and legislation that apply to working within the motor vehicle maintenance and repair sector.

Following a research assignment (using the internet and other sources) learners can produce a report (or give a presentation) on the benefits of a career within the motor vehicle maintenance and repair sector.

Following a research assignment (using the internet and other sources) learners can give presentations on individual career roles within the sector eg light vehicle technician, diagnostic technician, auto electrician.

Following a research assignment (using the internet and other sources) learners can produce a report (or give a presentation) on health and safety issues and legislation relevant to the motor vehicle maintenance and repair sector. (This activity can lead directly towards delivery of the accompanying unit, *Principles of Health and Safety*).

Knowledge check and unit assessment

Tutor assessment of learner understanding of the unit content through a combination of oral questioning, assessment of learner presentations and the marking of centre-devised written tests and reports/essays/detailed notes. Each learner to create and assemble a portfolio of evidence including observation records, witness statement, photographic evidence (where applicable) and marked and signed written work. Feedback to learners and unit close.

Assessment

For this unit, centres will need to devise tests and set investigative assignments appropriate for level 1 learners and suitable for achieving the assessment criteria. Tutors/assessors will be expected to organise tasks in a logical order according to the requirements of both learners and course criteria. Although there is no time limit for assessment, it is assumed that assessment of individual tasks should take no longer than one hour.

In order to meet the unit assessment criteria, learners can build a portfolio of written evidence of the research they have undertaken using a variety of sources (for example online, textbooks, journals) commensurate with assessment criteria 1.1, 1.2, 1.3 and 2.1.

For 1.3, learners must list at least six roles within the motor vehicle maintenance and repair sector. This may include separate categories of technician.

Suitable written evidence within each learner's portfolio will include successful descriptive evidence (for example analytical essays, investigative reports, detailed bullet point lists) and evidence of the successful completion of tests (for example oral questioning reports, multiple-choice tests). Supporting written authentication documents completed by the tutor/assessor and records of tutor observation/oral questioning should also be included.

Further guidance on the use of observation records and witness statements is available on the Pearson website.

Essential resources

This is primarily a theory-based unit and it is therefore expected that centres will have suitable classroom facilities with appropriate resources (for example computers with internet access, textbooks, whiteboards) to deliver this unit effectively.

For those elements of the unit that would benefit from practical demonstration and assessment in a workshop, it is expected that centres will have access to a motor vehicle workshop equipped with appropriate vehicles, tools and equipment (including PPE). Centres should ensure that workshops have sufficient tools and equipment to support the size of cohort undertaking the unit. In addition, centres will need to have the appropriate documentation systems (for example risk assessments, COSHH assessments) and control measures (for example COSHH storage facilities) to be in place to ensure good practice.

Indicative resource materials

Textbooks

Hillier, V and Coombes, P – *Hillier's Fundamentals of Motor Vehicle Technology – 6th Edition* (Nelson Thornes, 2011) ISBN 9781408515181

Stoakes G – *Level 1 Principles of Light Vehicle Operations Candidate Handbook (Motor Vehicle Technologies)* (Heinemann, 2011) ISBN 9780435048150

Journal

Motor Industry magazine – available to members of the IMI (see www.motor.org.uk)

Websites

www.autocity.org.uk IMI dedicated careers website

www.autoindustry.co.uk Joint website of the Department of Trade and

Industry and the SMMT– job profiles and careers information for the motorsport and the retail motor industry

www.motor.org.uk

Institute of the Motor Industry (IMI)

www.smmt.co.uk

Society of Motor Manufacturers and Traders (SMMT)

Other

Stoakes G – *Level 1 Principles of Light Vehicle Operations Training Resource Disk (Motor Vehicle Technologies)* CD Rom (Heinemann, 2011) ISBN 9780435048303

Unit X: Principles of Health and Safety

Unit reference number: R/501/7260

Level: 1

Credit value: 6

Unit aim

This unit aims to introduce learners to principles of health and safety in the workplace, including potential hazards and risks, common safety signs, safe practices and protective equipment.

Unit introduction

Motor vehicle maintenance and repair is, by its nature, a hazardous occupation. Rates of dermatitis and skin disease among technicians in the UK motor vehicle maintenance and repair sector are up to seven times the average for UK workers. Those working in the sector are in daily contact with chemicals and flammable materials, electrical devices, heavy lifting equipment and moving vehicles. Slips and falls (for example into an inspection pit) are a common risk. There is also a real risk of potentially fatal accidents from working beneath incorrectly or inadequately secured vehicles. Safe working practices are therefore essential.

This unit will help learners to understand the importance of the fundamental principles of health, safety and welfare in the workplace and to know and define potential risks and hazards in a workshop. The unit builds a comprehensive knowledge of health and safety issues, practices and procedures that will underpin and enhance the specific motor vehicle safety practices and processes contained in the associated level 1 units T/502/1768: *Planning and Organising for Vehicle Maintenance and Repair Tasks* and A/502/1769: *Carrying Out Vehicle Maintenance and Repair Operations*.

On completion of this unit, learners will be able to identify risks and hazards, safety signs and firefighting equipment. Learners will also demonstrate a full understanding of safe working practices, including the use of PPE (personal protective equipment), legal obligations and the importance of first aid provision, emergency procedures and reporting accidents.

This unit is intended for learners considering a career in the motor vehicle maintenance and repair sector – a rapidly advancing technological sector and growth employer. The unit is suitable for learners with little or no prior experience of the motor vehicle industry and for those learners who have already achieved proficiency at Entry 3.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the importance of health, safety and welfare in the workplace	1.1 Describe what is meant by health and safety in the workplace and explain why it is important 1.2 Describe what is meant by 'welfare provision at work' 1.3 Explain why personal hygiene is important 1.4 Explain the responsibilities of employers and employees in relation to health and safety
2 Know potential hazards and risks in the workplace	2.1 Define the terms hazard, harm and risk 2.2 Describe the harm that a range of health and safety hazards can cause 2.3 Explain how workplace conditions can cause hazards
3 Know common safety signs found in the workplace	3.1 Identify the different safety signs and describe the hazards they indicate
4 Demonstrate an awareness of safe practices and protective equipment	4.1 Describe fire and emergency procedures 4.2 Identify the different fire extinguishers and when they should be used 4.3 Describe personal protective equipment and the protection it provides 4.4 Explain why it is important to report accidents, ill health and other incidents 4.5 Explain why first aid provision is important in the workplace

Unit content

1 **Understand the importance of health, safety and welfare in the workplace**

Importance: importance of accident prevention and reducing risk eg maintaining a clean and uncluttered workplace; identifying and anticipating risk; risk of fatal hazards eg poorly maintained lifting equipment; risk of skin disease/dermatitis from handling chemicals and importance of personal hygiene in preventing this; risk of falls, trips and slipping hazards; importance of personal protective equipment (PPE) eg slip-resistant footwear, steel capped boots, eye protection, disposable gloves; risk from faulty or poorly maintained equipment eg unguarded drive belts on compressors; safe disposal of waste materials and components (fluids, filters, batteries, tyres); welfare provision regulations

Responsibilities of employers and employees: legal responsibilities eg Control of Substances Hazardous to Health (COSHH) Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)

2 **Know potential hazards and risks in the workplace**

Risks, harm and hazards: definition of terminologies; risk in lifting of vehicles eg use of jacks, chocks, props, axle stands, lifting equipment; electrical hazards eg safe handling of batteries, ECUs, minimising risks by using low voltage tools where possible and avoiding trailing leads, importance of earthing equipment eg pressure washers; chemical risks and fire hazards eg handling and storing flammable materials; risk of skin disease/dermatitis, identification of materials hazardous to skin eg body fillers, sealants, oils, solvents, fuels; risk from tools and equipment eg safe use of basic engineering tools and hand tools, importance of cleaning and maintaining tools; securing common access equipment eg steps, ladders, ramps, lifting equipment

3 **Know common safety signs found in the workplace**

Common safety signs: know meaning of colour and shape of safety signage; identify common (red) prohibitory signs eg no smoking, no access; identify common (yellow) warning/danger signs eg toxic material, overhead load; identify common (blue) mandatory signs eg eye protection must be worn; identify common chemical hazard signs (orange) eg highly flammable, explosive, oxidising; know and identify (red) fire safety signs

4 **Demonstrate an awareness of safe practices and protective equipment**

Safe practices: emergency procedures eg evacuation, securing an accident site; importance and location of first aid equipment; accident and incident reporting; safety checks and maintenance of equipment; good practice in using equipment; importance of hygiene, ventilation and effective use of space in a workshop

Fire extinguishers: recognising types (and colours) of fire extinguisher eg water (red band), foam (cream band), dry powder (blue band), CO₂ (black band), wet chemical (yellow band); recognising applications of fire extinguisher types eg combustible material fires, flammable liquids fires, electrical fires; consequences of incorrect selection of fire extinguishers

Protective equipment: use of personal protective equipment (PPE) eg overalls, eye protection, foot protection, disposable gloves; equipment to prevent chemical contamination

Essential guidance for tutors

Delivery

Given the paramount importance of health and safety within the motor vehicle maintenance and repair sector, it is essential that a thorough knowledge check is applied during delivery of this unit to ensure all learners have a full understanding of the unit content.

It is recommended that the unit is delivered and assessed before delivery of the accompanying practical and workshop-based units within this qualification. This will ensure that learners are able to demonstrate a full understanding of safety issues and safe working practices before any further hands-on assessments are conducted in a motor vehicle workshop. Furthermore, all necessary safety and risk assessments must be carried out before learners enter the workshop.

Delivery of this unit should stress the primary importance of health and safety as fundamental to good practice within the motor vehicle maintenance and repair sector, which is, by its nature, hazardous. Delivery should focus on developing an in-depth understanding of the importance of the role of health and safety in minimising and eliminating risks to customers, colleagues and the learner.

While it is possible to deliver this unit within a classroom environment, it is highly desirable, and strongly advised, to include practical demonstrations in a well-equipped and relevant workshop setting. Ideally, learners should have access to personal protective equipment (PPE), tools, equipment, materials and components under close supervision to reinforce principles and concepts through practical investigation, active participation and tutor-led demonstration.

The four learning outcomes in this unit are sequenced logically and it would be a reasonable approach to introduce them in the order listed. In this way, learners will begin by gaining a fundamental understanding of the importance of the concepts and principles underpinning health and safety practice and legislation before progressing towards demonstrating a sound practical awareness of safe working processes and procedures as required within a professional motor vehicle workshop environment.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Understand the importance of health, safety and welfare in the workplace</p> <p><i>Whole-class teaching</i></p> <p>Describe methods of reducing risk to employees, customers and others in a motor vehicle workshop. Describe health and safety issues and requirements</p>

in a motor vehicle workshop. Describe safe handling of hazardous and waste materials. Introduce and demonstrate use of PPE. Distribution of PPE identification sheets and checklists. Tutor-led, whole-class discussion. Tour of motor vehicle workshop.

Individual learner activities

Investigation into health and safety issues relevant to a motor vehicle workshop using the internet and other sources. Learners may produce a handout (or report) on health and safety in a motor vehicle workshop and a handout (or report) on PPE and its uses. Learners give a presentation to their peers on these topics.

Topic and suggested assignments/activities

Know potential hazards and risks in the workplace

Whole-class teaching

Tutor-led tour of a motor vehicle workshop to identify potential risks and hazards. Identification of fire hazards and explanation of the different types of fire and fire extinguisher. Explanation of the consequences of selecting the incorrect type of fire extinguisher. Identification of chemical risks and hazardous materials. Demonstration of safe use, storage, cleaning and maintenance of tools and equipment. Oral questioning of learners.

Individual learner activities

Learners produce reports (or essays) on risks/hazards in a motor vehicle workshop, use of PPE, fires and fire extinguishers. Learners produce a plan of a workshop identifying risks and hazards – this may be set as a group activity.

Know common safety signs found in the workplace

Whole-class teaching

Video/film/presentation on this topic. Examples of safety signs shown (or identification sheets distributed) to learners. Presentations by HSE personnel and/or experienced industry-based health and safety professionals would be advantageous.

Individual learner activities

Peer-led testing/questioning on signage using example signs or identification sheets. Learner presentations on significance of different shapes and colours in safety signage and sign types. Role play (group activity) of a safety inspection at a workshop with the emphasis placed on signage.

Demonstrate an awareness of safe practices and protective equipment

Whole-class teaching

Practical demonstration of the use of PPE in a motor vehicle workshop. Practical demonstration of safety checks in a motor vehicle workshop. Identification of the location of first aid equipment. Describe process for securing an accident site, accident and incident reporting and emergency evacuation procedures. Explain and demonstrate correct method of preparing a vehicle for maintenance, isolating electrical systems and safe handling of vehicle components, tools and materials.

Individual learner activities

Practise and demonstrate the use of PPE and using tools and equipment safely under supervision in a motor vehicle workshop.

Knowledge check and unit assessment

Centre-devised written tests, essays and reports covering the unit content. Tutor assessment of centre-devised practical tests in a motor vehicle workshop. Evidence of attainment for each learner to be included in the learner's portfolio – evidence to include observation records, witness

statements, photographic evidence (where applicable) and marked and signed written work. Feedback to learners and unit close.

Assessment

While it is possible to integrate assessment of each of the criteria for this unit within the practical tasks and descriptive assignments carried out during delivery of associated units within this qualification, it is still necessary to conduct a thorough, separate knowledge check for all learners based on the unit content for this particular unit.

The assessment criteria within this unit may be assessed using a combination of written tests (for example multiple-choice) and descriptive written evidence (for example essays, reports) as well as oral questioning. Centres are free to devise tests and set practical assignments appropriate for level 1 learners and suitable for achievement of the four learning outcomes.

A portfolio of evidence generated from guided activities and practical assignments should be created for each learner as evidence of their achievement. Suitable evidence would include signed observation records and/or witness statements as well as written work that has been marked and signed by the tutor/assessor.

Assessment criteria 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1, 4.3, 4.4 and 4.5 should be assessed through written descriptive evidence (for example essays, reports, detailed bullet point lists), marked and signed by the tutor/assessor and included in each learner's portfolio.

Assessment criteria 3.1 and 4.2 should be assessed by means of a centre-devised test. This may take the form of a multiple-choice test.

Further guidance on the use of observation records and witness statements is available on the Pearson website.

Essential resources

This is primarily a theory-based unit and it is therefore expected that centres will have suitable classroom facilities with appropriate resources (for example computers with internet access, textbooks, whiteboards) to deliver this unit effectively.

For those elements of the unit that would benefit from practical demonstration and assessment in a workshop, it is expected that centres will have access to a motor vehicle workshop equipped with appropriate vehicles, tools and equipment (including PPE). Centres should ensure that workshops have sufficient tools and equipment to support the size of cohort undertaking the unit. In addition, centres need to have the appropriate documentation systems (for example risk assessments, COSHH assessments) and control measures (for example COSHH storage facilities) in place to ensure good practice.

Indicative resource materials

Textbooks

Health and Safety Executive – *Health and Safety In Motor Vehicle Repair* (HSE Books, 2009) ISBN 9780717663088

Health and Safety Executive – *A Step by Step Guide To COSHH Assessments* (HSE Books, 2004) ISBN 9780717627851

Hillier, V and Coombes, P – *Hillier's Fundamentals of Motor Vehicle Technology – 6th Edition* (Nelson Thornes, 2011) ISBN 9781408515181

Stoakes G – *Level 1 Principles of Light Vehicle Operations Candidate Handbook (Motor Vehicle Technologies)* (Heinemann, 2011) ISBN 9780435048150

Websites

www.hse.gov.uk – UK Health and Safety Executive

Other

Health and Safety Executive – *Reducing Ill Health and Accidents In Motor Vehicle Repair* (HSE leaflet, 2009) ISBN 9780717663767

Stoakes G – *Level 1 Principles of Light Vehicle Operations Training Resource Disk (Motor Vehicle Technologies)* CD Rom (Heinemann, 2011) ISBN 9780435048303

Unit X: Planning and Organising for Vehicle Maintenance and Repair Tasks

Unit reference number: T/502/1768

Level: 1

Credit value: 6

Unit aim

This unit aims to introduce learners to the tools, equipment and methodologies used in planning and organising multi-stage motor vehicle maintenance and repair tasks.

Unit introduction

This unit introduces learners to the tools, equipment and methodologies used in planning and organising multi-stage motor vehicle maintenance and repair tasks. The emphasis is on knowing how to clean and maintain tools and equipment as well as knowing how to plan and complete a given multi-stage task. The unit will also ensure learners develop the knowledge required to plan, organise and manage their time, and the materials and equipment needed to complete vehicle repair and maintenance tasks, using safe working practices under supervision within a safe work environment.

On completion of this unit, learners will be able to plan and organise a wide range of multi-stage tasks to participate in a service of a motor vehicle or motorcycle under supervision in a workshop.

Although learners will sometimes work independently, there are also opportunities to work as effective team members in collaborative situations. Tutor-led guidance and assessment will help learners develop the practical and theoretical requirements that underpin the preparation for, and organisation of, a variety of motor vehicle maintenance and repair tasks.

This unit is intended for learners considering a career in the motor vehicle maintenance and repair sector – a rapidly advancing technological sector and growth employer. The unit is suitable for learners with little or no prior experience of the motor vehicle industry and for those learners having already achieved proficiency at Entry 3.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to clean and maintain tools and equipment	<ul style="list-style-type: none">1.1 Demonstrate the ability to keep a workstation clean and tidy1.2 Demonstrate the correct methods and procedures for cleaning common tools and equipment within the work area1.3 Name the different types of lubricants and their different uses1.4 Show how to apply different types of lubricants1.5 Identify common faults in hand or power-assisted tools1.6 Explain the procedure to be followed with an identified fault in a hand or power tool1.7 Explain the correct storage conditions for a range of tools and equipment
2 Know how to plan to carry out a given multi-stage task	<ul style="list-style-type: none">2.1 Estimate the length of time the task will take2.2 Select the tools, equipment, materials and components needed to complete the task2.3 Explain where tools, equipment, materials and components are stored and the procedure for requesting additional items2.4 Estimate the amount of materials needed to complete the task2.5 Describe and sequence the working methods required to complete the task2.6 Identify any assistance that may be needed to complete the task

Unit content

1 **Know how to clean and maintain tools and equipment**

Clean and maintain: health and safety legislation and requirements, safe working practices, cleaning workshop and workstations; cleaning tools and equipment eg use of wire brushes, emery cloths, industrial wipes, WD-40, silica gel, rust inhibitors

Lubricants: vehicle lubricants and applications eg engine oil, engine grease, transmission oil, suspension fluid, brake fluid, power steering fluid, ATF; handling hazardous materials

Faults in tools: identifying faulty power tools; reporting mechanisms eg colleague, supervisor, manufacturer, customer

Correct storage conditions: safe storage eg shelving, storage bins, toolboxes, lockable cabinets

2 **Know how to plan to carry out a given multi-stage task**

Plan: task analysis; researching and sourcing components; estimating size, scale and time of task; identifying required tools, equipment and materials; drafting and completing checklists; maintaining a database; adopting safe working practices eg use of PPE; sub-dividing tasks; allocating workload; teamwork; work-based documentation and record keeping eg job cards, vehicle log; reporting mechanisms eg colleague, supervisor, manufacturer, customer; reporting format eg verbal, written, diagrammatic

Essential guidance for tutors

Delivery

Delivery of this unit should focus on reinforcing the primary need for safe working practices within a vehicle workshop and communicating the fact that this underpins all aspects of planning and organising motor vehicle maintenance and repair tasks, including tool storage and selection, division of labour and working methodologies.

In order for learners to achieve learning outcome 1 it is strongly advised that this unit is delivered in a well-equipped and relevant workshop setting and that practical demonstrations of the correct methodology for cleaning, maintaining and storing tools and equipment safely are included, as well as the applications and purposes of vehicle lubricants. Ideally, learners should have access to personal protective equipment (PPE), tools, equipment and materials, under close supervision, to reinforce principles and concepts through practical investigation, active participation and tutor-led demonstration.

Learning outcome 2 may be delivered primarily through tuition in a classroom environment to enable study of methodologies used for planning tasks and the use of documentation and databases. However, access to a workshop and tools will still be valuable in helping learners to fully understand methods of storage and tool selection, and is therefore strongly recommended.

The two learning outcomes in this unit are sequenced logically and it would be reasonable to approach them in the order listed. In this way, learners will begin by gaining a practical understanding of the importance of safe working practices within a vehicle workshop and the ability to clean, maintain, store and select tools before progressing towards planning a task, allocating workloads and operating safely and effectively within a team environment across a range of tasks and projects.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know how to clean and maintain tools and equipment</p> <p><i>Whole-class teaching</i></p> <p>Explain and reinforce safe working practices, techniques and relevant safety legislation. Explain and demonstrate correct methods for cleaning and storing tools and equipment within a motor vehicle workshop. Explain and demonstrate safe and correct methods for handling hazardous materials. Explain investigatory methods for identifying faults in power tools and other equipment.</p>

Individual learner activities

Investigations and written reports on the unit content. Practise using and cleaning tools and equipment under supervision within a motor vehicle workshop. Group presentations by learners on using, cleaning and storing tools and equipment within a motor vehicle workshop.

Topic and suggested assignments/activities

Know how to plan to carry out a given multi-stage task

Whole-class teaching

Introduce and explain methods for planning and analysing a variety of multi-stage tasks. Explain manufacturer's inspection and maintenance techniques. Explain factors contributing to effective teamwork. Explain methods of allocating the workload within a team. Explain and demonstrate the sources, types and uses of information and data required for motor vehicle maintenance and repair. Explain and demonstrate use of documentation and accurate methods of record keeping.

Individual learner activities

Role play planning a given multi-stage task within a motor vehicle workshop – including sourcing information, building a team, allocating workload and estimating costs/time. Practise completing documentation relevant to a given range of multi-stage tasks within a motor vehicle workshop.

Knowledge check and unit assessment

Centre-devised written tests, essays and reports on the unit content. Tutor assessment of centre-devised practical tests in a motor vehicle workshop. Evidence of attainment for each learner to be included in the learner's portfolio – evidence to include observation records, witness statements, photographic evidence (where applicable) and marked and signed written work. Feedback to learners and unit close.

Assessment

This unit, which contains both theoretical and practical knowledge, will benefit from a variety of evidence being produced to support assessment that shows learners have gained and can apply the knowledge required to meet both learning outcomes.

Centres may devise written tests and set practical assignments appropriate for level 1 learners and suitable for achieving the assessment criteria. Tests and assignments should reflect the unit content. A comprehensive portfolio of evidence should be produced for each learner which includes observation records and/or witness statements as well as completed written assignments and/or test papers. Authenticated photographic evidence, marked and signed by the tutor/assessor, may also be included in the portfolio of evidence.

In order to meet assessment criteria 1.1, 1.2, 1.4 and 2.2 it will be necessary to give learners access to appropriate tools, equipment (including PPE), components and materials within a safe and controlled workshop environment.

All necessary safety and risk assessments must be carried out before learners enter the workshop. It is further recommended that the accompanying level 1 unit within this qualification, R/501/7260: *Principles of Health and Safety*, is delivered before assessment of this unit so that

learners fully understand the importance of safe working practices before they undertake any practical assessments within this unit.

Centres may devise written tests and/or written investigative assignments to provide the required knowledge check for 1.3, 1.5, 1.6, 1.7, 2.1, 2.3, 2.4, 2.5 and 2.6. Alternatively, these criteria may be assessed via oral questioning of learners by the tutor during practical assessments for this unit. Whichever approach is chosen, evidence of attainment must be included in each learner's portfolio. This might include records of oral questioning, multiple-choice tests, essays or reports marked and signed by the tutor/assessor.

For 1.5, learners must recognise at least four different common faults in hand or power-assisted tools.

Further guidance on the use of observation records and witness statements is available on the Pearson website.

Essential resources

To deliver this highly practical unit, centres will need to have access to a motor vehicle workshop equipped with appropriate vehicles, tools and equipment (including PPE). Centres should ensure that workshops have sufficient tools and equipment to support the size of cohort undertaking the unit. In addition, centres will need to have the appropriate documentation systems (for example risk assessments, COSHH assessments) and control measures (for example COSHH storage facilities) to be in place to ensure good practice.

Indicative resource materials

Textbooks

Hillier, V and Coombes, P – *Hillier's Fundamentals of Motor Vehicle Technology – 6th edition* (Nelson Thornes, 2011) ISBN 9781408515181

Stoakes G – *Level 1 Principles of Light Vehicle Operations Candidate Handbook (Motor Vehicle Technologies)* (Heinemann, 2011) ISBN 9780435048150

Journal

Motor Industry magazine – available to members of the IMI (see www.motor.org.uk)

Websites

www.imeche.org	Institution of Mechanical Engineers (IMechE)
www.motor.org.uk	Institute of the Motor Industry (IMI)
www.soe.org.uk	The Society of Operations Engineers (SOE)

Other

Stoakes G – *Level 1 Principles of Light Vehicle Operations Training Resource Disk (Motor Vehicle Technologies)* CD Rom (Heinemann, 2011) ISBN 9780435048303

Unit X: Carrying Out Vehicle Maintenance and Repair Operations

Unit reference number: A/502/1769

Level: 1

Credit value: 6

Unit aim

This unit aims to introduce learners to the technical skills and knowledge required to carry out a range of motor vehicle maintenance and repair tasks.

Unit introduction

This unit introduces learners to the technical skills and knowledge required to perform a range of vehicle maintenance and repair tasks including fault analysis, researching components and selecting appropriate equipment, tools and materials. On completion of this unit, learners will have the theoretical and practical knowledge required to participate in a service of a motor vehicle or motorcycle that incorporates inspection, reference to data sources and the renewal of service parts, such as filters and lubricants, under supervision in a workshop.

Wherever possible, practical tasks and experience in an actual motor vehicle workshop should be used within this unit to supplement and inform theoretical knowledge. Although learners will sometimes work independently, there are opportunities to work as effective team members in collaborative situations.

This unit is intended for learners considering a career in the motor vehicle maintenance and repair sector – a rapidly advancing technological sector and growth employer. The unit is suitable for learners with little or no prior experience of the motor vehicle industry and for those learners who have already achieved proficiency at Entry 3.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to identify faulty components	1.1 Name a range of common components, equipment, tools and materials 1.2 Recognise and assess the faults/serviceability of components, tools and equipment 1.3 Access information sources for components
2 Understand how to interpret technical information	2.1 Select the correct specification for carrying out a range of tasks 2.2 Follow oral, written and pictorial information in order to carry out a task
3 Know how to remove and replace vehicle components	3.1 Choose the tools, equipment, materials and components for a given task 3.2 Remove materials or components 3.3 Replace materials or components
4 Know how to carry out a full service of a motor vehicle/motor cycle	4.1 Identify and sequence the processes to be applied for the servicing of a vehicle 4.2 Carry out simple tasks for the servicing of a vehicle

Unit content

1 Know how to identify faulty components

Faulty components: fault diagnosis techniques and equipment eg sensory testing, interpreting measurements and readings, use of gauges and electrical testing equipment; exhaust analysis; checking components for impact and/or internal damage eg broken parts, leaks, contamination eg metallic parts in lubricants

2 Understand how to interpret technical information

How a specification relates to a task: identifying and utilising sources of information eg vehicle manuals, service records, manufacturer's data; understanding electronic data eg telemetry; applying correct specification to faults/repairs

Technical information: understanding operating principles of vehicle fuel and exhaust systems; engine lubrication systems; vehicle electrical systems; vehicle braking systems; vehicle transmission systems; vehicle steering and suspension systems; vehicle wheel and tyre systems; fuel technologies eg petrol, diesel, hybrid and biofuels; interpret and produce technical drawings and diagrams

3 Know how to remove and replace vehicle components

Vehicle components: vehicle parts eg brakes, clutches, exhausts, fuel pumps, gearboxes, radiators, tyres; engine parts eg alternator, camshaft, cylinders, gaskets, pistons, tappets, valves

Tools and equipment: hand tools eg hammers, hacksaws, spanners, pliers, wrenches, clamps; lifting equipment eg jacks, hydraulic lifts; electrical equipment eg ammeters; measuring equipment eg callipers, feeler gauges; pressure testing equipment eg vacuum gauges; PPE and safety equipment; safe disposal of waste materials and components

4 Know how to carry out a full service of a motor vehicle/motorcycle

Principles of a full service: understand and participate in a full motor vehicle or motorcycle service eg changing the oil, checking and replacing spark plugs, filters, timing belt, tyres, fluids, lubricants, batteries; choose and use appropriate equipment safely eg tools, lifting equipment; adopt safe working practices eg use of PPE, ensuring adequate ventilation; plan, sequence and manage tasks and workloads; use accurate reporting and record keeping procedures; safe disposal of waste materials and components

Essential guidance for tutors

Delivery

It is strongly advised this highly practical unit is delivered with access to a well-equipped and relevant workshop environment so learners can use appropriate equipment, components and live vehicles. This will enable an essential balance between theoretical knowledge and hands-on practical experience.

Access to appropriate equipment, tools, components and materials will enable learners to develop the required practical skills and relate their studies within this unit to an industrial context. Wherever possible, the full range of tasks and principles relevant to a full service of a motor vehicle or motorcycle should be reinforced through practical participation by learners and tutor-led demonstration and instruction.

The extent of the prior knowledge and experience of individual learners should be considered carefully when delivering this unit or placing it in a scheme of work. This will ensure that tasks are appropriately differentiated for learners and that learners adopt safe working practices at all times. In this way, learners will be able to complete the unit successfully and gain the knowledge required to perform tasks safely within an industrial setting.

The four learning outcomes in this unit focus on ensuring that learners are able to select appropriate maintenance tools and equipment for a range of given servicing and repair tasks, diagnose and assess faults and faulty components, and participate in a full service of a motor vehicle or motorcycle under supervision.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know how to identify faulty components</p> <p><i>Whole-class teaching</i></p> <p>Tutor to explain and demonstrate the use of a range of information sources that can aid vehicle fault diagnosis. Explain and demonstrate the use of a variety of diagnostic equipment and techniques. Explain relevant documentation and reporting techniques and processes.</p> <p><i>Individual learner activities</i></p> <p>Investigation into fault diagnosis techniques and information sources. Practise using fault diagnosis equipment and techniques under supervision in a motor vehicle workshop.</p>

Topic and suggested assignments/activities

Understand how to interpret technical information

Whole-class teaching

Tutor-led introduction to a range of vehicle and engine systems. Tutor-led introduction to fuel technologies. Whole-class discussion and tutor-led oral questioning of learners. Demonstration of correct methods for interpreting and recording data accurately.

Individual learner activities

Practise interpreting and accurately recording data from centre-devised practical investigations under supervision within a motor vehicle workshop.

Know how to remove and replace vehicle components

Whole-class teaching

Tutor-led practical demonstration of the safe use of a variety of engineering tools and equipment – including hand tools and lifting equipment. Explain and demonstrate correct methods of preparing a vehicle for maintenance, including isolating electrical systems and safe handling of vehicle components and materials. Tutor-led demonstration of the removal and replacement of a range of components.

Individual learner activities

Practise using tools and equipment safely under supervision within a motor vehicle workshop. Practise safe handling of components and materials under supervision within a motor vehicle workshop. Practise removing and replacing components under supervision within a motor vehicle workshop.

Know how to carry out a full service of a motor vehicle/motorcycle

Whole-class teaching

Introduce and explain all aspects of motor vehicle servicing principles and techniques. Demonstrate routine servicing tasks, for example changing oil, changing tyres, checking and replacing fluids. Describe manufacturers' recommended inspection and maintenance techniques. Reinforce safe working practices and relevant safety legislation. Explain methods of handling materials and disposing of waste materials safely. Explain methods for sourcing information on components. Explain reporting processes, documentation and record keeping in relation to motor vehicle servicing.

Individual learner activities

Practise a complete range of motor vehicle servicing tasks under supervision in a motor vehicle workshop.

Knowledge check and unit assessment

Centre-devised written tests, essays and reports on the unit content. Tutor assessment of centre-devised practical tests in a motor vehicle workshop. Evidence of attainment for each learner to be included in the learner's portfolio – evidence to include observation records, witness statements, photographic evidence (where applicable) and marked and signed written work. Feedback to learners and unit close.

Assessment

Several of the assessment criteria within this highly practical unit will need to be assessed directly by the tutor when learners are carrying out practical activities in a suitable motor vehicle maintenance and repair workshop. The centre can devise tests and set practical assignments appropriate for level 1 learners and suitable for achieving the assessment criteria.

All necessary safety and risk assessments must be carried out before learners enter the workshop. It is recommended that the accompanying level 1 unit within this qualification, R/501/7260: *Principles of Health and Safety*, is delivered before assessment of this unit so that learners fully understand the importance of safe working practices and can apply them before undertaking any practical assessments within this unit.

A portfolio of evidence from guided activities and practical assessments should be created for each learner as evidence of achievement. Suitable evidence from guided practical activities and assessments would include observation records and/or witness statements. Authenticated photographic evidence, marked and signed by the tutor/assessor, may also be included in the portfolio of evidence for this unit.

To achieve assessment criteria 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 4.1 and 4.2 learners should have access to appropriate tools, equipment (including PPE), components and materials within a safe and controlled workshop environment. In the case of 1.3, learners should also have access to the internet/online databases/manufacturer websites. Achievement of 2.1 and 2.2 may be incorporated into the practical assessments devised to assess the achievement of the other assessment criteria within this unit.

For 1.1, learners must name at least 12 common components, equipment, tools and materials.

For 4.2, learners must carry out at least 12 simple tasks for the servicing of a vehicle, to include securing the vehicle, isolating electrical systems, oil change, tyre change, changing filters, replacing spark plugs, checking and replacing battery, checking fluid levels, inspecting and replacing timing belt, checking clutch/gearbox, balancing wheels, tuning engine/adjusting tappets.

In addition, centres may wish to devise and set a written test (for example multiple-choice test) as a knowledge check of the theory underpinning this highly practical unit. Evidence of each learner passing such a test (for example records of tutor's oral questioning and/or marked test papers) should be included within each learner's portfolio.

Further guidance on the use of observation records and witness statements is available on the Pearson website.

Essential resources

To deliver this highly practical unit, centres will need access to a motor vehicle workshop equipped with appropriate vehicles, tools and equipment (including PPE). Centres should ensure that workshops have sufficient tools and equipment to support the size of cohort undertaking the unit. In addition, centres will need to have the appropriate documentation systems

(for example risk assessments, COSHH assessments) and control measures (for example COSHH storage facilities) in place to ensure good practice.

Indicative resource materials

Textbooks

Hillier, V and Coombes, P – *Hillier's Fundamentals of Motor Vehicle Technology – 6th Edition* (Nelson Thornes, 2011) ISBN 9781408515181

Stoakes G – *Level 1 Principles of Light Vehicle Operations Candidate Handbook (Motor Vehicle Technologies)* (Heinemann, 2011) ISBN 9780435048150

Journal

Motor Industry magazine – available to members of the IMI (see www.motor.org.uk)

Websites

www.imeche.org Institution of Mechanical Engineers (IMechE)

www.motor.org.uk Institute of the Motor Industry (IMI)

www.soe.org.uk The Society of Operations Engineers (SOE)

Other

Stoakes G – *Level 1 Principles of Light Vehicle Operations Training Resource Disk (Motor Vehicle Technologies)* CD Rom (Heinemann, 2011) ISBN 9780435048303

Unit 6: Communication Skills with Children

Unit reference number: A/502/3375

Level: 1

Credit value: 4

Unit aim

This unit introduces the learner to the skills needed to communicate with children.

Unit introduction

This unit will introduce learners to the key features of effective communication between adults and children and to a range of ways to communicate with children aged 0-5 years old, including both verbal and non-verbal communication.

The unit will enable learners to understand how children communicate with each other. The unit looks at how learners can interact and communicate with children, by giving attention to the child at an appropriate level for the child's age. Learners will develop an understanding of the activities that encourage communication, why clear communication is important with children at all ages and how they can enable the children to express themselves. Learners will be required to practise their communication skills.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how adults communicate with children	1.1 Describe how adults communicate with children
2 Know how children communicate with each other	2.1 Describe how children communicate with each other
3 Understand how to interact and communicate with children	3.1 Explain the different methods used when interacting with children 3.2 Explain how communication with children differs between different

	age ranges
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Unit content

1 Know how adults communicate with children

Verbal and non-verbal behaviour: speech, eg form, pitch, volume, tone, turn-taking, questioning skills; reflective listening, pausing, silence; verbal interactions with babies; eye contact; facial expression; body movement; posture; gesture; muscle tension; touch, proximity and orientation; cultural difference; importance of these features when interacting with children

Listening skills: active listening to achieve understanding; reflecting and paraphrasing others' expression to check understanding; the role of memory in active listening

2 Know how children communicate with each other

Play: solitary play, eg playing on their own; parallel play eg playing along side others; cooperative play, eg playing with others

Imitation: role play, eg playing out everyday situations; language, eg copying words, songs, rhymes

3 Understand how to interact and communicate with children

Age ranges: 0-3 years; 3-5 years

Giving attention: showing children that full attention is being given through, eg body language, facial expression, speech, gesture, active listening; considerate and sympathetic approach, asking questions to check understanding; showing understanding of the importance of giving attention

Activities to encourage communication and language: taking time to communicate with children in everyday activities; using music, movement, rhythm, rhymes, games and stories; effective use of eye contact, body movement and voice; using appropriate language to enhance children's communication skills and learning; ensuring suitability to children's age, needs and abilities, using every opportunity to encourage children's communication and language development

Communicating clearly: appropriate to age, eg communicating at the child's own level, being a good model of communication, checking understanding, conveying value of views, feelings and opinions, encouraging the expression of needs, making choices and different methods of communicating, being a 'listening ear' when needed

Enabling children to express themselves: giving children time to express themselves in their own manner, words and time; acknowledging children's expressions, including expression of feeling; enabling expression by and acknowledgement of children in groups; showing understanding of the importance of enabling children to express themselves and to be heard, including in groups

Overcoming barriers: the use of communication aids; interpreting non-verbal behaviour; use of clear speech and plain language; adapting the environment; understanding cultural differences; checking understanding; using skilled communicators; understanding differences, eg between one's own beliefs and the beliefs held by others

Promotion of self-esteem: how self-esteem may be developed and maintained in response to the reaction of others; communication that conveys respect and value; how self-esteem may be threatened by communication that does not convey value

Essential guidance for tutors

Delivery

In order to help learners relate to the unit content, as many practical activities as possible should be included. In this unit learners will need to understand different forms of communication, including both verbal and non verbal communication types. The unit will look at the communication with children aged 0-5 years old. Learners may build on these skills in other units and need the opportunity to practise a range of communication skills. All communication needs to be a positive experience.

Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, group work, case studies and DVDs. Practical experience may be used if appropriate.

For learning outcome 1 the tutor could start delivery of this unit by identifying what communication is and what different forms it takes. Learners could work in groups to identify non-verbal and verbal forms of communication and then feed back to the whole group. This will give learners the opportunity to practise their own communication skills. Videos of children playing and communicating could be used to reinforce the communication.

An important part of communication is listening. Learners need to practise these skills. One method might be to play a whisper game. The tutor whispers a message to a learner who whispers it to the next learner and so on around the group until the last learner writes it down and feeds back to the whole group. This will demonstrate to the learners how important it is to develop the skills of listening. Facial expression and gestures are important when communicating. A method of demonstrating this is to get the learners to work in pairs. One learner is blindfolded. The pair sit face to face and hold a conversation on a given topic or scenario. This will show learners how much facial expressions and gestures are a part of communication.

Learning outcome 2 builds on and links to learning outcome 1. This learning outcome looks at how children communicate with each other. Learners will need to understand the different stages of a child's play and how their interaction is related to their stage of development. This would best be observed in a setting if possible. If not, a video recording of children at different stages of development could be used. Learners could use a 'stages of development' sheet to record what the child/ren are doing and then prepare a short report for the parent identifying the child's development.

Learning outcome 3 must cover both the 0-3 years and the 3-5 years age ranges. This outcome looks at the role of the adult in understanding how to interact and communicate with children and young people. Any communication must be age appropriate and meet the needs of the individual child. Learners need to understand that communication is not only verbal, and must understand the importance of giving the child/ren their full attention by a variety of methods. This can be explored by practical experience with children. If this is not possible, learners could be given a

scenario to work through as a role play in which they can demonstrate the techniques required. To encourage communication and interaction learners need to understand the stages of language development, and how this can be used in everyday experiences, routines and planned activities. Learners could work together in groups to produce a poster or leaflet explaining the stages of language development for parents. All communication should be clear and appropriate to the child's age. As part of communication learners should explore what barriers could be presented and how they can overcome them. This could be reinforced by the use of scenarios, case studies and guest speakers, for example a speech therapist or a sign language communicator.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Tutor-led discussion on how we communicate, and how adults communicate with children.</p> <p>Activity – tutor demonstration of different forms of communication including verbal, non-verbal and active listening and how adults use these when communicating with children.</p> <p>Practical activities to reinforce understanding of different forms of communication including, eg, charades, pictiionary.</p> <p>Guest speakers – parents with children. Learners encouraged to observe and where possible communicate with children playing.</p> <p>Assessment: learner to produce notes on different forms of communication for their future reference (Learning outcome 1).</p>
<p>Tutor-led discussion on how children communicate with each other.</p> <p>Learners observe how children communicate with each other through observing and analysing video clips of children playing and case studies or through visits to child care settings. Learners encouraged to discuss observations.</p> <p>Assessment: learners to record how children communicate with each other (Learning outcome 2).</p>
<p>Tutor-led discussion on how adults can interact and communicate with children and why communication may be different for children of different ages.</p> <p>Practical: learners to devise a checklist to use when observing adults interacting and communicating with children.</p> <p>Practical: observation of effective interaction and communication through watching videos and discussing them or through a visit to a child care setting.</p> <p>Practical: learners to be given scenarios of where adults need to interact and communicate with children. Learners to decide how they would communicate with the child and present this to the rest of the group.</p> <p>Assessment: learners to provide evidence of the different methods adults use when interacting with children and why communication differs for children of different ages eg observation notes from guest speakers, use of checklist (Learning outcome 3).</p>
<p>Assessment feedback and review of unit.</p>

Assessment

To meet assessment criterion 1.1 learner need to describe how adults can communicate with children, including at least five examples of verbal and five examples of non-verbal communication.

To meet assessment criterion 2.1 learners need to describe five ways that children communicate with each other.

To meet criterion 3.1 learners need to explain five different methods an adult can use to interact with children.

To meet criterion 3.2 learners should explain two different examples for the age ranges 0-3 and 3-5 of how effective communication can differ.

The criteria can be evidenced by discussions with the tutor or question and answer sessions, completion of proformas or preparation of posters/leaflets giving advice. Evidence can be collected in a small portfolio/looseleaf file.

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Textbooks

Bradford H and Green S – *Communication, Language and Literacy in the Early Years Foundation Stage* (David Fulton Publishers, 2008) ISBN 9780415474

Miller K – *Simple steps: Developmental Activities for Infants, Toddlers and Two Year Olds* (Gryphon House, 2005) ISBN 9780132229937

Wolfson R C – *Small Talk: From First Gestures to Simple Sentences* (Hamlyn, 2002) ISBN 9780600602880

Websites

www.everychildmatters.gov.uk/delivering-services/commoncore/communication	Government website promoting wellbeing of children and young people; advice on communicating with children
www.kidsbehaviour.co.uk	Source of advice on communicating with children
www.teachernet.gov.uk	Ideas and development of children's communication

Unit 7: Planning for the Physical and Emotional Care Needs of Children

Unit reference number: T/502/3374

Level: 1

Credit value: 4

Unit aim

In this unit learners will investigate the needs of young children and consider the effects on children's health and development if their needs are not met. This unit will give learners the knowledge and understanding of how to plan to meet the physical and emotional care needs of young children. The importance of consulting with parents and children when planning care for children will also be explored in this unit.

Unit introduction

To be able to care for children requires adults to have a sound understanding of the physical and emotional needs of children. It is important, therefore, for learners to appreciate the significance of these needs on children's health and development. The importance of consulting with parents and children is an essential factor when considering how to care for young children to ensure their individual needs are met. This unit aims to develop knowledge and understanding in these key areas. In this unit learners will apply this knowledge to plan care for young children.

For learning outcome 1, learners will investigate the physical and emotional needs of young children. The implications on the health and development of children if these needs are not met will also be considered.

The importance of consulting with parents and children when planning care is introduced in learning outcome 2 to ensure children's physical safety and that their emotional needs are met.

For learning outcome 3, learners will explore the care needs of children aged 0-3 years and consider how to care for them to meet their physical and emotional needs.

For learning outcome 4, learners investigate the needs of children aged 3-5 years and apply this knowledge to producing care plans for a child for a day to meet their physical and emotional needs.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about the physical and emotional needs of children aged 0-5 years	1.1 Identify the physical and emotional needs of children aged 0-5 years 1.2 Describe why it is important to meet the needs of children aged 0-5 years
2 Understand why it is important to consult with parents and children when meeting the needs of children	2.1 Explain why it is important to consult with parents when meeting the needs of children 2.2 Explain why it is important to consult with children when meeting the needs of children
3 Know how to care for children age 0-3 years to meet their physical and emotional needs	3.1 Outline how to care for a child aged 0-3 years to meet their physical and emotional needs
4 Be able to plan to meet the physical and emotional needs of children aged 3-5 years	4.1 Plan to meet the physical and emotional needs of a child aged 3-5 years

Unit content

1 **Know about the physical and emotional needs of children aged 0-5 years**

Needs of children and young people: nutrition; clothing and footwear; hygiene; fresh air; exercise; sleep and rest; safety; consistent affection; play and stimulation; opportunities for social contacts; independence; praise and encouragement

Importance of meeting needs: inadequate nutrition leading to poor growth and underweight or overweight children; preventing infections; lack of rest and sleep contributes to accidents; irritability; tiredness; unable to concentrate; learning affected; poor hygiene leads to infections; unsafe environments cause accidents; inconsistent/inadequate affection makes children feel insecure, have difficulty in making friends; lack of independence makes children dependent on adults, and lack confidence

2 **Understand why it is important to consult with parents and children when meeting the needs of children**

Consult parents: families know their child best; to make sure there is continuity of care for the child; young children unable to communicate their needs; children may have particular needs, eg health needs such as asthma, dietary needs such as vegetarian, skin care needs such as allergies; to know about emotional needs, eg comfort object, fears; important to know parents' wishes about how to care for their child, eg religious preferences

Consult children: to respect them as individuals; to make them feel valued; to provide continuity; to make children feel secure; to develop self-esteem; to promote independence

3 **Know how to care for children aged 0-3 years to meet their physical and emotional needs**

Meeting needs: understanding children have individual needs, eg health, fears, personal preferences; consult with parents and children; know about familiar routines

Nutrition: nutrition for young children aged 0-3 years, eg milk, balanced varied diet, food for growth, introduce new foods, small portions, avoid adding sugar, low salt

Clothing: clothing suitable for young children aged 0-3 years, eg comfortable, easy to put on and take off, easy to wash, shoes and socks which allow for growth

Hygiene: aspects of hygiene for children aged 0-3 years, eg handwashing of carer and children after toilet/nappy changing/before

eating, daily bath or all-over wash, teeth cleaning twice a day, hair brushing/combing daily, hair washing twice a week

Fresh air: ways children aged 0-3 years can access fresh air, eg daily walk, play outside

Exercise: exercise opportunities for young children aged 0-3 years, eg indoor and outdoor opportunities to exercise appropriate to developmental stage

Safety: aspects of safety for young children aged 0-3 years, eg supervision, use of safety equipment

Sleep: place to sleep or rest during the day; bedtime routine

Consistent care: close relationship with adults that know them well, key person

Play: stimulating toys and experiences

Social contacts: opportunity to play with other children in small groups

Independence: encouraging independence in young children aged 0-3 years, eg encourage self-care in feeding/dressing, washing

4 Be able to plan to meet the physical and emotional needs of children aged 3-5 years

Planning: consultation with children and families; base plans on familiar routines for younger children; need for plans to be flexible

Nutrition: aspects of nutrition for children aged 3-5 years, eg milk, balanced varied diet, wide range of foods, food for growth and energy, avoid adding sugar, low salt

Clothing: clothing suitable for children aged 3-5 years, eg comfortable, easy for child to dress/undress, easy to wash, hard wearing, shoes and socks which allow for growth

Hygiene: aspects of hygiene for children aged 3-5 years, eg handwashing after toilet/before eating, daily bath or all over wash, teeth cleaning twice a day, hair brushing/combing daily, hair washing twice a week

Fresh air: ways children aged 3-5 years can get fresh air, eg outside play

Exercise: indoor and outdoor opportunities to exercise appropriate to developmental stage

Safety: safety aspects for children aged 3-5 years, eg supervision, use of safety equipment, parental permission

Sleep: place to rest or play quietly during the day, regular bedtime

Consistent care: familiar adults that know them well

Play: stimulating activities and experiences

Social contacts: opportunity to play with other children in groups

Independence: ways of encouraging independence in children aged 3-5 years, eg self-care in dressing, washing

Essential guidance for tutors

Delivery

A wide range of delivery methods can be used to teach this unit, including tutorials, presentations, videos, worksheets, internet sources. As many practical activities as possible should be included to help learners relate to the content of the unit.

Tutors could start the delivery of this unit by asking learners to consider the needs of all children and compare their answers with the rest of the group.

Tutors could hold a question and answer session to define physical and emotional needs. Learners could design posters which include the definitions which could be displayed in the classroom for learners to refer to throughout the unit.

To gain an understanding of the importance of meeting children's needs for learning outcome 1, a mixture of tutor-led input and individual learner research is required. Learners could work in small groups to analyse different case studies of children whose needs have not been met to consider the effects on the child. Each group could present their findings to the other learners. Information could be presented using PowerPoint or paper-based materials and produced as handout for the group.

To introduce learning outcome 2, a parent could be invited as a guest speaker to discuss reasons why parents need to be consulted when leaving their child in the care of others.

Tutor-led discussion of different scenarios of situations, where there has been limited consultation with parents regarding children's care needs and the possible consequences of this, would help to consolidate learning. Key points could be collated on the board/flip chart.

The need for children to be consulted could be explored by asking learners to consider their own right to be consulted when being cared for. Learners may refer to their own experiences which will make the content of the unit relevant to them. Group discussion could focus on the rights of children to be consulted and how their feelings may be affected if they are not valued.

Learning outcome 3 could be introduced by inviting a practitioner from an early years setting or a childminder to speak about how they care for babies and young children. Learners could prepare questions to ask the speaker about how the individual needs of children are met in care routines.

Learners could select one of the needs outlined in the unit content and conduct paired research using websites and books. Research-gathering may include visits to different childcare settings to observe care routines which would help learners to relate theory to practice. Further information may be gathered from parenting magazines and relevant retail outlets, for example, *Practical Parenting* magazine, Boots.

Learners could present their findings to the whole group in a variety of ways: on fact sheets; as a short presentation using PowerPoint; on a

poster, for example, of suitable toys or clothing; as simulation, for example, of nappy changing or bathing using a life-like doll.

Learning outcome 4 could be introduced by tutor-led discussion to clarify how the physical and emotional needs of needs of children 3-5 years differ from those of babies and younger children.

Learners could work in groups to research information about how to plan a day to meet the physical and emotional needs of children 3-5 years. The groups could select a child from different case studies which cover the full age-range of 3-5 years. The findings of their research could be presented as a poster, display or as a fact sheet.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning</p> <p>Tutor-led discussion on basic needs of children.</p> <p>Practical – learners make posters showing children’s basic needs.</p> <p>Group work to research effects on health if basic needs are not met, using internet.</p> <p>Tutor-led discussion using scenarios of effects of emotional needs not being met – discussion using scenarios.</p> <p>Assessment: learners record physical and emotional needs of children aged 0-5 and the importance of meeting needs of young children (Learning outcome 1).</p>
<p>Tutor-led discussion of the importance of consulting parents and children when providing care for children.</p> <p>Demonstrate – talk by early years worker about the importance of consulting parents about children’s care needs.</p> <p>Practical – learners discuss scenarios of examples of effects of poor communication with parents and children when providing for children’s care needs.</p> <p>Assessment: learners produce poster giving reasons for consulting with parents and with children (Learning outcome 2).</p>
<p>Tutor-led discussion – meeting individual needs when providing care.</p> <p>Learners observe care routines of young children 0-3 years by watching videos of care routines.</p> <p>Practical – guest speaker. Practitioner from an early years setting or a childminder. Learners prepare questions about care practices.</p> <p>Practical – learners compare different menus from early years settings.</p> <p>Practical – in groups learners research care for young children using range of</p>

resources, eg text books, internet, journals, catalogues. Each group chooses a different aspect of care. Make a presentation to rest of group.

Assessment: record outline care plans for children 0-3 years (Learning outcome 3).

Demonstrate – learners visit setting to observe care routines for children 3-5 years.

Practical – paired work. Online 'shopping' to pack a healthy lunch box.
Discussion to select healthiest choices.

Assessment: learners plan a care routine for a day for a child aged 3-5 years to meet their physical and emotional needs, using a range of resources, eg parenting magazines, journals, textbooks, internet. Learners present care plan on a poster (Learning outcome 4).

Assessment feedback and review of unit.

Assessment

For assessment criterion 1.1 learners will need to list at least three physical and two emotional needs of children 0-5 years. This information could be evidenced in a number of different ways, for example, in the form of a leaflet a poster or using a template to which information required for 1.2 could be included.

To meet assessment criterion 1.2 learners need to give at least one reason why it is important to meet each of the physical and emotional needs of children given in 1.1. This may be evidenced on the leaflet, poster or template used for 1.1.

For assessment criterion 2.1, learners will need to give at least three reasons why it is important to consult with parents when meeting children's needs. For assessment criterion 2.2, learners will need to give at least three reasons why it is important to consult with children when meeting their needs. For both 2.1 and 2.2, examples may be given to demonstrate understanding. This can be evidenced through a discussion or question and answer session with the tutor, or through completing a template.

To meet assessment criterion 3.1 learners will need to give brief detail about how to meet one physical need and one emotional need of a child 0-3 years. This could be evidenced in a variety of ways, for example, PowerPoint slides, leaflet, poster, video recording of a simulated care routine.

For assessment criterion 4.1, learners need to give an outline plan for a child's day evidencing how the child's needs will be met. This could be demonstrated as written work, for example through completing a pro-forma provided by the tutor, or as a poster.

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Textbooks

Minett P – *Child Care and Development, 5th Edition* (Hodder Arnold, 2005)
ISBN 9780340889152

Mitchell A – *Foundation Course in Child Care and Education* (Hodder Arnold, 2001)
ISBN 9780340801345

Tassoni P – *Caring for Children: A Foundation Course in Child Care and Education* (Heinemann, 2001) ISBN 9780435401658

Websites

www.askamum.co.uk

Mother and Baby magazine website

www.healthylunchbox.co.uk/links.html

Links to British Nutrition Foundation, the Food Standards Agency and the Department of Health

www.practicalparenting.co.uk

Practical Parenting magazine
website

www.yourfamily.org.uk

NSPCC parenting magazine

Unit 8: Encouraging Children to Eat Healthily

Unit reference number: F/502/3376

Level: 1

Credit value: 4

Unit aim

This unit aims to help the learner to find out about healthy eating for children, plan and take part in activities to encourage children to eat healthily.

Unit introduction

It is important for learners to understand the principles of healthy eating and how they apply to children. Learners need to appreciate the range of ways healthy eating can be encouraged to be able to provide a range of appropriate experiences for children.

This unit aims to develop knowledge and understanding in these key areas as well as building up skills such as self-management, time management, contributing to a team, problem solving, working safely and communication skills which are essential for work.

The first part of the unit investigates the characteristics of healthy eating and considers how these apply to children at different stages. The second part of the unit explores the range of activities and experiences in which children can be involved to encourage them to eat healthily. In the third part of the unit learners are given the opportunity to develop the skills that are essential for caring for children through planning, preparing and implementing activities for children. In the last part of the unit learners assess the skills they have used during the unit.

This unit may be delivered in a class or in a work setting. However it is essential that the learner has practical experience of different types of activities to encourage children to eat healthily. While examples of activities are given in the unit content, we recognise that activities to encourage children to eat healthily can encompass more than the activities outlined in this unit. The first part of the unit investigates the characteristics of healthy eating and considers how these apply to children at different stages. The second part of the unit explores the range of activities and experiences in which children can be involved to encourage them to eat healthily. In the third part of the unit learners are given the opportunity to develop skills that are essential for caring for children through planning, preparing and implementing activities for children. In the last part of the unit learners assess the skills they have used during the unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about healthy eating for children	1.1 Describe healthy eating principles for children 1.2 Describe healthy eating needs of children aged 0-3 years 1.3 Describe healthy needs of children aged 3-5 years
2 Know about activities and experiences to encourage children to eat healthily	2.1 Outline activities to encourage children to eat healthily
3 Be able to plan, prepare and participate in activities to encourage children to eat healthily	3.1 As a team member, plan, prepare and participate in an activity to encourage children to eat healthily and demonstrate: self-management skills a positive contribution as team member meeting agreed deadlines problem-solving skills safe practice communication skills
4 Be able to assess own personal skills in supporting healthy eating activities	4.1 Assess own personal skills in supporting healthy eating activities

Unit content

1 Know about healthy eating for children

Healthy eating principles: five portions of fruit and vegetables a day a day; low salt; no added sugar; balanced diet; variety of foods; avoid additives; avoid food colouring; water; low saturated fat; starchy foods for energy

Particular needs of young children 0-3 years: small frequent meals and snacks; semi-skimmed milk after 2 years; avoid nuts and raw, eg avoid colouring and additives

Particular needs of children 3-5 years: avoid sweet fizzy drinks; offer starchy food for snacks such as bread for energy; only occasionally offer foods high in salt, sugar and salt for snacks, eg cakes, biscuits, crisps, chocolate, sweets; skimmed milk and dairy produce for healthy bones, avoid colouring and additives

2 Know about activities and experiences to encourage children to eat healthily

Cooking/food preparation activities: types of activity, eg making bread, pizzas, sandwiches, wraps, soup, fruit salad, kebabs, meatballs, oat biscuits, smoothies, pancakes

Experiences: eg food tasting; shopping (supermarket, market), farm visits, gardening (growing vegetables/herbs), pick your own fruit, games, creative activities, barbeque

3 Be able to plan, prepare and participate in activities to encourage children to eat healthily

Self-management: flexibility; take responsibility, eg gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback

Time-management: attendance; punctuality; completing task within agreed timeline

Team member: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others

Problem solving: identifying problem, eg lack of resources, equipment broken, making suggestions how to solve problem; creative thinking

Health and safety: hygiene; checking equipment; recognising hazards

Communication skills: applying literacy skills, eg reading; able to produce clear and accurate records of activities; listening and questioning skills; discuss activities with colleagues, tutor

4 Be able to assess own personal skills in supporting healthy eating activities

Assess own skills: constructive feedback from colleagues/group members/tutor/ supervisor; areas of strength and weakness; setting targets for further development

Delivery

The unit focuses on activities that may be appropriate for children to encourage them to eat healthily. Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, seminars, practical workshops, simulations, external trips and guest speakers. As many practical activities should be included as possible to help learners relate to the content of the unit. In this unit the learner's personal skills will be assessed through planning and implementing a healthy eating activity with a group. Learners will need to have a working knowledge of the health and safety issues related to food preparation and activities with children.

To introduce the unit tutors could assess learners' knowledge of the principles of healthy eating by using a quiz. The quiz could be marked as a whole group activity, generating discussion. The key features of a healthy diet could be collated on the board/flip chart.

To gain an understanding of how to apply the principles of healthy eating to younger and older children, a mixture of tutor-led input and individual learner research is required. Small group work could focus on the specific dietary needs of 0-3 years and children 3-5 years using websites, books and journals. Each group could present their findings to the other learners in the form of a suitable day's menu for a child, to include all meals, drinks and snacks. These menus could be incorporated into posters of weekly menus for children 0-3 years and children 3-5 years which could be displayed in the classroom.

A dietician may be invited to talk to the group to help to consolidate learning. The learners could prepare questions to ask the speaker about what is needed and what should be avoided to ensure that diets for babies, young children and children 3-5 years are healthy.

For learning outcome 2, learners need to be introduced to a wide range of possible activities and experiences which could encourage children to eat healthily. This may be achieved in a variety of ways. Learners could conduct paired research using websites and prepare fact sheets of their findings for other learners. Visits to different childcare settings to observe and if possible participate in activities and experiences to encourage children to eat healthily would help learners to relate theory to practice. A practitioner from a child care setting could be invited as guest speaker to share ideas about possible activities and experiences which would be suitable for children of different ages.

Learners could be encouraged to keep a record of appropriate activities which will help them to meet the requirements of assessment criterion 2.1.

For learning outcome 3, learners should be involved in selecting an activity to encourage children to eat healthily for their team to plan. Teams could be made up of around 3 to 5 people.

Learners could work in groups to design a checklist to use to record when and how they use personal skills during planning, preparing and participating in the activity. A group discussion could follow to clarify the personal skills required and draw up an agreed checklist.

In their team, learners can discuss possibilities for tasks and decide which tasks are manageable, achievable and match the skills and interests of the team members in 'what if?' scenarios. Learners could agree an action plan which involves contributions from all team members.

Implementation of each of the activities could take the form of role plays with other members of the group taking the part of the children. This would provide further opportunity for individuals to demonstrate personal skills such as communication, problem-solving skills, safe practice. The whole group could be involved in peer assessment of communication skills which would be helpful to learners when completing self-assessment of their personal skills for assessment criterion 4.1.

Alternatively, it may be possible for learners to participate in healthy eating activities with groups of children. Witness statements or a checklist signed by tutors or supervisors recording learner's use of personal skills could provide evidence towards 3.1.

Learners should be encouraged to analyse their own performance in the team task for learning outcome 4, using evidence from their checklist. Learners should concentrate on their own personal skills as a member of the team rather than how well the outcome was achieved.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit content and programme of learning.</p> <p>Theory – healthy eating.</p> <p>Practical – make posters of healthy eating principles.</p> <p>Assessment: learners produce a leaflet on healthy eating principles for children and the healthy eating needs for children aged 0-3 and 3-5 years (Learning outcome 1).</p>
<p>Theory – range of activities and experiences for children.</p> <p>Demonstrate – visits to settings to observe children involved in healthy eating activities</p> <p>Practical – group research activities using websites. Each group concentrate on a different age range to select age appropriate activities. Prepare fact sheet for other groups.</p> <p>Assessment: learner produces info material on activities to encourage children to eat healthily (Learning outcome 2).</p>
<p>Practical – small group work to plan one activity to encourage healthy eating that they will be able to implement.</p>

Learners – prepare agreed activities for group task.

Assessment: groups implement activities. This may be in a work setting or in class with other class members playing the role of the children.

Tutorial to discuss individual personal skills demonstrated.

Learners: write up assessment of skills (Learning outcomes 3 and 4).

Assessment feedback and review of unit.

Assessment

For assessment criterion 1.1, learners will need to include information about the principles of healthy eating that apply to children. Assessment criteria 1.2 and 1.3 be demonstrated by giving details of suitable snacks, meals and drinks for one day for a child 0-3 years and a child 3-5 years. This could be in the form of a leaflet for parents or a poster.

To meet assessment criterion 2.1 learners need to give a brief detail about at least three different cooking/food preparation activities and three different experiences to encourage children to eat healthily.

Assessment criterion 3.1 may be evidenced through witness testimonies, peer group assessment, self-assessment checklists and/or one to one discussions with the tutor/line manager. The learner must be able to demonstrate that they have developed each of the personal skills stated in the criterion and content. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

Learners should be encouraged to analyse their own performance in the team task for assessment criterion 4.1, using evidence from their checklist. Learners should concentrate on their behaviour and skills as a member of the team rather than how well the outcome was achieved.

Essential resources

Resources for learners to implement activities or experiences to encourage children to eat healthily will be required. If resources are not available the learners may be able to complete some of this unit in a practical work setting.

Indicative resource materials

Textbooks

Healthy Eating (Step Forward Publishing, 2007) ISBN 1904575242

Dyson A, Meredith L – *Feeding the Under 5s* (David Fulton, 2006) ISBN 1843123886

Musters F, Kidd S – *Cook and Learn Together* (Step Forward Publishing, 2004)

ISBN 1904575005

Websites

www.activekidsgetcooking.org.uk/activekidsg-etcooking/welcome.htm Active Kids Get Cooking

www.allkids.co.uk/childrens-nutrition-and-healthy-eating.shtml All Kids online parenting magazine

www.bbc.co.uk/health/healthy_living/nutrition/drinks BBC

www.eatwell.gov.uk/agesandstages Food Standards Agency

www.eatwell.gov.uk/healthydiet Food Standards Agency

www.eatwell.gov.uk/info/games

Food Standards Agency

www.foodafactoflife.org.uk/Sheet.aspx?siteId=3§ionId=35&contentId=43

British Nutrition Foundation

www.schoolfoodtrust.org.uk/content.asp?ContentId=505

School Food Trust

Unit 9: Keeping Children Safe

Unit reference number: J/502/3377

Level: 1

Credit value: 4

Unit aim

This unit aims to help the learner to find out about and plan safe environments for children. Learners will investigate ways to protect children from accidents and injury. And explore the measures that need to be taken to ensure children are protected from infections. The unit also covers how to keep children safe if abuse is suspected.

Unit introduction

Everyone caring for children needs to have sound knowledge of all areas of child safety to provide a secure environment in which children can grow and develop safely.

Child safety concerns not only the prevention of accidents but also how to protect children from infection and, importantly, measures to keep children safe if abuse is suspected. Caring for children requires essential knowledge of all these aspects of child safety.

This unit aims to develop knowledge and understanding in these key areas as well as building up personal skills such as self-management, time management, contributing to a team, problem solving, working safely and communication skills which are essential for work.

For learning outcome 1 learners will investigate safety measures and safety equipment that is used to prevent accidents and injury to children.

For learning outcome 2 learners will learn about how infection may be spread and apply this knowledge to explore the hygiene measures that need to be taken to protect children from infection.

Indicators of abuse and the procedures to follow if abuse is suspected are covered in learning outcome 3.

For learning outcome 4 learners are given the opportunity to develop the personal skills that are essential for caring for children through planning a safe environment for children.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to keep children safe from accidents and injury	1.1 Identify ways to keep children safe from accidents and injury
2 Understand how to protect children from infections	2.1 Explain ways to protect children from infections
3 Know how to keep children safe if abuse is suspected.	3.1 Identify possible indicators of abuse 3.2 Describe procedures to follow if child abuse is suspected
4 Be able to plan a safe environment for children	4.1 As a team member, plan to care for a child aged 0-3 years or 3-5 years in a home environment and demonstrate: <ul style="list-style-type: none">• self-management skills• a positive contribution as team member• meeting agreed deadlines• problem-solving skills• safe practice• communication skills

Unit content

1 Know how to keep children safe from accidents and injury

Safety measures: adult/child ratios; supervision; risk assessment, safety checks secure doors and gates; procedure in case of fire; storage of hazardous materials; safety rules, eg walk inside, carrying scissors with blades closed; first-aid knowledge

Safety equipment: safety equipment for young children, eg gates, harnesses in high chairs; safety equipment for activities, eg helmets for cycling; check equipment before use – risk assessments

2 Understand how to protect children from infections

Spread of infection: by poor handwashing practice; by coughing and sneezing without covering the nose and mouth; eating food or drink which is not stored or prepared properly; through a cut or break in the skin; poor ventilation; unclean environment, eg toilets, kitchen surfaces; contaminated body fluids

Hygiene measures: types of hygiene measures, eg correct handwashing procedure by adults and children (after: using toilet, nappy changing, dealing with body fluids, messy activities, before: preparing food, eating); storing food according to instructions; defrosting food thoroughly; use food by 'use-by' date; preparing raw meat separately from other food; cook thoroughly; covering cuts; good ventilation; daily cleaning (kitchens, toilets, wash rooms); cleaning of nappy changing mat between nappy changes; wearing gloves to change nappies; disposing of nappies in covered bins; dealing with spillages of blood and body fluids (washing body fluids off skin with soap and water, wearing gloves, using paper towels to absorb spillage, using disposable cloth to wash soiled area with hot water and detergent; disposing of paper towels and cloths in double disposal bag, sealing bag)

3 Know how to keep children safe if abuse is suspected.

Possible indicators of abuse: physical abuse, eg finger grip bruising, bite marks, fractures, cigarette burns; emotional abuse, eg withdrawn behaviour, lack of confidence; sexual abuse, eg difficulty sitting, knowledge about sexual matters inappropriate to age, fears/nightmares; neglect, eg underweight for age, constant hunger, poor hygiene, inappropriate clothing

Procedures for suspected abuse: safety of the child is paramount; listen to what the child says; reassure the child; make accurate records; only record facts; report to local social services, NSPCC or police; confidentiality (do not share information with others)

Safe working: safety when giving personal care to children

4 **Be able to plan a safe environment for children**

Children: 0-3 years, 3-5 years

Planning: consider age/stage of development of children; individual needs, eg health, abilities; safety measures; safety equipment; hygiene measures; personal hygiene; supervision of personal care routines; food preparation; toys and play equipment; supervision of play indoors and outdoors

Essential guidance for tutors

Delivery

A wide range of delivery methods may be used to teach this unit, including tutorials, presentations, videos, worksheets and internet sources. As many practical activities as possible should be included to help learners relate to the content of the unit. In this unit learners will need to demonstrate personal skills working as a member of a team to plan a safe environment for a child in a home setting.

The tutor could start the delivery of this unit by asking learners to consider situations when they felt unsafe. This would generate discussion and help learners to understand that safety concerns protection from infections and abuse, as well prevention of accidents and injury.

For learning outcome 1, a guest speaker could be invited, such as an early years practitioner, a childminder or an after school worker to speak about the procedures followed in their setting for keeping children safe from accidents and injury.

The need for risk assessment could be explored through a practical activity. Learners could complete a risk assessment of their study centre/classroom as if it were a crèche for young children. Learners could work in pairs to identify hazards and make suggestions for ways for risk to be minimised.

Learners could conduct paired research using websites and books to find out about the safety equipment available to protect children from accidents and injury. They could then prepare fact sheets of their findings for other learners. Visits to different childcare settings to observe safety precautions would help learners to relate theory to practice.

Learning outcome 2 could be introduced with a quiz to assess learners' knowledge of how infection is spread. The quiz could be marked as a whole group activity, generating discussion. The key features could be collated on the board/flip chart. Learners could work in groups to discuss scenarios relating to caring for children, for example, baking activities with children, caring for a child with a cold, to identify situations where infection may be spread which will consolidate knowledge.

To gain an understanding of how to prevent the spread of infection when caring for children a mixture of tutor-led input and individual learner research is required. Small group research using websites, books and journals could focus on measures required in different situations, for example, food preparation, toileting, disposal of waste. Each group could present their findings to the other learners in the form of presentation or PowerPoint.

Analysis of the hygiene procedures of different childcare settings and visits to settings to observe hygiene routines and measures would enable theory to be linked to practice.

When discussing child abuse, tutors need to be aware of the sensitivity of this subject, as learners' previous experiences may be revived. The possible

indicators of child abuse for learning outcome 3 may be introduced by inviting a guest speaker such as a social worker who is responsible for child protection. Whole-group discussion could follow to consolidate knowledge.

Whole group analysis of scenarios where abuse is suspected and discussion of 'What would I do?' will help learners to understand the responsibilities of adults who care for children to know possible indicators and how to report suspicions to keep children safe.

Learners could work in small groups to examine the procedures of settings with regard to giving personal care to children. Tutor-led discussion could follow to focus on both the importance of protecting children from abuse and protecting adults from allegations.

To introduce learning outcome 4, tutors could use a whole group discussion to assess learners' knowledge of their personal skills. The required skills could be made into a checklist which can be used to record when and how they use personal skills for assessment criterion 4.1.

Learners should be involved in selecting the age of the child to plan how they would keep the child safe in a home environment. Tutors could provide case studies of different children to help learners make their selection, for example a four-year old living in a first floor flat, a baby living in a house on three floors with a garden.

Learners can discuss how they are going to present their plans, possibilities for tasks and decide which tasks are manageable, achievable and match their skills and interests in 'What if?' scenarios. Learners could then agree an action plan.

Groups could research their plans using the internet, books and journals.

Learners can present their plans to the rest of the group; this may be a display, a poster, a PowerPoint presentation. This would provide further opportunity for individuals to demonstrate personal skills such as communication, problem-solving skills and health and safety.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor-led delivery on keeping children safe from accidents and injury and safety measures to be followed.
Practical – tutor demonstrates and learners role play fire evacuation procedure.
Practical – learners investigate safety policies and procedures from different child care settings. Each group chooses a different procedure and make a presentation to group.
Group work– learners research safety equipment using internet, journals, books.

Assessment: learners record ways to keep children safe from accidents and injury (Learning outcome 1).

Tutor-led delivery on cross infection.

Practical – tutor demonstrates correct handwashing technique and learners practise handwashing using light box.

Practical – learners visit child-care settings to observe hygiene measures.

Group work – research hygiene measures. Each group to choose a different aspect and present findings on posters.

Assessment: write up ways to protect children from infections (Learning outcome 2).

Topic and suggested assignments/activities
<p>Tutor-led discussion on possible indicators of child abuse.</p> <p>Visit from a guest speaker such as a social worker who is responsible for child protection. Learners prepare questions to ask.</p> <p>Practical – tutor provides ‘What would I do if?’ scenarios for learners to discuss in small groups and feed back to the rest of the group.</p> <p>Assessment: learners write up possible indicators of abuse and procedures to follow if child abuse is suspected (Learning outcome 3).</p>
<p>Tutor-led discussion on planning safe environments for children of different ages.</p> <p>Tutor-led discussion of personal skills needed when planning. Learners to devise a way of recording when they used these skills.</p> <p>Practical – using resources, eg internet, journals to research a home environment for a child to keep them safe.</p> <p>Assessment: learners to show evidence of planning for caring for a child in the home environment and evidence of personal skills (Learning outcome 4).</p>
<p>Assessment feedback and review of unit.</p>

Assessment

Assessment criteria 1.1, 2.1, 3.1 and 3.2 may be linked together into one assignment task. Learners could be asked to provide guidance notes for an adult who is planning to care for children.

For assessment criterion 1.1 learners will need to list three pieces of safety equipment and at least three different safety measures used to keep children safe from accidents or injury.

To meet assessment criterion 2.1 learners will need to identify at least three different hygiene measures and give brief detail of how each measure will protect children from infections.

For assessment criterion 3.1, learners will need to list possible indicators of physical, sexual and emotional abuse and neglect.

To meet assessment criterion 3.2 learners will need to state briefly what they need to do if they suspect abuse. This may be evidenced as a response to a case study.

Assessment criterion 4.1 may be evidenced through photographs of displays, video footage of presentations, witness testimonies, self-assessment checklists and/or one-to-one discussions with the tutor. Learners must be able to demonstrate that they have developed each of the personal skills stated in the content and criterion and shown understanding of how to protect a child from infection and injury. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Textbooks

Dare A and O'Donovan M – *Good Practice in Child Safety* (Nelson Thornes, 2000)

ISBN 9780748745029

Lindon J – *Safeguarding Children and Young People: Child Protection 0-18 years, 2nd Edition* (Hodder Arnold, 2008) ISBN 9780340947401

Minett P – *Child Care and Development, 5th Edition* (Hodder Arnold, 2005) ISBN 9780340889152

Mitchell A – *Foundation Course in Child Care and Education* (Hodder Arnold, 2001)

ISBN 9780340801345

Tassoni P – *Caring for Children: A Foundation Course in Child Care and Education* (Heinemann, 2001) ISBN 9780435401658

Websites

www.dh.gov.uk	Department of Health. Handwashing guidance, posters
www.eatwell.gov.uk/keepingfood safe	Food Standards Agency
www.hpa.org.uk	Health Protection Agency. Handwashing guidance, posters
www.publichealth.hscni.net	Health Promotion Agency
www.kidscape.org.uk/profession als/childabuse.shtml	Kidscape – charity established to prevent bullying and child sexual abuse.
www.nspcc.org.uk	NSPCC
www.yourfamily.org.uk	NSPCC parenting magazine

Unit 10: Valuing Children as Individuals

Unit reference number: L/502/3378

Level: 1

Credit value: 4

Unit aim

Respecting children and treating them with equal concern is essential when caring for children to ensure children feel valued and appreciated as individuals. This unit aims to develop knowledge and understanding of these key principles and how to apply them to caring for children. This unit is a foundation for other units in the qualification.

Unit introduction

When caring for children it is essential to understand the importance of valuing them as individuals.

Learning outcome 1 explores how children are valued as individuals, the importance of valuing children and the effects on children of not being valued by adults who care for them.

Learning outcome 2 will help learners to understand ways to communicate with children of different ages in ways that make them feel valued. Adults who care for children show children by the way they behave towards them that they are valued as individuals and shown respect. Adult behaviour which values children is also explored in this part of the unit.

Learning outcome 3 explores confidentiality issues and the importance of maintaining confidentiality in work with children.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the importance of valuing children	1.1 Explain why it is important to value children 1.2 Explain how to value children
2 Know how to value children	2.1 Describe ways to communicate with children aged 0-3 years and 3-5 years to make them feel valued 2.2 Describe adult behaviour which values children
3 Understand how to support the child's right to confidentiality	3.1 Identify confidential information 3.2 Describe ways in which information about a child is kept confidential 3.3 Explain the effect on the child if confidentiality is broken

Unit content

1 Understand the importance of valuing children

Valuing individuals: individual needs; treating all with equal concern; celebrating differences; respecting culture; respecting religion; respecting opinions; avoiding making assumptions; avoiding stereotyping

Effects of being valued: feeling included; achievement; contentment; positive behaviour

Effects of not being valued: feeling excluded; made to feel different; under-achievement; behaviour, eg withdrawn, angry

2 Know how to value children

Communication: using language and tone which does not undermine; using language appropriate to stage of development; asking children's opinions; listening to children; not shouting; needs of children and young people who use English as an additional language

Communication which values children aged 0-3: non-verbal, eg eye contact, smiling, nodding, waiting for response, listening carefully; verbal, eg speaking to children at their height, speaking clearly, using words children will understand, gentle tone, not criticising their use of language

Communication which values children aged 3-5: giving full attention, eye contact, smile, nodding, waiting for response, listening carefully, speaking to children at their height, speaking clearly, using words and sentence structures children will understand, gentle tone, not criticising their speech, asking for opinions and suggestions

Adult behaviour which values children: respectful relationships; including all children; understanding individual differences; impartiality; consistency; giving choices; praise; encourage; enable independence; have expectations appropriate to stage of development

3 Understand how to support the child's right to confidentiality

Confidential information: personal details; private information, eg family structure, health information; photographs

How confidentiality can be breached: disclosing information about someone ie talking with colleagues, friends, or carers, leaving files open for others to read; taking files/information home, writing information in notes that are inappropriate, gossiping, taking photographs without permission

Effects of breaches of confidentiality: child or young person may lose respect; lose trust, feel vulnerable, be open to bullying, be embarrassed; effect on relationships; child may be put at risk

Requirements for confidentiality: privacy for conversations; use of computers; legal requirements, eg Data Protection Act 1998, Human Rights Act 1998; permission for taking photographs; policies of work setting, eg storing information, sharing information; information stored on a computer

Essential guidance for tutors

Delivery

A wide range of delivery methods may be used to teach this unit, including tutorials, presentations, videos, worksheets, internet sources. As many practical activities as possible should be included to help learners relate to the content of the unit.

The tutor could start the delivery of this unit by asking learners to consider what makes them feel valued as individuals. Key points could be collated on the board/flip chart.

Tutors could provide different scenarios which describe situations where children are treated differently from others or not shown respect for being individual, for example shown favouritism, excluded from an activity, opinions ignored, stereotyped, religion not respected. In pairs learners could discuss these scenarios by considering 'how would this have made me feel?' This could generate discussion about how feelings are affected if children do not feel valued and help learners to understand the importance of valuing individual differences. Learners may refer to their own experiences which will make the content of the unit relevant to them.

The effects on children's behaviour when they are excluded or made to feel different can be explored through role-play.

Learning outcome 2 can be introduced by inviting a guest speaker such as an early years practitioner or a childminder to speak about the ways adults develop respectful relationships with children, communicate and provide an environment where they are valued. Learners could prepare questions to ask the speaker.

Following the talk learners could work in groups to consider aspects of adult behaviour and communication. Learners could feed back to the whole group and a tutor-led discussion could collate their findings to develop a checklist. Learners could use the checklist to identify communication skills and positive adult behaviour to analyse videos of adults caring for children. It may be possible for learners to visit childcare settings to use the checklist while observing the environment, activities and adults interacting with children.

Practical activities such as role play of circle time or a group activity using a persona doll would provide further opportunities for developing understanding of ways adults need to communicate and behave to value children.

Learning outcome 3 could be introduced by providing group members with a sheet of paper and an envelope. All members of the group need to write down some personal information they do not wish anyone to know. The paper is then placed in the envelope and sealed. The learners need to write their name on the envelope before they are collected by the tutor. This could generate discussion about feelings of vulnerability and embarrassment

if the information was seen by others. The envelopes should be shredded in the classroom or returned to the learners for them to destroy.

The tutor could give learners some information about children, for example, Mia's father is in prison, Connor's mother has mental illness, Jo, aged 5, wets the bed, a photograph of a child in the bath, to discuss how breaches of this confidential information may affect the child. Learners could present their findings to the group.

Ways confidentiality may be breached could be explored through discussion of case studies. This would lead to discussion about ways to make sure adults who care for children maintain confidentiality.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning.</p> <p>In groups, learners discuss what their individual needs are, and feed back to the rest of the group.</p> <p>Learners assess own feelings about feeling valued. What makes learners feel valued? Learners to provide examples, discuss and write down ideas.</p> <p>Learners discuss scenarios which illustrate stereotyping, provided by the tutor.</p> <p>Learners discuss scenarios which illustrate feeling undervalued, provided by the tutor.</p> <p>Assessment: learners record reasons for valuing children as individuals and how to value children (Learning outcome 1).</p>
<p>Tutor-led discussion on communication which values children.</p> <p>Learners observe communication which values children of different ages by watching videos of different types of communication with children, for example, non-verbal communication, baby signs, makaton.</p> <p>Practical – learners practise ways to communicate with children of different ages to show value. Learners carry out role-play exercises to communicate appropriately.</p>
<p>Tutor-led discussion on adult behaviour which values children.</p> <p>A short talk and question and answer session by a practitioner who works with children about how adults value children in their work. Learners to prepare questions to ask.</p> <p>Practical – learners plan behaviour codes for adults caring for children of different ages</p> <p>Assessment: learners record ways to communicate with children 0-3, 3-5, to make them feel valued, and adult behaviour which values children (Learning outcome 2).</p>

Tutor-led discussion on components of confidential information.

Confidentiality game: encourage learners to write something about themselves on a piece of paper, for example favourite colour, name of pet. Learners enclose the paper in an envelope with their name on and seal it down. Whilst continuing other activities in the session, learners pass the envelopes around, firstly to their neighbour, then someone on their table, then someone on a different table. Ground rules: no one is allowed to open envelopes. Learners can assess how confidential information may travel from one person to another. Game can act as a visual demonstration to learners of the importance of keeping confidentiality.

Tutor to provide scenarios showing the effects of breaches of confidentiality on children and young people, for learners to discuss in groups.

Assessment: learners design poster to demonstrate which information about children is confidential, ways in which this information is kept confidential and the effect on the child if this confidentiality is broken (Learning outcome 3).

Assessment feedback and review of unit.

Assessment

Assessment criteria for this for this unit may be linked together into one assignment task.

Learners could be asked to provide guidance notes for an adult who was planning to start caring for children or as a booklet or poster from the viewpoint of children 'What we need to make us feel respected'.

To meet assessment criterion 1.1, learners need to give at least three ways adults can value children and reasons why adults need to value children.

For assessment criterion 2.1, information must be included about at least two different ways adults need to communicate with children aged 0-3 years and two different ways adults need to communicate with children aged 3-5 years which makes them feel valued.

To meet assessment criterion 2.2, learners will need to give a brief description of at least two ways adults need to behave to show children are valued. For assessment criterion 3.1, learners need to list at least three different types of confidential information. For 3.2, learners need to give a brief description of three different ways adults who care for children can make sure confidential information about children is kept safe. To meet assessment criterion 3.3 learners will need to make clear how a child may be affected if confidentiality is broken.

Examples may be given to support all the criteria in this unit.

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Textbooks

The Early Years Foundation Stage, 1st Edition (Department for Education and Skills, 2007) ISBN 9781844788866

Dickens M, Emerson S and Gordon-Smith P – *Starting with Choice: Inclusive Strategies for Consulting Young Children* (Save the Children, 2004) ISBN 9781841870854

Hyder T, Jarrett M and Sutton F – *Anti-Bias Approaches in the Early Years* (Save the Children, 2000) ISBN 9781899120840

Mortimer H – *Listening to Children in Their Early Years* (QED, 2007) ISBN 9781898873525

Websites

www.persona-doll-training.org/pd/index.php	Training on use of Persona dolls
www.standards.dfes.gov.uk/eyfs/site/1/1.htm	Video clips of communication with young children
www.standards.dfes.gov.uk/eyfs/site/1/3.htm	Video clip of adult comforting a child

www.standards.dfes.gov.uk/eyfs/site/2/4.htm Video clip of communication with a baby

www.yourfamily.org.uk *NSPCC* parenting magazine

Unit 11: Children's Learning Through Everyday Experiences

Unit reference number: R/502/3379

Level: 1

Credit value: 4

Unit aim

This unit introduces the learner to the skills required to promote young children's play and learning in their own home.

Unit introduction

In this unit learners will learn about everyday experiences and routines in the home which can be used to promote children's learning. Learners will be able to identify these experiences, understand what learning is taking place and consider how they can extend the experience to encourage development.

Learners will look at the role of the adult when children are involved in these experiences and how they can use everyday experiences and routines to enhance the child's learning.

Learners will gain an understanding of how they can help children aged 0–3 years and be able to identify the appropriate level of learning and extension required. This will be achieved by given scenarios.

The importance of talking to children is implicit throughout the unit. Learners need to be able to use language to extend, recall, reinforce and introduce new words to the child's vocabulary.

At all times learners must remember that whatever experience is used, the child will be safe and will not be harmed in any way.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand what children learn from everyday experiences	1.1 Identify everyday experiences 1.2 Explain what children learn from everyday experiences
2 Know the role of the adult when children are involved in everyday experiences	2.1 Describe the role of the adult when children are involved in everyday experiences
3 Know how to help a child aged 0-3 years learn through an everyday experience	3.1 From a given scenario, identify what a child aged 0-3 years could learn from an everyday experience 3.2 Describe the role of the adult in helping the child learn during the given scenario

Unit content

1 Understand what children learn from everyday experiences

Cooking: sequencing, eg what needs to be put into the bowl first; weighing the ingredients; different utensils and tools; language eg the appropriate words for things; counting eg how many apples are needed to make a pie; spacial awareness, eg putting ingredients into the bowl

Preparing food: counting, eg the number of vegetables needed for the family; colour, eg shades of the red tomatoes; textures, eg smooth, rough; taste eg sweet, sour, strong; language eg likes, dislikes, allergies

Setting the table: counting eg how many people will be sitting down to the meal; matching eg knives, forks, spoons; colour, eg table cloth, placemats, cups, plates

Getting dressed or changed: labelling body parts, eg feet, legs, head; naming items eg types of clothes ie trousers jumpers; independence, eg self-help skills ie letting them try to dress themselves; different fastening eg buttons, zips, Velcro; colour; matching, eg socks, blue jumper – blue trousers

Helping tidy up: sorting eg by colour, size, shape; naming, eg the toys going into the toy box; counting, eg how many cars have gone in the toy box; concept of time, eg when is it time to tidy up?

Washing: sorting eg dirty washing into the machine and out again by colour; sequencing, eg hanging out the washing on a line; matching eg pairs of socks, colour, by type, ie all the tee-shirts; spacial awareness, eg is there enough room on the washing line?

Making shopping lists: writing skills, eg copying from the main list; picture shopping lists eg before the child can write; memory and recall skills, eg asking the child to remember something they need to buy

Putting shopping away: sorting eg putting all the carrots in the basket; counting eg all the tinned food; recognition, eg labelling, colour, types of food; memory skills eg where thing go

In the garden: growing, eg flowers, vegetables; knowledge and understanding of outside world, eg how things grow; looking at creatures

Visiting friends: socialising, eg play with other children, being with other adults

Going for walks: counting, eg steps, buses, cars, houses; colours eg front doors, cars, flowers; thought processes and routines, eg shopping routine

Trips: local parks; open spaces; areas of natural beauty/unfamiliar to child, eg beach, city, holidays

Shopping: counting eg how many apples, how many people in the queue; colours, eg fruits; selection, eg objects from the shopping list,

picking objects from the shelves; interactive processes; turn taking; money, eg how much

Visiting familiar places: health centre, eg direction, naming people; school/pre-school eg recall, recognition of people

Travelling: by bus; by car; by train; by plane; by ferry

Sensory experiences: touch eg different textures ie rough, smooth; feel, eg soft, hard; smell, eg sweet, sour, strong, light; noise, eg loud, quiet, language, music

2 Know the role of the adult when children are involved in everyday experiences

Encouragement: time, eg allowing time for the child to take part; verbal praise eg well done; physical praise eg hug; reward, eg eating the biscuits they have helped make; visiting a place of their choice

Language: listening, eg what words are being used; introduction, eg new words, alternative words, description, eg commentary on what is being done; investigative questioning, eg why, what, how, when, where

Stimulating environment: planned experiences, eg going on a visit; unplanned experiences eg everyday experiences that can provide a learning activity; interesting materials, eg introducing different objects into the home; natural resources, eg pine cones, sand, water

Safe environment: equipment, eg toys are not broken; the room/s, eg clean, electric sockets are covered, windows have locks; kitchen is clean, surfaces are clear, no hanging electric cables, no pet food on the floor; sleeping area, eg bed clothing is clean and washed regularly, cot has right size bars, correct type of mattress; outdoor environment; secure boundaries, no sharp objects on ground, stranger danger, protection against natural hazards, eg deep water in swimming pools, canal, tidal currents at the sea, dangerous cliffs and rocks, busy roads

3 Know how to help a child aged 0-3 years learn through an everyday experience

Planned experiences: repetition, ie experiencing the same activity over and over again; providing sensory experiences, eg shape, smell, texture, taste; treasure baskets, eg natural objects, non everyday objects; sounds eg music, action rhymes, singing; routine, eg bathing, feeding, shopping

Non planned experiences: play, eg indoors, outdoors, imaginative play, small world play

Essential guidance for tutors

Delivery

In this unit the learners need to understand the context of learning through everyday experiences. Not all learning is formal and it does not have to take place in an educational setting. Learning can come through experience of the roles of parent, baby sitter, nanny or child minder, and can take place in the child's own home, or outside of the child's familiar home environment.

Throughout this unit the tutor needs to ensure that learners understand the different needs of children aged 0-3 years.

Tutors delivering this unit have the opportunity to use a wide range of techniques, including presentations, group work, case studies and DVDs. Practical experience for learners may also be included, if appropriate.

For learning outcome 1 the tutor could start delivery of this unit by identifying learning experiences that children could have in their everyday routine. Learners could work in groups to identify the opportunities and activities that children have and then feed this back to the whole group. This could be organised so that the different groups look at this as age ranges 0-1 years, 1-2 years and 2-3 years, linked to learning outcome 3. Once the experiences are established learners will need to understand what learning is taking place. Videos of children's everyday activities in a home setting may be used to help the learners identify the learning that is taking place.

For learning outcome 2 learners need to understand the role of the adult in the child's experience and how they can encourage, enhance and extend the learning in a safe environment. Videos, case studies or role play may be used with learners. Learners could write up what they would do during the learning, listing how they would interact with the child/children, and how this would help the child/children to learn. Learners need to be able to demonstrate what they could do to enhance and extend the experience for the child/children and adapt the experience for a different age range.

For learning outcome 3 learners need to be able to identify the difference between planned and non planned experiences. The tutor will need to establish what the difference is. This could take place through a brain storming activity with learners giving examples.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning.</p> <p>Tutor-led discussion – how to identify everyday experiences. What do children learn from everyday experiences?</p> <p>Task: using scenarios or videos of a child's or children's routine(s) learners can identify and describe the opportunities for learning.</p>
<p>Tutor-led discussion – what is the adult's role when involved with the everyday experiences of children.</p> <p>Either a visit to a child care setting to see how children learn from their activities, how adults interact with children and influence their experiences, or a visit from someone responsible for caring for children to speak about how they help their child learn from experiences.</p> <p>Assessment: learners to produce notes on everyday experiences, what children learn from them and the role of the adult for future reference (Learning outcomes 1 and 2).</p>
<p>Tutor-led discussion – what is the difference is between planned and non planned experiences? How can everyday experiences be adapted for children aged 0-3?</p> <p>Learners to be given scenarios of everyday experiences. Learners to decide what children would learn during the scenario and the role of the adult in helping the child learn.</p> <p>Assessment: tutor to provide learner with a scenario of an everyday experience. Learner to identify what a child could learn from an experience and the rule of the adult in helping the child learn (Learning outcome 3).</p>
<p>Assessment feedback and review of unit.</p>

Assessment

The assessment criteria for this unit could be assessed in three parts.

To meet 1.1 learners will need to identify five everyday experiences. This should include at least one experience in the home and at least one outside the home. To meet 1.2 learners will need to add an explanation of what the children learn from these everyday experiences. To meet 2.1 learners will need to include a description of the role of the adult when the child/ren is involved with the experience. These three criteria could be assessed together through one assignment, for example, in the form of a resource file.

To meet 3.1 learners will need to identify what a child aged 0-3 years could learn from a given everyday experience and to meet 3.2 learners will need to identify and describe the role of the adult in helping the child learn. These can be assessed either through learners' practical experience or through a case study.

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Textbooks

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006) ISBN 9780340925393

Sheridan M – *From Birth to Five years: Children’s Developmental Progress* (Routledge, 2007) ISBN 9780415423656

Sheridan M, Harding J and Meldon-Smith L – *Play in Early Childhood: From Birth to Six Years* (Routledge, 1999) ISBN 9780415186933

Websites

www.childmindinghelp.co.uk	Resources, information and help
www.literacytrust.org.uk	Articles how to support children’s language
www.ncma.org.uk	Promotes and supports childminders
www.preschoolrainbow.org/preschoolers.htm	Activities for children – songs, rhymes and finger plays

Unit 12: Physical Activities for Children

Unit reference number: R/502/3382

Level: 1

Credit value: 4

Unit aim

In this unit learners will find out about, plan and prepare different types of physical activities suitable for children. The importance of the role of the adult in ensuring children's safety in the provision of physical activities is also considered in this unit.

Unit introduction

Physical activities are essential to the health, development and wellbeing of children. It is important, therefore, for people caring for children to know about suitable physical activities to be able to provide a range of appropriate and challenging experiences for them. Ensuring children are safe during physical activities is essential and in this unit learners will find out the measures that need to be taken to ensure children are protected during activities.

This unit aims to develop knowledge and understanding in these key areas as well as building up essential skills such as self-management, time-management, contributing to a team, problem solving, working safely and communication skills.

For learning outcome 1 learners investigate the possible physical experiences that can be provided for children of different ages in both the indoor and outdoor environment and the health benefits provided by physical activities. Learning outcome 2 introduces safety issues and the measures that adults need to take to ensure that children can enjoy physical activities safely. Learning outcome 3 gives learners the opportunity to develop personal skills through planning and preparing physical activities for children.

This unit may be delivered in a class or in a work setting. However, it is essential that learners have practical experience of planning physical activities and familiarity with the equipment and resources required for different types of physical activities. While examples of physical activities are given in the unit content, we recognise that physical activities can encompass more than the activities outlined in this unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about physical activities for children	1.1 Describe physical activities for children 0-3, 3-5 years
2 Understand the role of the adult when children are involved in physical activities	2.1 Explain the role of the adult when children are involved in physical activities
3 Be able to plan and prepare physical activities for children	3.1 As a team member, plan and prepare a physical activity for children and demonstrate: <ul style="list-style-type: none">• self-management skills• a positive contribution as a team member• meeting agreed deadlines• problem-solving skills• safe practice• communication skills

Unit content

1 Know about physical activities for children

Physical activities for children 0-3 years: indoor and outdoor opportunities; toys; resources; opportunities for activities, eg crawling, rolling, walking, running, climbing, pushing toys, riding a tricycle, kicking a ball, throwing a small ball, building with large bricks, moving to music, digging in sand

Physical activities for children 3-5 years: indoor and outdoor opportunities; resources; opportunities for, eg running, climbing, hopping, swinging, balancing, jumping, riding a tricycle, kicking ball, building with large bricks, catching a ball, using a bat, swimming, digging, dancing

2 Understand the role of the adult when children are involved in physical activities

Adult role: observation; supervision; giving praise and support; knowing about individual abilities of child or young person; providing safe equipment; checking equipment for faults; using safety equipment; recognising hazards; assessing risk

3 Be able to plan and prepare physical activities for children

Planning: type of activity; when; where; duration; age group; suitability; equipment needed

Self-management: flexibility; taking responsibility, eg gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback

Time-management: attendance; punctuality; completing task within agreed timeline

Team member: respecting others; co-operating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others

Problem solving: identifying problem, eg lack of resources, equipment broken, making suggestions how to solve problem; creative thinking

Health and safety: checking equipment, recognising hazards

Communication skills: applying literacy skills, eg reading; able to produce clear and accurate records of activities; listening and questioning skills; discuss activities with colleagues, tutor

Delivery

It is essential that learners have practical experience of planning physical activities and familiarity with the equipment and resources required for different types of physical activities.

The unit focuses on physical activities that may be appropriate for children of different ages and has been designed to make the key topics practically based wherever possible. In this unit learners' employability skills will be assessed through completion of a teamwork task.

For learning outcome 1, learners need to be introduced to a wide range of possible physical activities and experiences for children 0-3 and 3-5 years.

This may be achieved in a variety of ways. Learners could conduct paired research using websites and prepare fact sheets of their findings for other learners. Visits to different childcare settings and playgrounds to observe children of different ages involved in physical activities would help learners to relate theory to practice.

Learners could be encouraged to keep a record of age-appropriate activities and the equipment and resources required for different types of physical activities to help them to meet the requirements of assessment criterion 1.1.

Learning outcome 2 could be introduced by inviting a guest speaker such as a practitioner from a child care setting or an after school club to explain the importance of observation and supervision of children when children are involved in physical activities. Learners could prepare questions to ask the speaker about how risk is assessed and managed before and during physical activities with children.

Learners could work in groups to analyse videos of children involved in different physical activities to identify the measures adults need to take to ensure the children's safety. Tutor-led discussion could follow to clarify the role of the adult when children of different ages are involved in physical activities.

Learners could participate in a physical activity, such as a ball game, and with tutor support undertake the required risk assessment which would help to link theory to practice.

Visits to different settings to observe the measures taken by adults to ensure children's safety would further consolidate learning.

To introduce learning outcome 3, tutors could assess learners' knowledge of the team-working skills required for providing physical activities for children. This could be achieved by giving learners a scenario such as an obstacle course for a group of six children aged 3-5 in an outdoor area. Learners could work in small groups to decide how to plan and implement the activity. Each group could present their findings which would generate discussion on the teamworking skills required to plan, prepare and

implement a successful activity. The key features of teamwork could be collated on the board/flip chart. The required teamworking skills could be agreed by the whole group and made into a checklist which can be used to record when and how they use teamworking skills for assessment criterion 3.1.

Learners should be involved in selecting a physical activity for a group of children for their team to plan. Teams could be made up of around three to five people. Tutors could provide scenarios to include different ages of children and situations to help groups make their selection.

In their team, learners can discuss possibilities for tasks and decide which tasks are manageable, achievable and match the skills and interests of the team members in 'What if?' scenarios. Learners could agree an action plan which involves contributions from all team members.

Groups can present their plans for the physical activity to the rest of the group and set up the required equipment. It may be possible for the group to implement the activity with the rest of the group participating. This would provide further opportunities for individuals to demonstrate employability skills such as communication, problem solving skills and health and safety.

Also, it may be possible for learners to participate in physical activities with groups of children. Witness statements or a checklist signed by tutors or supervisors recording learners' use of employability skills could provide further evidence towards 3.1.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning.</p> <p>Tutor-led discussion – range of physical play activities for children indoors and outdoors.</p> <p>Practical – group task. Learners research physical activities using resources eg internet, journals.</p> <p>Assessment: learners provide information on physical activities for children aged 0-3 and 3-5 years (Learning outcome 1).</p>
<p>Tutor-led discussion on the role of the adult in supervising children's physical play.</p> <p>Learners visit to a child care setting, or watch videos to observe children involved in physical activities.</p> <p>Practical – in pairs learners discuss scenarios provided by the tutor of safe and unsafe physical play situations and then feed back to the group.</p> <p>Assessment: record the role of the adult during children's physical activities (Learning outcome 2).</p>

Tutor-led discussion on planning a physical activity and the skills needed.

Learners to devise a way of recording their personal skills.

Learners research children's physical activities using the internet, journals.

Learners practise preparing and setting up physical activities for children.

Assessment: learners produce plans for children's physical activities, and are observed preparing the activities. Learners record their personal skills (Learning outcome 3).

Assessment feedback and review of unit.

Assessment

For assessment criterion 1.1, learners will need to include a brief description of three different, suitable physical activities for each of the age ranges (0-3 and 3-5 years). The description will need to outline what is involved in each activity and any resources or equipment required. This may be in the form of a booklet, loose leaf folder or completion of a table.

To meet assessment criterion 2.1 learners will need to explain how the adult would need to be involved when children are participating in different physical activities. This could be achieved by adding this information to each of the activities described in 1.1.

Assessment criterion 3.1 may be evidenced through witness testimonies, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. Learner must be able to demonstrate that they have developed each of the skills stated in the content. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

Essential resources

Equipment and resources required for different types of physical activities.

Indicative resource materials

Textbooks

Filer J – *Healthy, Active and Outside: Running and Outdoors Programme in the Early Years* (David Fulton, 2008) ISBN 9780415436526

Macdonald S Featherstone S and Hardy M – *The Little Book of Playground Games* (Featherstone Education, 2004) ISBN 9781904187899

Weatherill C – *Primary Playground Games* (Scholastic, 2003) ISBN 9780439983372

Websites

www.bbc.co.uk/parenting

BBC – advice on parenting

www.bigeyedowl.co.uk/physical-activities.htm

Early years experience

www.gameskidsplay.net

Games kids play

www.teachingideas.co.uk/pe/contents01games.htm

Teaching ideas

Unit 13: Learning Experiences for Young Children

Unit reference number: Y/502/3383

Level: 1

Credit value: 4

Unit aim

This unit will introduce the learner to a range of learning experiences suitable for babies and toddlers and pre-school children.

Unit introduction

Throughout this unit learners will develop the skills that are essential for caring for young children including self-management, time management, being an effective team member, working safely, problem solving, communication skills and IT. These skills will be developed within the context of finding out about and providing learning experiences for young children.

It is essential that learners have significant practical experience of the different types of learning experiences available to children.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about learning experiences for young children	1.1 Describe learning experiences for young children aged 0-3 and 3-5 years
2 Be able to demonstrate personal skills required for providing learning experiences for young children	2.1 Participate in a learning experience for young children and demonstrate: <ul style="list-style-type: none">• self-management skills• a positive contribution as a team member• meeting agreed deadlines• problem-solving skills• safe practice• communication skills• the use of IT
3 Be able to assess own personal skills in providing learning experiences for young children	3.1 Assess own personal skills required for providing learning experiences for young children

Unit content

1 Know about learning experiences for young children

Learning experiences 0-3 years: language, eg books, stories, rhymes; music, eg singing, listening, moving; treasure baskets; use of household utensils; playing with pram and bath toys; games, eg peek-a-boo, table top games; outdoor activities, eg visit to park, shops, seaside

Learning experiences 3-5 years: books, stories, rhymes and poems; music, eg singing, listening, playing, moving; games, eg jigsaw puzzles, table-top games, computer software; outdoor activities, eg gardening, ball games, kites, parachute games; cooking and baking

2 Be able to demonstrate personal skills required for providing learning experiences for young children

Self-management: flexibility; taking responsibility, eg gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback

Team member: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others

Time management: attendance; punctuality; completing task within agreed timeline

Health and safety: outdoors; equipment; children working in groups; taking risks in a safe environment

Communication skills: applying literacy skills; able to produce clear and accurate records of activities; listening and questioning skills; discussing activities with colleagues, tutor, children

Problem solving: identifying problem, eg lack of materials, materials will not work; making suggestions on how to solve a problem; creative thinking

Application of IT: basic IT skills, eg use of word, email; use of internet search engines eg identifying resources, ideas; safe practice, eg identify potential hazards, risks

3 Be able to assess own personal skills in providing learning experiences for young children

Assess own work: constructive feedback from colleagues/tutor/line manager; areas of strength and weakness; setting targets for further development

Essential guidance for tutors

Delivery

This unit is a practical unit. Learners should provide learning experiences for children and also set up different experiences for children aged 0-3 and 3-5. Throughout this unit learners' personal skills will be assessed.

The unit can be delivered in two ways. The tutor could either hold different sessions focusing on the age group and the types of learning experience appropriate to them, or they could hold different sessions focusing on the experience and then matching the experience to the age group of the children.

Learners could be given the opportunity to visit the local library and choose a selection of books and stories that are suitable for young children within the two age groups. They should then be given the opportunity to read a story to a small group of children, if possible, or to other learners. Learners should also be encouraged to build up a small repertoire of finger rhymes and poems which could be used with children aged 0-3 or 3-5.

Learners should understand that there are four different areas within music, ie singing, listening, playing and moving. Using these categories as a base, learners could then build up a small repertoire of songs that are suitable for children of different ages. They could also find music that children may enjoy listening and moving to. Learners should be able to identify simple instruments and have the opportunity to 'play' them, for example xylophone, different types of drum, glockenspiel, bells, chime bars. A visit to a local school or nursery to see the instruments in action could be a valuable experience for learners.

Learners could be given the opportunity to experience a range of different types of games for children. They may be able to bring in games that they have at home to share with other learners. A session may also be spent researching computer games. Several websites have games available for children aged 0-3 and 3-5. Learners could consider the educational value, level of interest, recommended age, etc.

If possible, learners should have the opportunity to experience a range of different outdoor games, for example using a parachute, ball games, 'sport' games, for example egg and spoon race, sack race. Health and safety issues should be discussed. Gardening may also be included in this session, for example planting cress, mustard, seeds, flowers and vegetables.

Opportunities should be made available for learners to gather simple recipes that may be used with children of different ages. These could include making bread, sandwiches, porridge, etc. Discussions during this session should focus on how health and safety are ensured when working with children.

Throughout this unit learners could keep a record of the different types of learning experiences they have provided, and for which age groups. This record may be used to provide evidence for 1.1.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Practical – sessions to experience a range of learning experiences suitable for children aged 0-3 and 3-5.</p> <p>Assessment – record practical sessions undertaken, for example a file with completed products, display, photographic evidence. Learner to include notes with information on resources, health and safety issues and the suitable age range (Learning outcome 1).</p> <p>Tutor-led discussion – identify skills needed for participation in practical sessions.</p> <p>Practical – create a way to record the skills included in the unit content.</p> <p>Activity – individual recording of own work skills used in practical sessions and self-assessment (Learning outcome 1; Learning outcome 2; Learning outcome 3).</p> <p>One-to-one tutorial to discuss work skills and self-assessment.</p>
<p>Assessment – evidence of skills identified in assessment criterion 2.1 demonstrated throughout delivery of unit (Learning outcome 3).</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

In order to achieve assessment criterion 1.1, learners should be able to describe two different learning experiences for each of the age groups identified in the unit content (four in total). The description could include information about the resources necessary for the experience and the associated health and safety issues. This work may be presented in a variety of different ways, for example a file with photographic evidence and a commentary to support it, a poster or a booklet.

2.1 may be evidenced through witness testimonies, observation records, peer group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. Learners must be able to demonstrate that by the end of the unit they have gained each of the personal skills stated in the unit content. It may be helpful for learners to complete a review of their progress at the end of each session. This will then be a valuable source of evidence for 3.1 when they are required to assess their own personal skills.

3.1 may be assessed through one-to-one discussions with the tutor/line manager or through written evidence. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

Essential resources

A range of different resources is required for this unit, for example access to musical instruments, different types of table-top games, outdoor equipment. If equipment is not available, learners may be able to complete this unit in a practical work setting.

Alternatively, learners may visit settings to observe the different types of equipment being used with children aged 0-3 and 3-5 years.

Indicative resource materials

Textbooks

Brunton P and Thornton L – *The Early Years Handbook: A Comprehensive Guide To Managing Provisions In The Early Years Foundation Stage* (Optimus Publishing, 2007) ISBN 9781905538348

Frankel J and Hobart C – *A Practical Guide to Activities for Young Children, 3rd Edition* (Nelson Thornes, 2005) ISBN 09780748792528

Gee R and Meredith S – *Entertaining and Educating your Pre-School Child* (Usborne Publishing Ltd, 1987) ISBN 9780746001332

Pica R – *Moving and Learning across the curriculum – More than 300 activities and games to make learning fun* (Delmar, 2006) ISBN 9781418030759

Williams Browne K and Gordon A – *Beginnings and Beyond: Foundation in Early Childhood Education, 7th Edition* (Delmar, 2008) ISBN 9781418048655

Websites

www.abcteach.com	Source of free printable worksheets
www.bigeyedowl.co.uk	Guide to information and resources for children's activities
www.child-central.com	Website dedicated to child development and learning
www.communityinsight.co.uk	Resources for professional development for working with children
www.pitara.com/activities	Source for activities for children
www.underfives.co.uk	Pre-school education and learning information and resources

Unit 14: Engaging Children in a Group Activity

Unit reference number: J/502/3380

Level: 1

Credit value: 4

Unit aim

The aim of this unit is to provide learners with the skills to engage children in group activities.

Unit introduction

In this unit learners will look at how they can engage children in group activities. They will plan activities that encourage children to work together in a group. Learners will also be able to provide resources, space and time for child-led group activities.

This unit will enable learners to use techniques to encourage and engage children in activities and understand why some children may not wish to join in with the activity.

This unit aims to help learners develop the skills required for caring for children, including skills such as self-management, time management, contributing to a team, problem solving, working safely and communication skills. Learners will develop these skills within the context of engaging children in a group activity.

It is essential that learners have significant practical experience of the different types of group activities available to children of different ages.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how children may respond in group activities	1.1 Describe how children may respond in different types of group activities 1.2 Give reasons why children may not engage in group activities
2 Know how to engage a group of children in activities	2.1 Describe techniques to engage a group of children in activities
3 Be able to demonstrate personal skills in a children's group activity	3.1 Participate in a group activity for children and demonstrate: <ul style="list-style-type: none">• self-management skills• problem-solving skills• safe practice• communication skills

Unit content

1 Know how children may respond in group activities

Activities: creative, eg making a display, story time, music sessions; physical eg gross motor skills, fine motor skills, dance; imaginative play; games

Behaviours: quiet child, eg one who joins in the activity but needs encouragement to talk; disruptive child, eg one who throws tantrums, throwing objects; non-confident child, eg child who needs to be encouraged to join the group; attention-seeking, eg clinging, answering back, challenging instructions, interrupting activities; observing child, eg a child who watches the group activity but does not join in

2 Know how to engage a group of children in activities

Communication: verbal, eg explanation of what is available, what the child would like to do; non verbal; posture, eg sitting at the children's level; taking part, eg joining in but not taking over

Environment: stimulating, eg activities are presented in an inviting way, appropriate for the age of children

Equipment: risk assessment to ensure health and safety procedures are followed

Adult-led activities: sufficient resources eg enough for everyone to take part; space, eg for a large group listening to the story time; flexible, eg can be changed to accommodate different children in the group

Child-led activities: provision of resources, eg selection of equipment, objects, books, age appropriate; time; space

3 Be able to demonstrate personal skills in a children's group activity

Self-management: flexibility; taking responsibility, eg gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback

Time management: completing task activity within agreed timeline

Team member: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others

Problem solving: identifying problem, eg lack of materials, materials will not work; making suggestions on how to solve problems; creative thinking

Health and safety: safe use of tools and equipment eg scissors, needles; non-toxic paints; unsuitable materials, eg polystyrene chips, toilet rolls

Communication skills: applying literacy skills eg reading; producing clear and accurate records of activities; listening and questioning skills; discussing activities with colleagues, tutor, children

Essential guidance for tutors

Delivery

This unit needs to be delivered in the context of engaging children in a group activity and how learners can encourage them to participate in the activity.

For learning outcome 1, the tutor needs to define what group activities involve and identify a range of different types of activity. Learners need to understand that children working in a group activity may display different kinds of behaviour. Learners need to be able to identify the different behaviours that children show and how they should respond to the child to encourage them to join in and take part in the activity. This could be reinforced by video footage of different behaviour types. Alternatively this could be carried out as a role-play activity, with each learner playing a different behaviour type within a group activity. They can then discuss what happened and how they felt. This could be completed as small group tasks then fed back to the whole group.

For learning outcome 2, learners need to know how to engage a group of children in activities. They should look at both verbal and non-verbal communication. This could be linked to the unit *Communication Skills with Children* to reinforce the learning that has taken place. Learners need to know how they can encourage children but not take over the activity. They must show an understanding of their physical relationship with children by sitting at the child's level and not standing over them. Learners need to understand how the environment in which the children learn has an influence on their participation of the activity. Learners could visit a setting to look at the visual displays and presentation of the activity resources. If this is not possible, a video showing how a classroom is set out could be used and learners could discuss it. Learners could then plan and make a display in groups. This will give them an opportunity to put in to practice activities covered in this unit. Throughout this unit learners need to demonstrate an understanding of the potential barriers that children may face in group activities. When using equipment learners can demonstrate an understanding of health and safety for learners and the children. Learners need to understand the difference between adult-led and child-led activities and when they are appropriate, and what the adult's role is in both.

For learning outcome 3, learners must be able to demonstrate personal skills in a children's group activity. If learners are not in a position of undertaking supervised work experience the tutor must make the learning situation for the outcome as realistic as possible and relate it in the context of engaging children in a group activity. Some of the learning outcome content might be linked to learners' tutorial time. For example punctuality, attendance, completing tasks within agreed timeline and activities involving self management, working as a team member and problem solving are part of learners' ongoing development. Health and safety and communication skills could be linked to tasks carried out within the unit as a whole.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning.</p> <p>Tutor-led discussion – types of group activities for children.</p> <p>Behaviours of children when in group activities.</p> <p>Techniques of how to work with children with different behaviour types.</p> <p>Task – learners watch a video showing children playing in a group; learners to identify how they respond in the group and what the adult can do to engage the children.</p> <p>Assessment: learners record how children may respond in different types of group activities and why some children may not engage in group activities (Learning outcome 1).</p>
<p>Tutor-led discussion – how to engage children in group activities and identify barriers that may prevent engagement.</p> <p>Visit to a setting such as a nursery class or visit from guest speaker to discuss child-led group activities and adult-led group activities. Learners to prepare questions.</p> <p>In small groups: plan an activity for a group of children</p> <p>Assessment: learner records techniques to engage a group of children in activities (Learning outcome 2).</p>
<p>Tutor-led discussion:</p> <ul style="list-style-type: none">• what is self-management?• what and how to achieve good time management?• why and how to be an effective team member?• how problems can be solved• health and safety issues when working with children in a group of different ages• communication skills required when working with a group of children. <p>Assessment: learners are observed participating in a children's group activity and demonstrating self management skills, problem-solving skills, safe practice and communication skills (Learning outcome 3).</p>
<p>Assessment feedback and review of unit.</p>

Assessment

To meet criterion 1.1 learners must describe three group activities for children and three different types of behaviours that children may show when working together in a group activity.

To meet criterion 1.2 the learner must list five barriers that may prevent children from fully engaging in activities.

To meet criterion 2.1 learners must describe three techniques to engage a group of children. The techniques must include reference to at least one child-led and at least one adult-led activity.

To meet criterion 3.1 the tutor must observe and record learners' performance in a real or simulated event based around a group activity designed for children.

The assessment for this unit could be in two parts:

- assessment criteria 1.1, 1.2, 2.1: an assignment combining the assessment criteria with evidence comprising of notes based around the role play or video activities
- assessment criterion 3.1: a tutor observation of learners.

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Textbooks

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006)
ISBN 9780340925393

Sheridan M – *From Birth to Five Years: Children's Developmental Progress* (Routledge, 2007) ISBN 9780415423656

Websites

www.kidsbehaviour.co.uk	Source of advice on communicating with children
www.literacytrust.org.uk	Articles how to support children's language
www.preschoolrainbow.org/preschoolers.htm	Activities for children: songs, rhymes and finger plays
www.teachernet.gov.uk	Idea's and development of children's communication

Unit 15: Supporting the Use of IT with Children

Unit reference number: D/502/3384

Level: 1

Credit value: 4

Unit aim

This unit will provide the learner with the skills to support children using information technology.

Unit introduction

This unit gives learners an introduction in how to support children with information technology. The unit provides learners with knowledge of types of computer-based activities for children aged 3 to 5 years old. This includes activities for pre-reading children and children in Key Stage 1. Across this age range learners will need to know about the different adaptations to equipment for the children, including children with special needs.

Learners need to understand the role of the adult in supporting children in computer-based activities and how to provide safe and appropriate equipment in a stimulating environment in which the children learn. Learners should understand how to communicate with the children so they have a positive learning experience.

This unit aims to help learners to develop the skills required for caring for children, including work-related skills such as self-management, time management, contributing to a team, problem solving, working safely and communication skills.

While examples of IT activities are given in the unit content, it is recognised that there is a vast and ever-changing range of programmes and that child care settings may have access to a wide range of different packages.

The unit may be delivered in class or in a work setting. However, it is essential that learners have significant practical experience of the different types of IT activities currently available to children aged 3 to 5 years old.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about computer-based activities for children	1.1 Describe computer-based activities for children aged 3-5 years
2 Understand the role of the adult when children are involved in computer-based activities	2.1 Explain the role of the adult when children are involved in computer-based activities
3 Be able to demonstrate personal skills required in supporting IT activities for children	3.1 Research, plan and demonstrate a computer-based activity suitable for children showing: <ul style="list-style-type: none">• self-management skills• meeting agreed deadlines• problem-solving skills• safe practice• communication skills 3.2 Describe the benefits of the computer-based activity for a child
4 Be able to assess own personal skills in supporting children's computer-based activities	4.1 Assess own personal skills in supporting children's computer-based activities

Unit content

1 **Know about computer-based activities for children**

Children: aged 3-5 years old

Equipment: adaptations, eg for children with special needs, chair, table or desk; age appropriate tools; hardware, eg mouse (hard wearing), keyboard (large keys, attractive colours, pictures), printer, touch screen

Pre-reading programmes: different types of software, eg matching, sequencing, counting, colours, shapes

Programmes: websites suitable for children; software for children; uses of software, eg drawing, text, tables, images; gathering information using the internet, CD Roms; storing information, eg saving documents, setting up folders; retrieving information, eg finding previous documents, research, presenting information, eg PowerPoint, text, tables, charts, databases

Computer based activities: activities, eg games, stories, music, songs, drawing, educational programmes

2 **Understand the role of the adult when children are involved in computer-based activities**

Equipment: safe, eg set up properly to the setting guidelines, reporting faults, ie who, when, how; appropriate to the children's level of learning; adaptations, eg how they work

Environment: safe, eg no trailing cables; space, eg for the child and the adult, stimulating, eg displays, light, correct temperature

Programmes: appropriate to the age group, eg child's level of learning

Encouragement: time, eg allowing time for the child to take part; verbal praise eg well done; reward, eg displaying completed work

Language: talking to the child; reinforcing, eg how the child is doing; listening eg what words are being used; introduction, eg new words, alternative words; answering questions, eg 'what do I do next?'

Instruction: preparation tasks, eg opening programmes; written, eg worksheet, task sheets

Intervention: when; how

3 Be able to demonstrate personal skills required in supporting IT activities for children

Self-management: flexibility; taking responsibility, eg gathering materials, setting up, tidying up; self-starting; assertiveness

Time management: attendance; punctuality; completing task within agreed timeline

Problem solving: identifying problem, eg hardware/software, materials will not work; making suggestions on how to solve problem; creative thinking

Health and safety: safe use of equipment; unsuitable materials, eg websites

Communication skills: applying literacy skills, eg reading; able to produce clear and accurate records of activities; listening and questioning skills; discuss activities, eg with colleagues, tutor, children

Benefits of activity to child: eg educational; assisting with hand-eye co-ordination; engaging child's interest, imagination

4 Be able to assess own personal skills in supporting children's computer-based activities

Assess own skills: constructive feedback from colleagues/tutor/line manager; areas of strength and weakness; setting targets for further development; readiness to improve own performance based on feedback

Essential guidance for tutors

Delivery

In order to successfully deliver this unit it is important to recognise the continual and rapid development of IT activities for children, and also to understand that children will have access to a range of different IT activities at different levels of development in different environments.

If possible, the delivery of this unit should include a visit to a local school to see children of the appropriate age range undertaking IT activities. This can be supported by learners identifying their own experiences and level of competence within IT activities. In addition, a wide range of delivery methods may be used to teach this unit, including tutorials, presentations, videos, worksheets and internet sources.

The context of this unit is supporting the use of IT with children. The age range of the children within this unit is 3-5 years and is implicit throughout the unit, which may be delivered in two ways. The tutor could either hold different sessions focusing on the age group and the appropriate types of IT support for the age range, or could hold different sessions focusing on the range of IT and the appropriate types of support, and then consider the age range.

Learners' level of IT skills may need to be established prior to the start of delivery of this unit. If learners are undertaking Functional Skills in IT as part of their overall learning, their experience may be enhanced by combining the two.

Throughout the unit learners should also be assessed on their personal skills. Where possible, each session should give learners the opportunity to demonstrate their self-management and communication skills. Health and safety is a key element when caring for children and learners should be fully aware of health and safety when discussing suitable activities for children. Learners could complete a checklist at the end of each session to record the personal skills they demonstrated.

Learning outcome 1 looks at the resources available to children. Learners should have some experience of relevant equipment that is available as well as the opportunity to access appropriate pre-reading programmes for the younger age range and programmes and equipment that are available for children with special needs. This could take the form of an internet research exercise with a short PowerPoint presentation on their findings to the whole group.

Learning outcome 2 explores the role of the adult when children are involved in computer-based activities. The health and safety of children and learners is paramount. A practical exercise could include a health and safety audit, using a proforma, of a computer room or IT activity. Learners need to be able to communicate with the children and understand how to interact with children at an appropriate level. Learners could devise two plans involving IT activity for a small group of children of two different ages. The plan should include the

preparation, health and safety requirements, programme to be used and the role of the adult.

Learning outcome 3 needs to be in the context of supporting activities for children and may be linked to other units. Learners could work in groups to research and plan an IT activity for the whole group and demonstrate it to the group using their IT skills. If practical, the activity could be carried out by the whole group. Learners need to be able to describe the benefits to a child of computer-based activities.

Learning outcome 4 could be delivered and assessed by tutorial feedback with a check list completed. It is likely to take place throughout the unit.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning.</p> <p>Tutor-led discussion and demonstration of IT programmes available for children.</p> <p>Tutor-led discussion and demonstration of special equipment available.</p> <p>Task – in pairs or small groups learners demonstrate IT Skills using children’s programmes.</p> <p>Task – learners plan an IT activity for a children aged 3-5 years old, listing resources and equipment.</p>
<p>Group work – each group to research possible risks and hazards when supporting children’s computer-based activities and how to avoid them. To display on posters.</p> <p>Practical session – activities to reinforce the importance of communication skills when working with children, for example helping a child who is using an educational programme. Learners encouraged to discuss their experiences and any barriers to communication.</p> <p>Learners visit a local school or child care setting to see how IT is used by children aged 3-5.</p> <p>Assessment: learners to record types of IT hardware and software available for children aged 3-5 and the role of the adult when supporting children’s computer-based activities for future reference (Learning outcomes 1 and 2)</p>
<p>Practical sessions to experience computer-based activities for children.</p> <p>Tutor-led discussion – identify personal skills needed for participation in practical sessions.</p> <p>Learner to create a way of recording personal skills used.</p> <p>Assessment: learner to research and plan a computer-based activity to suitable for children and to record the benefits of the activity (Learning outcome 3)</p>
<p>Tutor-led discussion – importance of constructive feedback.</p> <p>Who can be asked to give the feedback and simple formats to aid and understand feedback.</p> <p>Identifying strengths and weakness from the feedback.</p> <p>How to improve and develop.</p> <p>Assessment: one-to-one tutorial to discuss personal skills and self-assessment. (Learning outcome 4)</p>
<p>Assessment feedback and review of unit.</p>

Assessment

The criteria for this unit could be met in three parts. Criteria 1.1 and 2.1 could be related, and the evidence could be collected electronically. Criteria 3.1 and 3.2 could be completed electronically and witnessed by the tutor. Criterion 4.1 could be related to learners' individual learning plans and be combined with ICT learning activities in other areas. It could take the form of a series of tutorial reviews and checklists.

To meet the criteria for 1.1 and 2.1 learners need to be able to describe at least five types of IT hardware and software available for children aged 3-5 and explain the adult role when involved in supporting computer-based activities.

To meet the criteria for 3.1 and 3.2 learners need to research and carry out one IT activity suitable for children within an identified development stage. Learners need to describe how the activity is of benefit to children.

To meet the criteria for 4.1 learners need to understand their own skill level in IT and how they can develop to support children's IT activities.

Essential resources

Learners will need access to IT facilities, and to a range of hardware and software suitable for children aged 3-5. They will also need access to the internet to research children's websites.

Indicative resource materials

Textbook

Mallett M – *Early Years Non-fiction: A Guide to Helping Young Researchers Use Information Texts* (Routledge, 2003) ISBN 09780415253376

Websites

www.communityinsight.co.uk	Resources for professional development for working with children
www.everychildmatters.gov.uk/deliveringservices/commoncore/communication	Government website promoting wellbeing of children; advice on communicating with children
www.excellence.qia.org.uk	Source of teaching and learning materials
www.pitara.com/activities	Sources for activities for children
www.underfives.co.uk	Pre-school education and learning information and resources

Unit 16: Creative Activities for Young Children

Unit reference number: H/502/3385

Level: 1

Credit value: 4

Unit aim

In this unit, the learner will be introduced to a range of creative activities suitable for pre-school children. The learner will develop the skills required for caring for young children, within the context of finding out about the different types of creative activities young children may experience.

Unit introduction

This unit aims to help learners develop the skills required for caring for young children, including personal skills such as self-management, time management, contributing to a team, problem solving, working safely and communication skills. Learners will develop these skills within the context of finding out about the different types of creative activities young children may experience. Learners will be introduced to a range of creative activities suitable for pre-school children. While examples of creative activities are given in the unit content, we recognise that creative play can encompass more than the activities outlined in this unit.

The unit may be delivered in class or in a work setting. However, it is essential that the learners have significant practical experience of the different types of creative activities available to children of different ages.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about creative activities for young children	1.1 Describe creative activities for children aged 0-3 and 3-5 years
2 Be able to demonstrate the personal skills required in supporting creative activities for young children	2.1 Participate in a creative activity for young children and demonstrate: <ul style="list-style-type: none">• self-management skills• a positive contribution as team member• meeting agreed deadlines• problem-solving skills• safe practice• communication skills
3 Be able to assess own personal skills in supporting young children's creative activities	3.1 Assess own personal skills in supporting young children's creative activities

Unit content

1 **Know about creative activities for young children**

Children: 0-3 years; 3-5 years

Drawing: materials for drawing, eg felt pens, pencil, wax resist, chalks, crayons

Collage: materials, eg white paper on coloured paper, coloured and textured paper, wool, string, fabric, found oddments

Painting: types of paint, eg bubble paints, blot painting, splatter painting, colour mixing, finger painting, straw painting

Printing: materials, eg card edge, natural objects, string/block printing, leaf prints, mono printing

Puppets: types of puppet, eg junk puppets, masks, mobiles, finger/hand puppets

Crafts: types of craft, eg tie and dye, plaiting, twisting, knotting, stitching, weaving wool and/or paper

General skills: presenting young children's work; identifying different types of paper and their uses; cutting paper safely

2 **Be able to demonstrate the personal skills required in supporting creative activities for young children**

Self-management: flexibility; taking responsibility, eg gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback

Time management: attendance; punctuality; completing task within agreed timeline

Team member: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others

Problem solving: identifying problem, eg lack of materials, materials will not work; making suggestions on how to solve problem; creative thinking

Health and safety: safe use of tools, eg scissors, needles; non-toxic paints; unsuitable materials eg polystyrene chips, toilet rolls

Communication skills: applying literacy skills, eg reading; able to produce clear and accurate records of activities; listening and questioning skills; discuss activities with colleagues, tutor, children

3 Be able to assess own personal skills in supporting young children's creative activities

Assess own work: constructive feedback from colleagues/tutor/line manager; areas of strength and weakness; setting targets for further development

Essential guidance for tutors

Delivery

This unit is a practical unit. Learners should have the opportunity to plan and experience a wide range of different creative activities for young children. With this knowledge, learners should be able to make suggestions about creative activities that are appropriate for the age of the children they are caring for. Learners are not expected to have an in-depth knowledge of child development.

Throughout the unit learners should also be assessed on their personal skills. Where possible each session should give learners the opportunity to demonstrate their self-management skills, ability to work as an effective team member, ability to solve problems and effective communication skills. Throughout delivery of this unit, learners should be assessed on their ability to manage their time when planning, experimenting and tidying up at the end of the session. These are all critical skills for caring for children. Learners will need to have a working knowledge of the health and safety issues related to preparing craft activities, for example safe use of scissors, ensuring paints are non-toxic, knowing that some materials are not safe for young children to handle, for example polystyrene chips. Learners may take turns to lead a small group in planning, preparing, experiencing and completing the activity.

The unit focuses on two different age groups of children: 0-3 years and 3-5 years. Learners are not required to experience activities for every year within each age group. The purpose of the age groups is to help learners understand that children will be able to achieve more as they develop.

Each session should focus on one or more type of activity. Following an introduction to the unit, the first session may focus on the different types of paper that are available and their uses. Learners may then make up different types of paints and mix colours. As one assessment criterion is for learners to make a positive contribution as a team member, the activities could be carried out in small teams.

At the end of each session, learners could carry out a self-assessment of how effective their own personal skills were during the activity. Peer assessment and tutor feedback could also be a useful source of information. This information may be recorded on a checklist or through other forms of recording documentation.

Collage is a popular form of creative activity in children's settings. However, it can be difficult for young children in particular if they do not have the ability to cut different materials or the appropriate tools. Learners should be given the opportunity to create collages using different types of materials, including textiles. They could also experiment with different types of glue to see which are the most effective.

Paints are generally found in all children's settings. Learners should be encouraged to experiment with different types of paint, for example water

colour, poster paints. They could then decide which age group could cope more effectively with each type of paint. Having experimented, the learner may then present the completed work to a high standard of presentation. This will help them develop the skills of displaying children's work.

Printing is also a popular creative activity in children's settings. Learners should be encouraged to gather different 'printing' tools, for example card, tools, natural objects. They could also experiment to find the most appropriate way to put on sufficient paint to ensure a good print without having excessive paint. Learners may also be encouraged to share their experiences when working with children, for example younger children tend to 'paint' rather than print.

Learners may also want to experience hand and feet printing and the importance of good organisation to ensure safety and minimal mess.

Before learners can experience three-dimensional modelling they will need to gather different materials. This may include food packaging, different types of paper, straws, wooden stirrers, cardboard boxes, etc. Learners should then be encouraged to make small and large models. As with the collage activities, learners will experience the challenges of cutting different thicknesses of materials and using the most appropriate types of glue. Learners should also have the opportunity to use clay and make different types of dough.

Throughout this unit learners may keep a record of the different types of creative experience they have encountered. This record may be used to provide evidence for 1.1.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning.
Practical – sessions to experience a range of creative activities suitable for children aged 0-3 and 3-5.
Assessment – record practical sessions undertaken, for example a file with completed products, display, photographic evidence. Learners to include notes with information on resources, health and safety issues and the suitable age range (Learning outcome 1).
Tutor-led discussion – identify work skills needed for participation in practical sessions.
Practical – create a way to record the work skills included in the unit content.
Activity – individual recording of own work skills used in practical sessions and self-assessment (Learning outcome 1; Learning outcome 2; Learning outcome 3).
One-to-one tutorial to discuss work skills and self-assessment.

Assessment – evidence of work related skills identified in assessment criteria 2.1 demonstrated throughout delivery of unit (Learning outcome 3).

Assessment feedback, review and evaluation of unit
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Assessment

For 1.1, learners should be able to describe four different creative activities, two for each age range. The activities chosen should demonstrate understanding of the age range that the activity may be most appropriate, for example finger painting with the youngest age group. The description should include information about the resources necessary for the activity and health and safety issues. This work may be presented in a variety of different ways, for example a file with photographic evidence and a commentary to support it, a poster or a booklet. Lengthy descriptions of each activity are not required.

2.1 may be evidenced through witness testimonies, observation reports, peer group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. Learners must be able to demonstrate that by the end of the unit they have developed each of the personal skills stated in the unit content. It may be helpful for learners to complete a review of their progress at the end of each session.

This will then be a valuable source of evidence for 3.1 when learners are required to assess their own personal skills. This criterion may be assessed through one-to-one discussions with the tutor/line manager or through written evidence. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

Essential resources

Learners will need access to a variety of creative activities suitable for young children.

Indicative resource materials

Textbooks

Brunton P and Thornton L – *The Early Years Handbook: A comprehensive guide managing provisions in the early years foundation stage* (Optimus Publishing, 2007) ISBN 9781905538348

Featherstone S and Ingham I – *The Little Book of Outdoor Play* (Featherstone Education, 2001) ISBN 9781902233741

Featherstone S and Persse L – *The Little Book of Messy Play* (Featherstone Education, 2002) ISBN 9781904187097

Pica R – *Moving and Learning across the curriculum: More than 300 activities and games to make learning fun* (DELMAR, 2006) ISBN 139781418030759

Schirrmacher R and Englebright Fox J – *Art and Creative Development for Young Children* (DELMAR, 2008) ISBN 9781428359208

Williams Browne K and Gordon A – *Beginnings and Beyond: Foundation in Early Childhood Education, 7th Edition* (DELMAR, 2008) ISBN 9781418048655

Websites

www.abcteach.com	Source of free printable worksheets
www.bigeyedowl.co.uk	Guide to information and resources for children's activities
www.child-central.com	Website dedicated to child development and learning
www.communityinsight.co.uk	Resources for professional development for working with children
www.pitara.com/activities	Source for activities for children
www.underfives.co.uk	Pre-school education and learning information and resources

Unit 17: Musical Experiences for Children

Unit reference number: K/502/3386

Level: 1

Credit value: 4

Unit aim

This unit aims to introduce the learner to a range of musical experiences that may be used with children aged between 0-5 years.

Unit introduction

From an early age children love singing, dancing, listening to music and playing musical instruments. Research has shown that even before babies are born they respond to music that is being played. It is important for adults to ensure that young children are given the opportunity to experience different aspects of music.

The aim of this unit is to increase learners' knowledge of musical experiences that may be offered to children aged between 0-5 years. Learners will build up their own repertoire of songs, movement to music activities, listening experiences and activities, and will be given the opportunity to experiment on different instruments.

Learners will also have find out what children will learn from participating in musical experiences. Although learners are not expected to have an in-depth knowledge of child development they should understand that children can have fun, get rid of tension, meet new friends, learn how to share, gain new words, etc.

This practical unit will also give learners the opportunity to plan and make a musical resource. The resource could be, for example, a home-made musical instrument, a collection of sounds that the child could listen to and try to identify, a dance that a child could participate in etc. Learners will then have the opportunity to present the end product. Planning and presentation skills and the ability to reflect on the success of the task are all essential skills for those moving into employment.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about music experiences for children aged 0-5 years	1.1 Describe music experiences that promote listening skills for children aged 0-3 years 1.2 Name musical instruments that are suitable for children 0-3 years and 3-5 years 1.3 Describe songs that could be sung with children 0-3 years and 3-5 years 1.4 Describe activities to encourage movement to music for children aged 3-5 years
2 Understand what the child might learn from taking part in musical experiences	2.1 Explain what the child might learn from taking part in musical experiences
3 Be able to plan and make a musical resource that is suitable for a child aged between 0-5 years	3.1 Plan how to make a musical resource for a child aged between 0-5 years 3.2 Make a musical resource for a child aged between 0-5 years 3.3 Reflect on the success of the task

Unit content

1 **Know about music experiences for children aged 0-5 years**

Children: 0-3 years; 3-5 years

Listening skills: resources, eg kitchen utensils, home made instruments; music, eg classical, modern, rock, folk, pre-recorded; environmental sounds, eg sounds in the street, park, railway station

Songs: 0-3 years, eg nursery rhymes, lullabies, songs from home country

Playing music: home made instruments; purchased instruments; names of instruments

Movement to music: experiences suitable for 0-3, 3-5 years; examples of music and movement, eg 'sticky kids'

2 **Understand what the child might learn from taking part in musical experiences**

Learning gained: emotional, eg fun, excitement, pleasure, get rid of frustrations; social, eg taking turns, being with others, sharing; intellectual, eg increasing memory, new words, repetition

3 **Be able to plan and make a musical resource that is suitable for a child aged between 0-5 years**

Planning: choosing an appropriate resource; reasons for choice of musical resource; time management; resources required; safety issues, eg sharp edges, paint used

Making resource: resources required; time management; problem solving

Reflect: completing resource within agreed time lines; clarity of information given

Essential guidance for tutors

Delivery

This unit is intended for all learners and not simply for those with musical talent. Learners should be given as many opportunities as possible to participate in musical experiences.

This unit has been designed to help learners understand that they can provide musical experiences for children irrespective of their own musical ability. Learners should be given as many opportunities as possible to play musical instruments, learn a wide range of songs and rhymes, explore listening activities and move to music.

Learning outcome 1 could be delivered alongside learning outcome 2. Learners could be given the opportunity to research different types of listening activities that may be used with children of different ages taking ideas from books, own experience, the internet, etc. Learners may also visit local toy shops to research the types of instruments available which encourage listening skills. Opportunities may be given to experience different listening activities, for example, guessing the identity of different objects from the sound they make, telling stories which include sounds to reflect different parts of the story, copying sound patterns.

Learners should be encouraged to learn different songs and rhymes for different ages of children. These could include counting songs, action songs, songs that tell a story, quiet and noisy songs, etc. Learners could be encouraged to keep a log of the rhymes and songs they have learned and the age for which they are most appropriate.

Learners should be given the opportunity to name and play different types of instruments for example drums, xylophone, shakers, chime bars, tambours, tambourines, maracas. They could also be introduced to the notes that form pentatonic scale (ACDFG) to ensure that any sounds made are in harmony. Time will need to be given to allow learners to 'play' before more formal 'music making' is introduced.

A key element of this unit is to build up learners' confidence to be musical and have fun irrespective of their own musical talent. Learners should be given the opportunity to 'move to music'. They could research how different types of music can encourage different forms of movement, for example brass bands can encourage marching, disc music can encourage dancing. Learners may also be interested to listen to music that tells a story, for example, 'The Sorcerer's Apprentice', 'Peter and the Wolf'.

Learners should be encouraged to discuss what a child may learn from musical experiences. This may include having fun, working with others, turn taking, mathematical skills, enhancing vocabulary, rhythm, physical movement etc. Learners are not expected to have an in-depth knowledge of the physical, intellectual, emotional and social development of the child.

The focus of learning outcome 3 is on learners' planning skills and not their ability to produce a high quality musical resource. Learners will need to

decide what type of resource they would like to make and what age it is for. To do this, learners could design a story board which indicates the different stages required for the planning processes including time scales, health and safety issues, resources required, etc. Learners will then need time to make the resource. On completion, learners will present their resource explaining how they made it, what challenges they had to overcome, if it was a success etc. If the musical resource is a handmade musical instrument, learners should not use it with other people's children as there will be health and safety requirements.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning.</p> <p>Tutor-led discussion – the different components of music ie listening, singing, playing and moving.</p> <p>Learners research different types of musical experiences for children within the different age groups, ie 0-3 years and 3-5 years. Learners experience different musical experiences.</p> <p>Assessment: learners develop a portfolio/scrapbook which includes ideas for each component for each age group of children. The ideas should focus on those that can be carried out with the child in the home (Learning outcome 1).</p>
<p>Visit from professional musician to explain what children can learn from participating in musical experiences.</p> <p>Group work to explore what a child can learn from participating in musical experiences.</p> <p>Assessment: using IT skills, learners develop booklets which explain to a parent what a child can learn from participating in musical experiences (Learning outcome 2).</p>
<p>Tutor-led discussion on planning and making musical resource.</p> <p>Assessment: learners research and plan the resource, make the resource and prepare and present the musical resource (Learning outcome 3).</p>
<p>Assessment feedback and review of unit.</p>

Assessment

For assessment criterion 1.1 learners must be able to describe at least two music experiences to promote the listening skills of children aged 0-3 years. Learners should be able to give information on the resources required, the age of the child the experience is intended for, what the child has to do.

For assessment criterion 1.2 learners must name at least two musical instruments that would be suitable for children aged 0-3 years and at least

two different musical instruments for children aged 3-5 years (at least four in total).

Learners must be able to name at least two songs that would be suitable for children aged 0-3 years and two different songs for children aged 3-5 years (at least four in total). Learners should give reasons for their choice.

Learners are required to describe at least two different activities that will encourage children to move to music. The description could include what the children have to do, health and safety issues, what age the experience would be appropriate for, resources required, instructions necessary, etc. Learners must be able to describe at least two songs for children aged 0-3 years and two songs for children aged 3-5 years. They should also be able to give reasons for their choice, eg funny song, includes actions, popular song sung on the radio.

For criterion 1.4, learners must be able to describe two different activities which encourage movement to music. The description should include a description of the activity and reasons for choosing. Learners are not expected to give detailed knowledge of developmental stages.

Learning outcome 1 could be assessed via a portfolio of evidence or learners could be encouraged to present aspects of each of the assessment criteria, eg singing an appropriate song, organising a movement to music activity.

For learning outcome 2, learners are required to explain what a child may learn from musical experiences. Information could include examples from physical development, for example moving, stretching, dancing; social and emotional, for example fun, working with others, taking turns; intellectual, for example learning words, rhythm, concentrating. An in-depth knowledge of child development is not expected at this stage.

Learners are required to plan and make a musical resource for a child aged between 0-5 years of age. This may be a home made musical instrument or perhaps a tape of everyday sounds that the child could identify. Learners could collect a range of objects that may be used to help the child discriminate between different sounds or tell a story using musical instruments as audio visual aids. Learners will need to provide evidence of their planning, the musical resource and be able to reflect on what they did.

Essential resources

Learners must have access to a range of musical instruments and resources that may be used with young children for example chime bars, xylophone, tambours, tambourines.

Indicative resource materials

Textbooks

MacDonald S – *Little book of Junk Music* (Featherstone Education, 2004)
ISBN 9781904187875

Young S and Glover J – *Music in the Early Years* (Routledge, 1993) ISBN
9780750706599

Young S – *Music with the Under Fours* (Routledge, 2003) ISBN
9780415287067

Other resources

Steady beat songs CD Ros Bayley.

Unit 18: Books, Stories, Poems and Rhymes for Children

Unit reference number: M/502/3387

Level: 1

Credit value: 4

Unit aim

This unit aims to introduce the learner to a range of books, stories, poems and rhymes that may be used with children aged between 0-5 years.

Unit introduction

From a very early age children love 'reading' books, listening to stories and participating in poems and rhymes. Research has shown that children who have been encouraged to participate in 'reading' books from an early age have a greater understanding of how words are formed and become fluent readers and skilled writers. As an adult caring for a child, it is important to ensure that young children are given the opportunity to experience different reading materials, poems and rhymes.

The aim of this unit is to increase learners' knowledge of resources and materials that may be offered to children aged between 0-5 years. Learners will build up their own repertoire of appropriate books, stories, poems and rhymes and will be given the opportunity to read out loud and tell stories, poems and rhymes. Learners will also be encouraged to use different vocal expressions, intonation and non-verbal communication to maintain the interest of the audience.

Learners will also find out what children will learn from participating in poetry and story telling sessions. Although learners are not expected to have an in-depth knowledge of child development they should understand that children can enjoy spending time with an adult whilst listening to stories, have fun reciting poems and rhymes, learn to respect books and how to turn pages, etc.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand what a child may learn from taking part in poetry and story-telling sessions	1.1 Explain what a child can learn from listening to stories and poems
2 Know how to select books, poems and rhymes that are suitable for use with children aged 0-3 and 3-5 years	2.1 List key features of books suitable for children aged 0-3 years and 3-5 years 2.2 List key features of poems and/or rhymes suitable for children aged 0-3 years and 3-5 years 2.3 Select books, poems and/or rhymes that are suitable for children aged 0-3 years and 3-5 years
3 Know what resources may be used when telling stories or poems	3.1 List resources that may be used when telling stories or poems to children aged 0-3 and 3-5 years
4 Be able to make a child's book and read it using different techniques	4.1 Design a child's book 4.2 Hold the book in such a way that the audience can see the illustrations 4.3 Read text with understanding 4.4 Use intonation and different vocal expressions 4.5 Maintain eye contact with the audience 4.6 Ask questions to ensure understanding
5 Be able to recite rhymes suitable for children aged 0-3 years and 3-5 years	5.1 Select rhymes suitable for children aged 0-3 years and 3-5 years 5.2 Recite rhymes with understanding 5.3 Use intonation and different vocal expressions 5.4 Use non-verbal communication to maintain the interest of the

	audience
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Unit content

1 Understand what a child may learn from taking part in poetry and story-telling sessions

Children: 0-3 years; 3-5 years

Learning gained: physical, fine motor skills, eg turning pages, gross motor skills, eg joining in with actions; emotional, eg fun, experiencing different emotions in a safe environment; social, eg taking turns, being with others, sharing; intellectual, eg new words, improving memory, concentration span, listening skills, use of imagination, new facts

2 Know how to select books, poems and rhymes that are suitable for use with children aged 0-3 and 3-5 years

Selecting books: 0-3 years, eg material books, colour, size of illustrations, context, familiar content including family life, every-day objects, numbers, simple text; 3-5 years, eg more complex story lines relating to their development milestones, eg toilet training, smaller illustrations and text, hard backed books, content including the wider world, fantasy, topics which help children explore fears

Selecting rhymes and poems: 0-3 years, eg finger rhymes, repetitive, short text, actions; 3-5 years, eg more detailed, alliteration, numbers, familiar context, funny rhymes/poems

3 Know what resources may be used when telling stories or poems

Resources: puppets; story sacks; artefacts; everyday objects used to create sounds, eg tearing newspaper, bells, kitchen utensils, dressing-up clothes

4 Be able to make a child's book and read it, using different techniques

Making books: age of child; story line; illustrations; text or not; presentation

Techniques: holding book; vocal expressions, eg changing voice to suit character in story; intonation; eye contact; non verbal communication, eg facial expressions

5 Be able to recite rhymes suitable for children aged 0-3 years and 3-5 years

Recite rhymes: learning text; use of vocal expressions; intonation; actions; non-verbal communication, eg facial expressions

Essential guidance for tutors

Delivery

This unit has been designed to be a practical introduction to children's books, poems and rhymes. Learners should be given as many opportunities as possible to read children's books and recite poems and rhymes.

This is a very practical unit. Learners should be given the opportunity to experience a wide range of books, stories, poems and rhymes for children aged 0–5 years. By the end of the unit they will have built up a repertoire of stories and rhymes and also self-confidence. Learners will also develop their own reading skills using very simple text.

Learners could be encouraged to build a portfolio of suitable poems, stories and rhymes. Information could include the titles, appropriate ages, why they enjoyed it, what children may learn from it etc. This should not become an onerous task, however it could become an invaluable resource.

Learners should be encouraged to visit the children's section of their local library and local bookshops. A librarian could be invited to show the learners different types of books that children particularly enjoy. Learners may also be able to observe a story telling session in the library or bookshop. This will help them to gain a better understanding of what a young child gains from participating in this type of session.

Learners are not expected to have an in-depth knowledge of child development in order to achieve learning outcome 1. Learners could be encouraged to discuss their own experiences as a child in relation to books and poems or rhymes. They could recall the rhymes that they remember from home, nursery or school. Each learner could be encouraged to list their favourites and then compare them with the rest of the group. The 'most popular' book or rhyme could then be identified.

Learning outcome 2 focuses on learners' ability to select suitable books and poems/rhymes. Learners may be given a range of materials to create a selection list, for example, size of print, quantity of text, style of illustrations. They could then decide which age group the materials are appropriate for.

Learning outcome 3 will introduce learners to different resources that may be used to support the reading and telling of poems and rhymes. Different types of puppets may be brought into the class. Where possible, learners should be given the opportunity to tell a story using a puppet. Following the activity, the learners could discuss how easy or difficult it was. Learners may also be encouraged to make their own story sacks for a chosen book.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning</p> <p>Learners discuss the types of stories, books, poems and rhymes that they remember as a child.</p> <p>What were their favourites?</p> <p>Why did they enjoy them?</p> <p>Did they have time with their parent sharing books/rhymes?</p> <p>What did they gain from it?</p> <p>If they do not remember doing this, how did they start to use books?</p> <p>Working in groups learners discuss what a child might learn from listening to books and poems.</p> <p>Assessment: learners explain what a child may learn from listening to poems and stories. This may be a written answer or time will be allowed for the learner to discuss the answer with the tutor (Learning outcome 1).</p>
<p>Learners visit the children's section of a local library. A librarian can talk to learners showing a range of different books and identifying the most popular. Learners to select a number of books that they think would be suitable for children of different ages and to give reasons for their choice.</p> <p>Learners visit a local bookshop. A representative from the bookshop can discuss the most popular books for children of different ages. They will also explain what attracts children to particular books. Learners may also consider the cost of books and what resources are available to parents to ensure their children can access literature.</p> <p>Learners build a portfolio of books, stories, rhymes and poems which gives book titles, suitable age, a brief outline of the story, ISBN number. Similar information will be given for rhymes and poems or if the learner feels it is appropriate they may write the rhyme/poem into the portfolio.</p> <p>Reading books out loud (time in each session should be given to this): learners to work in groups of three. One person will read the book, one will be the audience and the third member will carry out a peer assessment. As learners become more confident, a checklist may be developed to use as part of the assessment. Criteria could include holding the book, tone of voice, confidence, eye contact, actions etc.</p> <p>Selecting poems and rhymes – learners to listen to a range of different poems and rhymes. They then choose which poems and rhymes they particularly enjoy and give reasons. Learners to be encouraged to learn poems and rhymes that are suitable for children of different ages throughout the unit.</p> <p>Visit by small group of children to the centre to allow the learners to read to the children or tell rhymes.</p> <p>Prior to this event, the learners will need to select a suitable book or</p>

poem/rhyme and then rehearse it so that they can read or tell it with confidence. Time will be spent at the end of the session discussing the choice of material and how effective the session had been.

Assessment: learners will submit their portfolio for assessment. This will include the key features of books and poems/rhymes suitable for children aged 0-3 years and 3-5 years (Learning outcome 2).

Topic and suggested assignments/activities

Learners watch a range of children's story telling sessions on television and observe how the presenter uses different types of resources to enhance the story for the children.

Learners practise telling a story or poem/rhyme using a resource of their choice. Time will need to be given to the learners to rehearse the session.

Assessment: learners to add suggested resources that may be used when telling stories or poems to their portfolio (Learning outcome 3).

Learners choose their own story line suitable for a child of a chosen age. They then produce and illustrate the book. This could be through own drawings, ICT designs, catalogue pictures etc.

Learners practise different tones of voice for different characters, maintain eye contact and understand the importance of this, using actions etc (this should be done throughout the unit).

Visit by a professional story teller to read a story to the group. Learners discuss how the story teller maintained the interest of the audience, what appealed about the story and what they learned that they would like to try when they read or tell a story in future.

Assessment: learners will use the book that they have made to read their book out loud using different techniques. An observation checklist will be used to record the assessment criteria (Learning outcome 4).

Learners to practise reciting rhymes and poems to a small audience.

Assessment: learners will tell a poem/rhyme using different techniques. An observation checklist will be used to record the assessment criteria (Learning outcome 5).

Assessment feedback and review of unit.

Assessment

In order to achieve 1.1 learners must be able to explain what a child may learn from listening to stories and rhymes. Learners should be able to give reasons for their answers, eg they may state that the child will learn and understand new words. They should then go on to explain that this will be gained from the text and perhaps the illustration to show its meaning.

Assessment criteria 2.1, 2.2 and 2.3 can be combined within a portfolio of evidence. For each book or poem/rhyme entered into the portfolio, information could be given on the age that the book/poem/rhyme is intended for and the key features. Alternatively learners may list the key features of books for children aged 0-3 and the key features for 3-5 years. They should also list the key features of poems and/or rhymes for children aged 0-3 years and 3-5 years. Learners must also provide the title and author (if available) of a range of books and poems/rhymes suitable for children aged 0-3 years and 3-5 years.

In order to achieve assessment criterion 3.1 learners must list at least two different resources for children aged 0-3 years and two different resources for children aged 3-5 years. This could be included in the information provided in the portfolio if this is chosen as an assessment method.

To achieve assessment criteria 4.1-4.6 learners must make a book that is suitable for a child of a chosen age. Learners must be able to tell the story using their home made book. The skills demonstrated during the story telling session may be recorded on an observation checklist. This should include a note of the questions that learners have asked to ensure that the audience has understood the text.

Learners are required to select at least two suitable rhymes for two different age ranges in order to achieve 5.1. Learners must also be able to recite the rhyme using different intonation and vocal expressions. The rhymes chosen do not need to be complex but do need to provide sufficient opportunity to use intonation and vocal expressions. Actions may also be used to demonstrate non-verbal communication. Number rhymes or rhymes that tell a story may be most appropriate.

Essential resources

Learners will need access to a range of books, stories, rhymes and poems suitable for children aged 0-3 and 3-5 years, and also suitable resources for use with reading stories, poems and rhymes to children.

Indicative resource materials

There are a wealth of books available on this subject. Children's libraries will provide an up to date range of children's books.

Websites

www.bookstart.org.uk	<i>BookStart</i> – advice on books and resources, gives recommended booklist for children under 5
www.letterland.com	Books and games for young children with emphasis on phonics

www.literacytrust.org.uk National Literacy Trust – ideas for reading to children, links to resources

www.parentcentre.gov.uk Government website giving advice on reading to young children

Unit 12: Health and Social Care Needs

Unit reference number: T/501/7221

Level: 1

Credit value: 4

Unit introduction

Working in health and social care requires an understanding of the physical, emotional and social health needs of individuals. This unit aims to help the learner understand that individuals have different health and social care needs which may be met by a range of health and social care provision. The unit also helps the learner to understand how health may be affected by different factors.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know about health needs	1.1 Identify and describe the significance of physical health needs 1.2 Identify and describe the significance of emotional and social health needs
2 Know how health is affected by different factors	2.1 Describe different factors that affect health
3 Understand that individuals have different health needs	3.1 Describe the health needs of individuals
4 Know what health care and social care is available for individuals	4.1 Outline health care available for individuals 4.2 Outline social care available for individuals

Unit content

1 **Know about health needs**

Physical health needs: food; water; fresh air; exercise; medical care; safe environment; warmth; shelter; hygiene; diet; changing health needs eg for babies, adolescents, adults and the elderly

Emotional and social health needs: love/emotional support; independence; stimulation; self-esteem; social interaction

2 **Know how health is affected by different factors**

Factors: illness; disability; housing; poverty; unemployment; pollution; smoking; drug misuse; alcohol misuse; obesity; exercise

3 **Understand that individuals have different health needs**

Life stages: babies and young children; adolescents; adults; older people

Groups: those with physical disabilities; those with learning disabilities; those with chronic illnesses eg diabetes, emphysema, AIDS; those with acute illness eg pneumonia; those with mental illness; those with terminal illness

4 **Know what health care and social care is available for individuals**

Health care: general practitioner; hospital inpatient; hospital outpatient; home nursing; physiotherapy; occupational therapy; dentist; pharmacy

Social care: home care; day care; adult residential care, eg for elderly, those with disabilities; respite care; community care, eg for those with physical disabilities, those with learning disabilities, those with mental health problems; children's residential care

Essential guidance for tutors

Delivery

As many practical activities as possible should be included as possible to help learners relate to the unit content. In addition, a wide range of delivery methods may be used to teach this unit, including tutorials, presentations, videos, worksheets, internet sources.

Tutors could start delivery of this unit by asking learners to consider their own health needs and compare their answers with the rest of the group.

A question and answer session could help learners to identify physical, social and emotional health needs. Learners could design posters which include the definitions and display them in the classroom for learners to refer to throughout the unit.

To gain an understanding of the different factors that affect health for learning outcome 2 a mixture of tutor-led input and learner research is required.

Learners could work in groups to research the different factors using internet sites. Each group could present their findings to the other learners. Information could be presented using PowerPoint or paper-based materials and produced as handouts for the group.

As a stimulus for discussions for learning outcome 3, it would be useful for learners to consider the health needs of characters in the media, for example soap operas or famous personalities.

In order for learners to understand the concept of the different health needs of individuals, they could work in groups to discuss case studies of individuals at different life stages with different needs. They could then report back to the rest of the group.

Guest speakers could be invited to talk to learners about health and social care provision they have used and how it was able to meet their health and social care needs. Learners could work in groups to research the provision available locally for the different individuals described in the case studies.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Introduction to unit and structure of the programme of learning.</p> <p>Group discussion – ‘What are health needs?’</p> <p>Case studies – learners look at cases from four stages of life (babies, adolescents, adults, the elderly) to identify their health needs and analyse the significance of each, for example babies need protein food for development, adults need to exercise to keep healthy, elderly need social inter-action.</p> <p>Practical – presentation which uses the case studies to identify the health needs and their significance.</p> <p>Learners research the long-term significance of a health need, for example unbalanced diet for babies, effects of bereavement.</p> <p>Assessment – record information in a format suitable for parents/carers. (Learning outcome 1) [Functional Skills Level 1: Writing]</p>
<p>Small group research – learners select factors affecting health and make a fact sheet for other learners to compliment an oral presentation [Functional Skills Level 1: Writing, Speaking and Listening]</p> <p>Case studies – compare case studies within each of the four life stages (babies, adolescents, adults, the elderly) to consider the different factors impacting on health.</p> <p>Assessment – learners design individual poster to show different factors that affect health and how they affect health. (Learning outcome 2)</p>
<p>Case studies – learners to identify different health needs of individuals at four different life stages.</p> <p>Tutor-led discussion – ‘What is the difference between social care and health care?’</p> <p>Group research – social care and health care available for individuals in their local area for each of the four life stages.</p> <p>Guest speakers or visits – observe provision.</p> <p>Group presentation of information gathered.</p> <p>Assessment – using the case studies learners record the health needs of the individuals and health and social care available to the individuals. (Learning outcomes 3 and 4) [Functional Skills Level 1: Reading]</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

The criteria for this unit could be combined and evidence collected in a small portfolio/loose-leaf file, a display with photographic evidence and a supporting commentary, poster, booklet.

To meet 1.1, learners must identify six physical health needs and describe their significance. A proforma could be used for this purpose.

To meet 1.2 learners need to describe the social and emotional needs of four individuals. Learners should be able to make the link between the individuals and the physical health needs identified in 1.1. This may be achieved in a table format.

2.1 requires learners to describe four different factors that affect health. How the four factors affect health will also need to be clarified. Case studies may be used or learners may provide a generic explanation.

The learner may keep a record of the different health needs of individuals they have encountered. This record may be used to provide evidence towards 3.1.

To achieve 4.1 and 4.2, learners need to identify the health and social care available for individuals. The four individuals described for 1.2 may be used. Learners could undertake visits to a day care centre and hospital outpatients to observe the health and social care provision. Learners could discuss what they have found out with the group or with the tutor, which may be used to provide evidence.

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Websites

news.bbc.co.uk/1/hi/health	Health page of the BBC website, provides information on healthy living, health by age, gender, conditions
www.dh.gov.uk	The Department of Health
www.direct.gov.uk	Provides information on public services including health services
www.skillsforcare.org.uk	Skills for Care and Development, the Sector Skills Council for the social care sector
www.skillsforhealth.org.uk	Skills for Health, the Sector Skills Council for the health sector

Unit 13: Personal Care in Health and Social Care

Unit reference number: H/504/9145

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to introduce learners to the personal and emotional care needs of individuals, the skills needed to provide personal care for others, and procedures relating to personal care.

Unit introduction

This unit aims to help learners understand the personal care needs of individuals. The unit explores the practical skills and personal qualities required by carers to meet the physical and emotional needs of individuals during personal care procedures, and which are essential for working in health and social care settings. The learner will find out about the procedures which relate to personal care and the reasons why it is important for these procedures to be adhered to.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know that individuals have personal care needs	1.1	Describe the personal care needs of individuals	<ul style="list-style-type: none"> □ <i>Personal care</i>: washing; dressing; feeding; toileting □ <i>Individuals</i>: babies and young children; adults, e.g. elderly frail adults, those who use wheelchairs, those with learning disabilities, hearing impaired, visually impaired, those whose ability is affected by illness; cultural differences
		1.2	Describe the emotional needs of individuals when receiving personal care	<ul style="list-style-type: none"> □ Emotional needs while meeting personal care needs: respect; privacy; dignity; choice; independence
2	Know the skills and personal qualities needed for the personal care of others	2.1	Describe the skills needed for the personal care of others	<ul style="list-style-type: none"> □ <i>Skills</i>: how to assist with personal care, e.g. washing, dressing; communication skills, e.g. listening, questioning, non-verbal skills, recording; observation; hygienic practice, e.g. hand washing, how to avoid cross infection; how to avoid embarrassment; how to maintain privacy and dignity; how to encourage independence
		2.2	Describe the personal qualities needed for the personal care of others	<ul style="list-style-type: none"> □ <i>Personal qualities</i>: caring; empathy; gentleness; respectful; empowering; reliable; sensitive; non-judgemental

Learning outcomes		Assessment criteria		Unit amplification
3	Understand why it is important to follow the health and social care setting's procedures when providing personal care	3.1	Identify procedures which relate to personal care in a chosen health and social care setting	<ul style="list-style-type: none"> □ <i>Setting:</i> e.g. hospital, residential care home, daycare centre □ <i>Procedures:</i> moving and lifting; hand washing; disposal of waste, child protection; self-protection; cleaning equipment; food handling; confidentiality
		3.2	Explain why it is important to follow procedures which relate to personal care	<ul style="list-style-type: none"> □ <i>Reasons:</i> health and safety of clients, health and safety of carers; infection control; efficiency; insurance/litigation; regulations, e.g. Care Standards Act 2000 – National Minimum Standards in relation to personal care

Information for tutors

Delivery

The unit should be practical wherever possible. Throughout this unit learners would benefit from practising skills using roleplay and simulated activities such as the use of dolls for baby bathing and nappy changing. Tutors could also give learners video examples of care practice and case studies.

The tutor could start delivery of this unit by asking learners to consider how they would like their personal care needs to be met if they were, for example, in bed in hospital following surgery on their back. This would generate discussion and help learners to understand the emotional needs of individuals during personal care. Learners may refer to their own experiences which will make the unit content relevant. Learners could be encouraged to ask friends and colleagues about their experiences of receiving personal care. This could be explored further by inviting guest speakers to talk about their experiences.

Learners can discuss in groups the personal care needs of individuals using a wide range of case studies or care plans and then feed back to the rest of the group.

For learning outcome 2, learners could visit an early years setting or care home for the elderly to observe how carers respond to the needs of individuals. On return to the centre learners could discuss, in groups, their observations of the skills and personal qualities needed for the personal care of others. Learners could feed their observations back to the larger group. Learners will need to be reminded about issues of confidentiality.

Watching videos or television medical dramas could provide further opportunities to discuss the skills and personal qualities required for the personal care of others. Communication skills could be explored using role play.

A visit to an occupational therapy department may be possible to observe the range of equipment and see demonstrations of how the equipment may be used in personal care.

Learners could work in groups to find out the correct procedure, for example, for hand washing. Learners may access information from relevant websites, for example the Health Protection Agency, the Health and Safety Executive, and the Department of Health.

Learners could present the information on posters which could be displayed in the classroom.

A practical hand-washing activity using a light box to identify if the correct hand washing routine is being followed is a good way to consolidate learning. Local health protection teams may be able to advise on the availability of light boxes.

An infection control nurse from the hospital can be invited to talk to learners about ways to avoid cross infection in health and social care settings.

For learning outcome 3, written procedures that relate to personal care from a range of different settings would be a useful resource. Learners can work in groups to determine the reasons why it is important to follow the procedures.

Guest speakers could be invited from different settings. Learners could prepare questions to ask speakers about the importance of following their procedures.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Tutor-led discussion – ‘How would you feel and want to be cared for if you were dependent on someone else for your personal care needs?’

Case studies (of individuals in care settings) – analysing personal care and emotional needs of adults and babies/children.

Assessment – using the case studies describe the personal care needs and emotional needs, during their personal care, of the baby/child and adult (learning outcome 1) [Functional Skills Level 1: Reading].

Tutor-led discussion – ‘What skills and qualities do carers need?’

Visits to settings/media clips – to observe and identify skills and qualities demonstrated by carers.

Role play with peer observation – providing personal care to an individual dependent on a carer, for example, helping an individual put on their coat, tie their shoes or wash their hands.

Assessments – using case studies from learning outcome 1 record the skills and personal qualities needed to care for each of the individuals (Learning outcome 2).

Tutor-led discussion – to identify a range of health and social care settings.

Guest speakers (from different settings) – provide information on their procedures for providing personal care. Learners to prepare and ask questions about the importance of these procedures.

Paired research – impact of not following procedures, for example, spread of infection in health care settings, injury to person whilst being moved.

Assessment – using the case studies from learning outcome 1 record procedures for providing personal care in the setting and the reasons why they need to be followed (learning outcomes 3 and 4).

Assessment feedback, review and evaluation of unit.

Assessment

Assessment criteria may be linked together into one assignment task in response to case studies or care plans.

Learners could provide guidance notes for a new care worker to help them meet the personal care needs of two babies or children and two adults with different care needs.

To meet 1.1, learners must describe the personal care needs of two babies or children and two adults with different care needs. The descriptions will need to include information about the personal care required. To meet 1.2, learners must describe the emotional needs of the two babies or children and two adults during the care procedures.

To meet 2.1 and 2.2, learners will need to describe the personal skills and qualities needed for the personal care of others. Learners could refer to the individual needs of the babies, children and adults in the case studies.

To meet 3.1 and 3.2, learners must identify the procedures that a chosen health and social care setting has in place relating to personal care and give reasons why it is important that these procedures are followed. This information can be included in the evidence which learners prepared for 1.1, 1.2, 2.1 and 2.2. Alternatively, learners could present the information on posters.

Suggested resources

Book

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

Other

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN 9781846909368

Websites

www.gov.uk/government/organisations/department-of-health	The Department of Health
www.hpa.org.uk	Health Protection Agency
www.hse.gov.uk	Health & Safety Executive
www.skillsforcare.org.uk	Skills for Care and Development, the Sector Skills Council for the social care sector – provides advice for those working in the social care sector
www.skillsforhealth.org.uk	Skills for Health, the Sector Skills Council for the health sector – provides advice for those working in the health sector.

Unit 14: Creative Activities for Children

Unit reference number: F/501/7223

Level: 1

Credit value: 4

Unit introduction

This unit aims to help the learner develop the skills required for working with children, including work-related skills such as self-management, time management, being an effective team member, problem solving, working safely and communication skills. Learners will develop these skills within the context of finding out about the different types of creative activities children of different age groups may experience. The learner will be introduced to a range of creative activities suitable for pre-school and school-aged children.

While examples of creative activities are given in the unit content, we recognise that creative play can encompass more than the activities outlined in this unit.

The unit may be delivered in class or in a work setting. However, it is essential that the learner has significant practical experience of the different types of creative activities available to children of different ages.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know about creative activities for children	1.1 Describe creative activities for children aged 0-3, 3-5, 5-11, 11-16 years
2 Be able to demonstrate the work-related skills required in supporting creative activities for children	2.1 Participate in a creative activity for children and demonstrate: <ul style="list-style-type: none">• self-management skills• a positive contribution as team member• meeting agreed deadlines• problem-solving skills• safe practice

	<ul style="list-style-type: none"> • communication skills
3 Be able to assess own work-related skills in supporting children's creative activities	3.1 Assess own work-related skills in supporting children's creative activities

Unit content

1 Know about creative activities for children

Children: 0-3 years; 3-5 years; 5-11 years; 11-16 years

Drawing: eg ballpoint and felt pens, pencil, charcoal, wax resist, chalks, crayons

Collage: eg white paper on coloured paper, coloured and textured paper, wool, string, fabric, found oddments

Painting: eg bubble paints, blot painting, splatter painting, colour mixing, finger painting, straw painting; water colours, oil paints

Printing: eg card edge, natural objects, string/block printing, leaf prints, mono printing

Puppets: eg junk puppets, masks, mobiles, finger/hand puppets

Modelling: eg junk, large junk, papier maché, clay, play dough

Crafts: eg tie and dye, plaiting, twisting, knotting, stitching, weaving wool and/or paper

General skills: presenting children's work; identifying different types of paper and their uses; cutting paper safely

2 Be able to demonstrate work-related skills required in supporting creative activities for children

Self-management: flexibility; taking responsibility, eg gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback

Time management: attendance; punctuality; completing task within agreed timeline

Team member: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others

Problem solving: identifying problem, eg lack of materials, materials will not work; making suggestions on how to solve problem; creative thinking

Health and safety: safe use of tools, eg scissors, needles; non-toxic paints; unsuitable materials eg polystyrene chips, toilet rolls

Communication skills: applying literacy skills, eg reading; able to produce clear and accurate records of activities; listening and questioning skills; discuss activities with colleagues, tutor, children

3 Be able to assess own work-related skills in supporting children's creative activities

Assess own work: constructive feedback from colleagues/tutor/line manager; areas of strength and weakness; setting targets for further development

Delivery

This unit is a practical unit. The learner should have the opportunity to plan and experience a wide range of different children's creative activities. With this knowledge, the learner should be able to go into a workplace and make suggestions at team meetings about creative activities that are appropriate for the age of the children they are working with. Learners are not expected to have an in-depth knowledge of child development.

Throughout the unit the learner should also be assessed on their work-related skills. Where possible each session should give the learner the opportunity to demonstrate their self-management skills, ability to work as an effective team member, ability to solve problems and effective communication skills. Throughout delivery of this unit, the learner should be assessed on their ability to manage their time when planning, experimenting and tidying up at the end of the session. These are all critical work-related skills for working in children's settings. Learners will need to have a working knowledge of the health and safety issues related to preparing craft activities, for example safe use of scissors, ensuring paints are non-toxic, knowing that some materials are not safe for young children to handle, for example polystyrene chips. Learners may take turns to lead a small group in planning, preparing, experiencing and completing the activity.

The unit focuses on four different age groups of children: 0-3 years, 3-5 years, 5-11 years and 11-16 years. Learners are not required to experience activities for every year within each age group. The purpose of the age groups is to help the learner understand that children will be able to achieve more as they develop.

Each session should focus on one or more type of activity. Following an introduction to the unit, the first session may focus on the different types of paper that are available and their uses. Learners may then make up different types of paints and mix colours. As one assessment criterion is for the learner to make a positive contribution as a team member, the activities could be carried out in small teams.

At the end of each session, the learner could carry out a self-assessment of how effective their own work-related skills were during the activity. Peer assessment and tutor feedback could also be a useful source of information. This information may be recorded on a checklist or through other forms of recording documentation.

Collage is a popular form of creative activity in children's settings. However, it can be difficult for young children in particular if they do not have the ability to cut different materials or the appropriate tools. Learners should be given the opportunity to create collages using different types of materials, including textiles. They could also experiment with different types of glue to see which are the most effective.

Paints are generally found in all children's settings. Learners should be encouraged to experiment with different types of paint, for example water colour, poster paints, pastels, oils. They could then decide which age group could cope more effectively with each type of paint. Having experimented, the learner may then present the completed work to a high standard of presentation. This will help them develop the skills of displaying children's work.

Printing is also a popular creative activity in children's settings. Learners should be encouraged to gather different 'printing' tools, for example card, tools, natural objects. They could also experiment to find the most appropriate way to put on sufficient paint to ensure a good print without having excessive paint. The learner may also be encouraged to share their experiences when working with children, for example younger children tend to 'paint' rather than print. The learner may also want to experience hand and feet printing and the importance of good organisation to ensure safety and minimal mess.

Making puppets can be good fun and the learner could research the different types of puppet that can be made before the session begins. They would then need to gather appropriate materials and have time to make different types of puppets.

Before the learner can experience three-dimensional modelling they will need to gather different materials. This may include food packaging, different types of paper, straws, wooden stirrers, cardboard boxes etc. The learner should then be encouraged to make small and large models. As with the collage activities, the learner will experience the challenges of cutting different thicknesses of materials and using the most appropriate types of glue. Learners should also have the opportunity to use clay and make different types of dough.

Many children will not have experienced different crafts, for example knitting, sewing. This session could be an opportunity for peer tutoring using the skills that they are familiar with. Learners could also have the opportunity to experience weaving using both materials and paper.

Throughout this unit the learner may keep a record of the different types of creative experience they have encountered. This record may be used to provide evidence for 1.1.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
Introduction to unit and structure of the programme of learning. Practical – sessions to experience a range of creative activities suitable for children aged 0-3, 3-5, 5-11 and 11-16. Assessment – record practical sessions undertaken, for example a file with completed products, display, photographic evidence. Learner to include notes with information on resources, health and safety issues and the suitable age range. (Learning outcome 1)

Tutor led discussion – identify work skills needed for participation in practical sessions.

Practical – create a way to record the work skills included in the unit content.

Activity – individual recording of own work skills used in practical sessions and self-assessment.

One-to-one tutorial to discuss work skills and self-assessment.

Assessment – evidence of work related skills identified in assessment criteria 2.1 demonstrated throughout delivery of unit. (Learning outcome 1, 2 and 3)

Assessment feedback, review and evaluation of unit.

Assessment

For 1.1, the learner should be able to describe four different creative activities, one for each age range. The activities chosen should demonstrate understanding of the age range that the activity may be most appropriate, for example making glove puppets with the older age group but finger painting with the youngest age group. The description should include information about the resources necessary for the activity and health and safety issues. This work may be presented in a variety of different ways, for example a file with photographic evidence and a commentary to support it, poster or booklet. Lengthy descriptions of each activity are not required.

2.1 may be evidenced through witness testimonies, observation reports, peer group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. The learner must be able to demonstrate that by the end of the unit they have developed each of the work-related skills stated in the unit content. It may be helpful for the learner to complete a review of their progress at the end of each session.

This will then be a valuable source of evidence for 3.1 when the learner is required to assess their own work-related skills. This criterion may be assessed through one-to-one discussions with the tutor/line manager or through written evidence. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

Essential resources

A range of different types of materials and tools will be necessary for the unit, for example different types of paint and paintbrushes, clay, textiles, modelling materials etc.

Indicative resource materials

Textbooks

Brunton P and Thornton L – *The Early Years Handbook: A comprehensive guide managing provisions in the early years foundation stage* (Optimus Publishing, 2007)

ISBN 13 9781905538348

Featherstone S and Ingham I – *The Little Book of Outdoor Play* (Featherstone Education, 2001) ISBN 1902233743

Featherstone S and Persse L – *The Little Book of Messy Play* (Featherstone Education, 2002) ISBN 1904187099

Pica R – *Moving and Learning across the curriculum: More than 300 activities and games to make learning fun* (DELMAR, 2006) ISBN 139781418030759

Schirmmacher R and Englebright Fox K – *Art and Creative Development for Young Children* (DELMAR, 2008) ISBN 13 9781428359208

Williams Browne K and Gordon A – *Beginning and Beyond (Foundation in Early Childhood Education, 7th Edition)* (DELMAR, 2008) ISBN 13 9781418048655

Journals

Child Education

Nursery World

Play Today

Websites

www.abcteach.com

Source of free printable worksheets

www.bigeyedowl.co.uk

Guide to information and resources for children's activities

www.child-central.com

Website dedicated to child development and learning

www.communityinsight.co.uk

Resources for professional development for working with children

www.pitara.com/activities

Source for activities for children

www.underfives.co.uk

Pre-school education and learning information and resources

Unit 15: Learning Experiences for Children and Young People

Unit reference number: J/501/7224

Level: 1

Credit value: 4

Unit introduction

This unit will introduce the learner to a range of learning experiences suitable for babies and toddlers, pre-school children, primary school children and adolescents. Throughout the unit the learner will develop the skills that are essential for working with children and young people including self-management, time management, being an effective team member, working safely, problem solving, communication skills and IT. These skills will be developed within the context of finding out about and providing experiences for children and young people of different ages.

This unit may be delivered in class or in a work setting. However, it is essential that the learner has significant practical experience of the different types of learning experiences available to children and young people.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know about learning experiences for children and young people	1.1 Describe learning experiences for children and young people aged 0-3, 3-5, 5-11, 11-16 years
2 Be able to demonstrate work-related skills required for providing learning experiences for children and young people	2.1 Participate in a learning experience for children or young people and demonstrate: <ul style="list-style-type: none">• self-management skills• a positive contribution as a team member• meeting agreed deadlines• problem-solving skills• safe practice• communication skills• the use of IT
3 Be able to assess own work-related skills in providing learning experiences for children and young people	3.1 Assess own work-related skills required for providing learning experiences for children and young people

Unit content

1 **Know about learning experiences for children and young people**

Learning experiences 0-3 years: language eg books, stories, rhymes; music, eg singing, listening, moving; treasure baskets; use of household utensils; playing with pram and bath toys; games, eg peek-a-boo, table top games; outdoor activities, eg visit to park, shops, seaside

Learning experiences 3-5 years: books, stories, rhymes and poems; music eg singing, listening, playing, moving; games, eg jigsaw puzzles, table-top games, computer software; outdoor activities eg gardening, ball games, kites, parachute games; cooking and baking

Learning experiences 5-11 years: language, eg books, magazines, poems; music eg singing, listening, playing, dancing; games, eg table top-games, floor games, computer software; outdoor activities eg skipping games, 'pavement' games, ball games; cooking and baking

Learning experiences 11-16 years: eg music; dance; exercise; yoga; computers; graphics; electronic games

2 **Be able to demonstrate work-related skills required for providing learning experiences for children and young people**

Self-management: flexibility; taking responsibility, eg gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback

Team member: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others

Time management: attendance; punctuality; completing task within agreed timeline

Health and safety: outdoors; equipment; children working in groups; taking risks in a safe environment

Communication skills: applying literacy skills; able to produce clear and accurate records of activities; listening and questioning skills; discussing activities with colleagues, tutor, children

Problem solving: identifying problem, eg lack of materials, materials will not work; making suggestions on how to solve a problem; creative thinking

Application of IT: basic IT skills, eg use of word, email; use of internet search engines, eg identifying resources, ideas; safe practice eg identify potential hazards, risks

3 Be able to assess own work-related skills in providing learning experiences for children and young people

Assess own work: constructive feedback from colleagues/tutor/line manager; areas of strength and weakness; setting targets for further development

Essential guidance for tutors

Delivery

This unit is a practical unit. The learner should provide learning experiences for children and young people and also set up different experiences for different ages of children and young people. Throughout this unit the learner's work-related skills will be assessed.

The unit may be delivered in two ways. The tutor could hold different sessions focusing on the age group and the types of learning experience appropriate to them. Or tutors could hold different sessions focusing on the experience and then matching the experience to the age group of the children or young people.

The learner could be given the opportunity to visit the local library and choose a selection of books and stories that are suitable for children and young people of different ages. They should then be given the opportunity to read a story to a small group of children, if possible, or to other learners. The learner should also be encouraged to build up a small repertoire of finger rhymes and poems which could be used with children of different ages.

The learner should understand that there are four different areas within music ie singing, listening, playing and moving. Using these categories as a base, the learner could then build up a small repertoire of songs that are suitable for children and young people of different ages. They could also find music that children may enjoy listening and moving to. The learner should be able to identify simple instruments and have the opportunity to 'play' them, for example xylophone, different types of drum, glockenspiel, bells, chime bars. A visit to a local school or nursery to see the instruments in action could be a valuable experience for the learner.

The learner could be given the opportunity to experience a range of different types of games for children and young people. They may be able to bring in games that their own children have at home to share with other learners. A session may also be spent researching computer games. Several websites have games available for children and young people of all ages. Learners could consider the educational value, level of interest, recommended age etc.

If possible, the learner should have the opportunity to experience a range of different outdoor games, for example using a parachute, ball games, 'sport' games, for example egg and spoon race, sack race. Health and safety issues should be discussed. Gardening may also be included in this session, for example planting cress, mustard, seeds, flowers, vegetables.

Opportunities should be made available for the learner to gather simple recipes that may be used with children and young people of different ages. These could include making bread, sandwiches, porridge etc. Discussions during this session should focus on how health and safety are ensured when working with children and young people.

Throughout this unit the learner could keep a record of the different types of learning experiences they have provided, and for which age groups. This record may be used to provide evidence for 1.1.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Introduction to unit and structure of the programme of learning.</p> <p>Practical – sessions to experience a range of learning experiences suitable for children aged 0-3, 3-5, 5-11 and 11-16.</p> <p>Assessment – record practical sessions undertaken, for example a file with completed products, display, photographic evidence. Learner to include notes with information on resources, health and safety issues and the suitable age range. (Learning outcome 1)</p> <p>Tutor-led discussion – identify work skills needed for participation in practical sessions.</p> <p>Practical – create a way to record the work skills included in the unit content.</p> <p>Activity – individual recording of own work skills used in practical sessions and self-assessment.</p> <p>One-to-one tutorial to discuss work skills and self-assessment.</p>
<p>Assessment – evidence of work related skills identified in assessment criteria 2.1 demonstrated throughout delivery of unit. (Learning outcome 1, 2 and 3)</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

In order to achieve 1.1, the learner should be able to describe one different learning experience for each of the age groups identified in the unit content (four in total). The description could include information about the resources necessary for the experience and the associated health and safety issues. This work may be presented in a variety of different ways, for example a file with photographic evidence and a commentary to support it, poster or booklet.

2.1 may be evidenced through witness testimonies, observation records, peer group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. The learner must be able to demonstrate that by the end of the unit they have gained each of the work-related skills stated in the unit content. It may be helpful for the learner to complete a review of their progress at the end of each session. This will then be a valuable source of evidence for 3.1 when the learner is required to assess their own work-related skills.

3.1 may be assessed through one-to-one discussions with the tutor/line manager or through written evidence. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

Essential resources

A range of different resources are required for this unit, for example access to musical instruments, different types of table-top games, outdoor equipment. If equipment is not available, learners may be able to complete this unit in a practical work setting. Alternatively, learners may visit settings to observe the different types of equipment being used with children and young people of different ages.

Indicative resource materials

Textbooks

Brunton P and Thornton L – *The Early Years Handbook (a comprehensive guide to managing provisions in the early years foundation stage)* (Optimus Publishing, 2007)

ISBN 13 9781905538348

Frankel J and Hobart C – *A Practical Guide to Activities for Young Children* (Nelson Thornes, 2005) ISBN 074879252X

Gee R and Meredith S – *Entertaining and Educating your Pre-School Child* (Struik Publishers, 1987) ISBN 1868256359

Pica R – *Moving and Learning across the curriculum – More than 300 activities and games to make learning fun* (DELMAR, 2006) ISBN 13 9781418030759

Williams Browne K and Gordon A – *Beginning and Beyond (Foundation in Early Childhood Education, 7th Edition)* (DELMAR, 2008) ISBN 139781418048655

Websites

www.abcteach.com	Source of free printable worksheets
www.bigeyedowl.co.uk	Guide to information and resources for children's activities
www.communityinsight.co.uk	Resources for professional development for working with children
www.child-central.com	Website dedicated to child development and learning
www.pitara.com/activities	Source for activities for children
www.underfives.co.uk	Pre-school education and learning information and resources

Unit 16: Creative and Leisure Activities for Adults in Health and Social Care

Unit reference number: L/501/7225

Level: 1

Credit value: 4

Unit introduction

This unit aims to help the learner develop the skills required for working with adults by finding out about a range of different types of creative and leisure activities for adults. The learner will be introduced to a range of creative and leisure activities suitable for different groups of adults in health and social care settings. Throughout the unit the learner will have the opportunity to develop the skills essential for working with adults in health and social care settings including self-management, being an effective team member, problem-solving and communication skills.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know about creative and leisure activities for adults	1.1 Describe creative activities for adults 1.2 Describe leisure activities for adults
2 Be able to use work-related skills required for creative and leisure activities for adults	2.1 Participate in a creative and leisure activities for adults and demonstrate: <ul style="list-style-type: none">• self-management skills• a positive contribution as team member• meeting agreed deadlines• problem-solving skills• safe practice

	<ul style="list-style-type: none"> • communication skills • the use of IT
3 Be able to assess own work-related skills in creative and leisure activities for adults	3.1 Assess own work-related skills required for providing creative and leisure activities for adults

Unit content

1 Know about creative and leisure activities for adults

Adults: physical difficulties eg mobility, hearing, vision, manipulation; learning disabilities; ill health; frailty; mental health, eg memory, concentration

Creative activities: painting, eg oil, water colour; drawing eg charcoal, pastel, inks; photography; drama; pottery/clay modelling; sewing; weaving; knitting

Leisure activities: reading, eg newspapers, large print books/newspapers, hearing books; exercise, eg walking, swimming, exercise classes; gardening/growing; outings, eg to museums, galleries, stately homes, gardens; entertainment, eg to cinema, theatre, concerts, bingo, restaurants, pubs; games, eg word games, puzzles, quizzes, computer; music, eg singing, playing instruments, listening to music; cooking

2 Be able to use work-related skills required for providing creative and leisure activities for adults

Self-management: eg flexibility, taking responsibility, self-starting, assertiveness

Team member: eg respecting others, cooperating, negotiating/persuading, contributing to discussions, awareness of interdependence on others; discussing activities with colleagues, tutor, adults; readiness to improve own performance based on feedback

Time management: attendance, punctuality, completing task within agreed deadline

Health and safety: safe use of tools eg scissors, needles; non-toxic paints; outdoors; equipment; working in groups; taking risks in a safe environment

Communication skills: eg applying literacy skills, able to produce clear and accurate records, listening and questioning skills; listening to instructions, reading tasks, recording activities

Problem solving: eg identifying problem, making suggestions on how to solve a problem, creative thinking

Application of number: eg manipulating numbers, maths awareness, applying mathematics in a practical context

Application of IT: eg basic IT skills, use of internet search engines; safe practice eg identifying potential hazards, risks

3 Be able to assess own work-related skills in creative and leisure activities for adults

Assess own work: constructive feedback from colleagues/tutor/line manager; areas of strength and weakness; setting targets for further development

Essential guidance for tutors

Delivery

The unit focuses on creative and leisure activities that may be appropriate for different groups of adults in health and social care settings; those with physical disabilities, those with learning disabilities, those who are ill and frail and those with mental health difficulties.

This unit is a practical unit. The learner should experience activities for adults and also set up different activities for different groups of adults. Throughout the unit the learner's work-related skills will be assessed. Where possible, sessions should give the learner the opportunity to demonstrate their self-management skills, ability to work as an effective team member, ability to solve problems and effective communication skills. Learners may take turns to lead a small group in planning, preparing, experiencing and completing the activity.

Learners will need to have a working knowledge of the health and safety issues related to creative and leisure activities when working with vulnerable adults.

The unit may be delivered in two ways. The tutor could hold different sessions focusing on different groups of adults and the types of activities appropriate to them. Or tutors could hold different sessions focusing on the activity and then match the activity to the groups of adults they may be suitable for.

Learners may work in small teams to plan, prepare, experience and complete oil and water colour painting or charcoal and pastel drawing. Discussion following the activity could focus on the suitability of each of the activities for the different groups of adults. The learner could carry out a self-assessment of how effective their own work-related skills were during the activities. Peer assessment and tutor feedback could also be a useful source of information. This information may be recorded on a checklist or through other forms of recording documentation.

Modelling with clay is an activity enjoyed by many adults as it has therapeutic benefits as well as encouraging creativity. Before learners can experience clay modelling they will need to plan the activity carefully as clay is very messy. Protective clothing and covering for tables will be required. Tools suitable for sculpting the clay could be made available.

Photography is a popular activity with many adults. Learners could be given the opportunity to use digital cameras to take portraits or images of natural environments, and to practise downloading, editing and enlarging images.

Opportunities should be made available for the learner to gather simple recipes that may be used with adults in health and social care settings. These could include making bread, sandwiches, porridge, light meals etc. This session should focus on the health and safety issues which may arise with different groups of adults.

The learner could experience a range of different types of games for adults. They may be able to bring in games that they have at home to share with other learners. A session may also be spent researching computer games. Several websites have quizzes and word games. Learners could consider the suitability of the games for the different groups of adults and discuss how the games may be adapted, for example larger font for adults with visual impairment.

Learners could visit the local library to choose and select reading materials available to different groups of adults.

Learners could work in groups to research how different groups and adults could access a range of activities. They could provide a handout reference for other learners.

Learners could work in groups to plan an outing for a group of adults whose needs and interests are outlined in a case study.

Through this unit the learner may keep a record of the different types of activities they have experienced. This record may be used to provide evidence for 1.1 and 1.2.

This unit may be delivered in class or in a work setting. However, it is essential that the learner has significant practical experience of the different types of activities available to adults. The list of activities provided in the unit content is not supposed to be exhaustive, and other appropriate activities can be included.

Visits to settings would provide opportunity for learners to observe and, if possible, participate in creative and leisure activities with groups of adults. Witness statements or a checklist signed by tutors or supervisors recording the learner's use of work-related skills could provide evidence towards 2.1.

Activity coordinators from different settings could be invited to speak about their experience of leisure and creative activities for adults. Learners could prepare questions to ask speakers about the adult's enjoyment of the activities, planning, health and safety issues solving any problems that arose. This will help learners to understand the importance of work-related skills in providing leisure and creative activities for adults.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
Introduction to unit and structure of the programme of learning.
Practical – sessions to experience a range of creative and leisure activities suitable for adults with different needs.
Assessment – record practical sessions undertaken, for example a file with completed products, display, photographic evidence. Learner to include notes with information on resources, health and safety issues and suitability for adults' needs. (Learning outcome 1)
Tutor-led discussion – identify work skills needed for participation in practical

sessions.

Practical – create a way to record the work skills included in the unit content.

Activity – individual recording of own work skills used in practical sessions and self-assessment.

One-to-one tutorial to discuss work skills and self-assessment.

Assessment – evidence of work related skills identified in assessment criteria 2.1 demonstrated throughout delivery of unit. (Learning outcome 1, 2 and 3)

Assessment feedback, review and evaluation of unit.

Assessment

For 1.1, the learner should be able to describe four different creative activities. The activities chosen should demonstrate understanding of the adults that the activity may be most appropriate for, for example clay modelling with adults with visual impairment but water colour painting with frail adults. The description should include information about the resources necessary for the activity and health and safety issues. This work may be presented in a variety of different ways, for example as a file, photographic evidence and a commentary to support it, poster, booklet. Lengthy descriptions of each activity are not anticipated.

For 1.2, the learner should be able to describe four different leisure activities. The activities chosen should demonstrate understanding of the adults that the activity may be most appropriate for, for example swimming at the leisure centre for adults with learning disabilities but growing tomatoes in pots for adults with mobility difficulties. The description should include information about the resources necessary for the activity and health and safety issues. This work may be presented in a variety of different ways, for example a file, poster, booklet. Lengthy descriptions of each activity are not anticipated.

2.1 may be evidenced through witness testimonies, observation records, peer-group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. The learner must be able to demonstrate that by the end of the unit they have developed each of the work-related skills stated in the unit content. It may be helpful for the learner to complete a review of their progress at the end of each session.

This will then be a valuable source of evidence for 3.1 when the learner is required to assess their own work-related skills. This criterion may be assessed through one-to-one discussions with the tutor/line manager or through written evidence. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

Essential resources

A range of different resources are required for this unit, for example access to painting and drawing materials, modelling material, digital cameras, games. If equipment is not available learners may be able to complete this unit in a practical work setting. Alternatively, learners may visit settings to observe the different types of equipment being used with different groups of adults.

Indicative resource materials

Website

www.ukwebstart.com/quizpage.html Source of trivia and general knowledge quiz questions

Unit 17: Promoting Healthy Eating in Care

Unit reference number: R/501/7226

Level: 1

Credit value: 4

Unit introduction

This unit aims to help the learner to develop the skills required for preparing healthy drinks and snacks for groups in health and social care settings. Learners will be given the opportunity to find out about how food contributes to the health of individuals. The learner will be introduced to the types of drinks and snacks suitable for different groups of people. They will learn how to make healthy drinks and snacks to meet individual needs.

It is essential that the learner has practical experience of preparing drinks and snacks. This may be in class or in a work setting.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know how food contributes to the health of individuals	1.1 Describe ways food contributes to the health of individuals
2 Know about healthy drinks and snacks for groups in health and social care settings	2.1 Outline healthy drinks and snacks for groups
3 Be able to make healthy drinks and snacks to meet individual needs	3.1 Make healthy drinks and snacks to meet individual needs 3.2 Serve drinks and snacks to meet individual needs

Unit content

1 Know how food contributes to the health of individuals

Food for good health: relative proportions of the five food groups: meat, fish and alternatives; milk and dairy food; fruit and vegetables; foods containing fat/sugar; bread, cereals and potatoes

Individuals: babies, children, adults

Physical health: growth, eg milk for bone growth for babies and children; energy eg pasta for adults to provide fuel for exercise; body functions eg orange juice for babies, children and adults to fight infection; repair, eg chicken for adults after an operation

Emotional health: wellbeing, eg mealtimes need to be relaxed and unhurried, presentation of food, personal preferences

2 Know about healthy drinks and snacks for groups in health and social care settings

Healthy drinks: milk; hot milk drinks; fresh fruit juice; smoothies eg made with fruit, yogurt, milk; water; sugar free drinks

Healthy snacks: fruit, eg fresh, dried, stewed; raw vegetables with dips eg hummus; yogurt; cereal with milk; cheese; wholemeal bread, eg sandwiches, bread sticks, toast, toasted sandwiches, pitta bread; wraps; crispbread; nuts and seeds; beans on toast; scrambled eggs on toast

Groups: young children; teenagers; elderly adults

3 Be able to make healthy drinks and snacks to meet individual needs

Hygiene: food storage; hand washing; preparation areas; utensils; crockery

Safety: correct use of equipment, eg knives, blenders; ensuring correct food is given to individuals

Presentation of food and drink: amount, eg according to needs of individual, age, stage of development, health, appetite; colour; arrangement of food; appropriate plate, bowl

Health needs: special dietary requirements, eg for diabetes, allergies eg to dairy products, eggs, wheat, nuts, coronary heart disease, eg low in saturated fat

Individual needs: vegetarian; cultural, religious; personal preference; physical needs, eg unable to chew

Essential guidance for tutors

Delivery

As many practical activities as possible should be included to help learners relate to the unit content. In addition, a wide range of delivery methods may be used to including tutorials, presentations, videos, worksheets and internet sources.

The tutor could start delivery of this unit by asking learners to complete a personal food diary. To understand the concept of a balanced diet they could use the internet to compare their diet with the eatwell plate on the Food Standards Agency website. Learners could work in groups to assess the strengths and weaknesses of their diets and make recommendations for a more balanced diet.

Learners could analyse the nutritional balance of menus from different health and social care settings.

A dietician may be invited to talk to the group. Learners could prepare questions to ask the speaker about the importance of a balanced diet for different age groups.

To gain an understanding of how food contributes to the health of individuals, a mixture of tutor-led input and individual learner research is required. In small groups learners could find out about the specific dietary needs of babies, children and adults. Each group could present their findings to the other learners. The results of the research could be incorporated into posters, which could be displayed in the classroom.

Learning outcome 2 gives learners the opportunity to use a range of different methods to determine an extensive range of healthy snacks and drinks appropriate for the different groups. The internet and journals could provide useful sources of information. Learners could visit a food market to research appropriate food.

Learners could work in small groups to complete the research. The learner may keep a record of the different drinks and snacks they have found out about. This record may be used to provide evidence for 2.1.

The particular dietary needs of individuals could be covered by the use of different case studies. Learners could find out about and answer questions on a worksheet related to the case study and present their answers to the rest of the group. Learners could plan healthy snacks and drinks for the individuals in the case studies.

Learners should be given as much practical experience as possible during delivery of learning outcome 3. Opportunities to prepare and present healthy drinks and snacks, appropriate for different age groups, reflecting a wide range of health and individual needs, will provide learners with knowledge and skills which can be applied to the workplace.

Learners could plan, make and present healthy snacks and drinks for members of their peer group. Peer assessment could take account of

hygiene, safety, presentation and taste. Learners could undertake self-assessment, assessing their strengths and weaknesses and incorporating conclusions and recommendations.

Visits to different settings would give learners the opportunity to observe how individual needs are met at mealtimes.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Introduction to unit and structure of the programme of learning.</p> <p>Activity – individual outline of food and drink consumed in the last 24 hours.</p> <p>Tutor-led discussion to provide details on the five food groups.</p> <p>Activity – compare individual diet against the eatwell plate.</p> <p>Group discussion – ‘How can you improve your diet?’</p> <p>Guest speaker, eg dietician, practice nurse, to speak about the importance of diet to health. Learners to prepare questions to ask on the dietary needs of babies, children and adults.</p> <p>Assessment – record how food contributes to health of different individuals, in a format suitable for parents/carers. (Learning outcome 1) [Functional Skills: Writing]</p>
<p>Activity – learners to research detail of different foods and drinks suitable for healthy snacks for young children, teenagers, elderly adults. Information could include components of fruit smoothie, content of ready-made sandwiches compared with home-made sandwiches. Research could include internet research, visits to settings eg day centres, nurseries, shops.</p> <p>Present research findings to other groups.</p> <p>Assessment – learners to record information about healthy snacks and drinks in a format suitable for a display in different settings. For example, a nursery, after-school club, day centre or health centre. (Learning outcome 2)</p>
<p>Activity – quiz to test understanding of hygiene and safety in food preparation.</p> <p>Tutor-led discussion following feedback.</p> <p>Group research – each group selects a different dietary requirement and researches suitable snacks.</p> <p>Present research findings to other groups.</p> <p>Practical session – learners make healthy drinks and snacks for different dietary requirements.</p> <p>Assessment – make healthy drinks and snacks for different dietary requirements. Present drinks and snacks attractively. Demonstrate hygiene, and health and safety throughout. (Learning outcome 3)</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

For 1.1, learners will need to identify two different foods that are important for the health of each of the groups: babies, children and adults. For each food identified the learner will need to describe how it contributes to health. This information could be evidenced in a number of different ways, for example a leaflet or poster.

To meet 2.1 learners need to outline five healthy drinks and five healthy snacks for each of the different groups: young children, teenagers, elderly adults. The drinks and snacks chosen should demonstrate understanding of the needs of each group and the food and drink that may be most appropriate. The learner needs to include information about the constituents of the drink and snack, for example the sandwich filling, ingredients of smoothie. The evidence for this criterion could be provided in a loose-leaf file as a reference document or as a chart or booklet.

To meet 3.1 and 3.2, learners need to make and serve two healthy drinks and snacks for two individuals with different needs. The learner must be able to demonstrate that they have selected appropriate drinks and snacks for the identified individuals. Learners must also show awareness of hygiene, safety and attractive presentation in making and serving the drinks and snacks. This may be evidenced through witness testimonies supported with photographic evidence. It is important that documentation is retained for internal and external verification.

Essential resources

Learners will need appropriate resources to make drinks and snacks. If resources are not available learners may be able to complete some of this unit in a practical work setting.

Indicative resource materials

Textbooks

Hix M – *Eat Up: Food for Children of all Ages* (Fourth Estate, 2003) ISBN 0007146779

Warner P – *Healthy Snacks for Kids* (Bristol Publishing Enterprises Inc, 1996)
ISBN 1558671595

White M and Lobstein T – *The Nursery Food Book* (Hodder Arnold, 1998)
ISBN 0340718943

Websites

[www.bbc.co.uk/health/healthy_living / nutrition/drinks](http://www.bbc.co.uk/health/healthy_living/nutrition/drinks) Source of advice on healthy drinks

www.eatwell.gov.uk/agesandstages Food Standards Agency: advice on nutrition for people of different ages.

www.eatwell.gov.uk/healthydiet Food Standards Agency: advice on

smoothiecast.co.uk

a healthy diet

Source of recipes for smoothies

Unit 18: Communication with Adults and Children in Health and Social Care

Unit reference number: Y/501/7227

Level: 1

Credit value: 4

Unit introduction

Understanding how to communicate successfully is fundamental for progress in the world of work and has particular importance in the health and social care sector. In this unit learners will be introduced to the principles of communication. Learners will apply this knowledge to communicate effectively with adults with different needs. The learner will also be introduced to a range of ways to communicate with babies, children and teenagers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know about the principles of communication in health and social care	1.1 Outline different forms of communication 1.2 Describe barriers to communication in health and social care
2 Understand how to communicate with adults in health and social care	2.1 Explain ways to communicate with adults with different needs in health and social care
3 Understand how to communicate with babies, children and young people in health and social care	3.1 Explain ways to communicate with babies, children and young people in health and social care

Unit content

1 **Know about the principles of communication in health and social care**

Forms of communication: one to one; groups; formal; informal; verbal, eg tone of voice, pitch; non-verbal eg body language – facial expressions, eye contact, posture, use of hands; pauses; turn taking; questioning; active listening; written communication

Communicating with non-verbal children and/or adults: (due to learning disabilities or medical conditions) sign language, understanding individual methods of communication; importance of observing facial expression, moods, reactions and gestures; the need for patience

Barriers to communication: physical barriers eg background noise; different language; impairments eg hearing loss, visual impairment, speech difficulties; emotional factors eg fear, anxiety; complex language eg use of jargon; patronising communication eg words, tone, behaviour; cultural differences

2 **Understand how to communicate with adults in health and social care**

Different groups: senior citizens; those with disabilities (sensory, emotional, physical or learning disabilities); those affected by illness or frailty

Ways to communicate: show respect; appropriate body language; undivided attention; calm listening; give time for responses, check understanding; avoid patronising; use of signs, pictures, lip reading, translator; eye contact; awareness of cultural differences in terms of eye contact and body language

3 **Understand how to communicate with babies, children and young people in health and social care**

Different groups: babies; children; teenagers; those with disabilities; those affected by illness or frailty

Ways to communicate: using language appropriate to stage of language development; establish bond/rapport; give time; communicate at same level; avoiding patronising communication; active listening; checking understanding; open questions; being a good role model; using signs, pictures, translators

Essential guidance for tutors

Delivery

Throughout this unit learners would benefit from practising skills using role play, accessing video examples of communication, using case studies and the opportunity to carry out simulated activities.

The tutor could start delivery of this unit by asking learners to consider situations when they experienced difficulties in communicating.

To develop knowledge and understanding of different forms of communication, learners could work in groups to analyse recordings from programmes such as *Holby City* or *Casualty*.

A video camera could be used to record communication in the classroom and learners could analyse their own use of body language and non-verbal communication to help understand how these may affect effective communication.

In groups learners can discuss and analyse the effect on individuals if they are unable to communicate their needs and report back to the rest of the group.

Role play could be used to explore barriers to communication. Key words could be collated on the board/flipchart.

Learners could work in groups to produce posters highlighting barriers to communication to display in the classroom to act as a reference throughout the unit.

For learning outcome 2, learners could visit a residential home to observe communication and, on return to the centre, discuss what they have learned. Learners could create a guidelines sheet on effective communication as a factsheet for other learners to follow.

When looking at ways to communicate, learners could discuss case studies in groups and then report back to the rest of the group. Learners may use PowerPoint or flipcharts to present this information.

Role play could be used for learners to practise their skills in communicating effectively with adults.

Learners could be shown video clips of adults communicating with children for learning outcome 3. Learners could work in groups to consider ways to communicate effectively with children.

Learners could visit an early years setting, in small groups, to observe adults communicating with babies and children.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion on how we communicate.</p> <p>Activity – tutor demonstration of different forms of communication including verbal, non-verbal and active listening.</p> <p>Practical session – activities to reinforce understanding of different forms of communication, for example, charades, pictionary. Learners encouraged to discuss their experiences.</p> <p>Assessment – learner to produce notes on different forms of communication for their future reference. (Learning outcome 1)</p> <p>Tutor-led discussion on barriers to communication.</p> <p>Practical session – activities related to health and social care to reinforce the importance of communication skills for example asking an individual with hearing loss what they would like for breakfast, helping a child who is having difficulty with tying their shoe laces. Learners encouraged to discuss their experiences and any barriers to communication.</p> <p>Assessment – learners to record information on barriers to communication in health and social care settings for their future reference. (Learning outcome 1)</p>
<p>Practical session – learners to devise a checklist to use when observing communication with adults in health and social care to include forms of communication and ways that adults communicate.</p> <p>Activity – learners to visit health and social care settings to observe communication with adults, or watch DVDs showing communication in health and social care situations. Learners record ways that adults communicate.</p> <p>Guest speaker – practitioner from health and social care setting for adults to speak about different ways to communicate.</p> <p>Practical session – learners to role-play communicating with adults with different needs. Learners encouraged to discuss their experiences.</p> <p>Activity – learners to be given scenarios of communication with adults of different needs. Learners to decide how they would communicate, and to present this to the rest of the group.</p> <p>Assessment – learners to provide evidence of how to communicate with adults with different needs and why that method of communication is appropriate, for example, observation notes from a visit to a setting, leaflets on British Sign Language (BSL) with notes, witness statement evidencing effective learner's communication skills. (Learning outcome 2)</p>

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES

Guest speaker – parent with a baby, learners encouraged to observe communication between parent and baby.

Tutor-led discussion – how did parent communicate with baby? For example, eye contact, listening, turn taking, signs, facial expressions.

Guest speakers – parents with children. Learners encouraged to observe, and where possible, communicate with children playing.

Tutor-led discussion – how did the parents/learners communicate with the children? For example, asking open-ended questions, listening to the children, use appropriate language, observing children.

Role-play communication with young people, working in small groups with one observer – patronising language, street language.

Demonstration of Makaton signs.

Practical session – learn Makaton signs to support a child's activity for example, rhyme, story, actions to support a song.

Assessment – learners to provide evidence of how to communicate with babies, children and young people and why that method of communication is appropriate, for example, observation notes from guest speakers, witness statement evidencing effective learner's communication skills. (Learning outcome 3)

Assessment feedback, review and evaluation of unit.

Assessment

The assessment criteria for this unit could be combined and evidence collected in a small portfolio/loose-leaf file, or as a booklet to be used as a reference document when working in the health and social care sector.

To meet 1.1, learners must give a brief summary of six different forms of communication. Learners could complete a prepared worksheet.

To meet 1.2, learners will need to give an accurate description of four different barriers to communication. Examples which relate to the health and social care sector need to be given to support the description.

2.1 requires learners to explain how to communicate with four adults with different needs. Case studies or video recordings may be used as a stimulus. Learners may be able to provide evidence from practical work settings of their effective communication with different adults, verified with witness statements. The learner will need to include a brief self-assessment which explains how the communication was effective to meet the criterion.

For 3.1, learners will need to consider ways to communicate effectively with babies, children and young people. One example from each of the three groups will be needed. Case studies or video recordings may be used as a stimulus. Learners may be able to provide evidence of their communication with different babies, children and young people from practical work settings, verified with witness statements. The learner will need to include a

brief self-assessment which explains how the communication was effective to meet the criterion.

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Websites

www.askmencap.info	See factsheet <i>Communication and People with a Learning Disability</i>
www.everychildmatters.gov.uk/deliveringservices/commoncore/communication	Government website promoting wellbeing of children and young people; advice on communicating with children
www.kidsbehaviour.co.uk/communicatingwithchildren	Source of advice on communicating with children

Unit 19: Job Opportunities in Health and Social Care

Unit reference number: D/501/7228

Level: 1

Credit value: 4

Unit introduction

The principal aim of this unit is for learners to develop a plan for starting work in health and social care by being given the opportunity to explore job opportunities across the health and social care sector. The learner will explore conditions of employment and the qualifications and skills required for different jobs in the sector. The learner will have the opportunity to set realistic short- and medium-term goals for their career pathway in health and social care.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know job opportunities in health and social care	1.1 Identify jobs in different sectors of health and social care 1.2 Describe a job role in a health and social care setting/department
2 Understand terms and conditions of employment within health and social care	2.1 Describe the terms and conditions of employment for jobs in health and social care
3 Know about the qualifications and skills needed for jobs in health and social care	3.1 Present information about qualifications and skills required for selected jobs in health and social care
4 Be able to plan how to start work within health and social care	4.1 Produce a plan to start work within health and social care

Unit content

1 Know job opportunities in health and social care

Health care sector: direct care workers; indirect care workers; jobs, eg health care assistant, adults' nurse, children's nurse, learning disabilities nurse, mental health nurse, midwife, dental nurse, dental hygienist, ambulance care assistant, paramedic, emergency call handler, receptionist, hospital porter

Social care sector: community work; residential work; jobs, eg home care worker, community worker with families, residential care worker with adults, residential care worker with children, community worker with young people, personal assistant for adult with disabilities, social worker

Children's services: eg nursery assistant, early years practitioner, childminder, playworker, crèche worker, hospital play specialist, early years teacher

2 Understand terms and conditions of employment within health and social care

Work patterns: hours of work; shift work, eg early starts, late finishes, night work, weekend work, bank holiday work; irregular work pattern; flexitime, days off during week; annual leave

Pay: eg weekly, monthly, salary scales, increments

Benefits: eg pension, bonus for overtime, uniform/clothing allowance, subsidised/free meals, training/professional development

3 Know about the qualifications and skills needed for jobs in health and social care

Qualifications: essential; desirable; general qualifications eg GCSEs, GCEs, diplomas; work-based qualifications eg NVQs; vocational qualifications eg BTEC Firsts, Nationals, apprenticeships; practical qualifications in eg food handling, moving and lifting, First Aid; higher qualifications, eg degree

Skills and qualities: personal qualities, eg caring, empathy, gentle, respectful; work-related skills eg communication, teamwork, problem solving, self-management; level of fitness

Requirements: Criminal Records Bureau (CRB) check

4 Be able to plan how to start work within health and social care

Career planning: personal skills audit, own abilities, interests, values, personal qualities, lifestyle, constraints

Finding out about jobs: career pathways; experience requirements; methods, eg websites, Connexions, careers fairs, journals, people, eg family, friends, tutor

Making plans: consider options; realistic short-term goals, medium-term goals

Essential guidance for tutors

Delivery

Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, seminars, practical workshops, external trips and guest speakers. Additional learning resources can include journals, videos, DVDs, case studies, learner presentations and group work.

The tutor could start delivery of this unit by inviting guest speakers working in different jobs across the health and social care sector. Learners could prepare questions to ask speakers about their job roles and conditions of employment.

Learners may be able to visit different health and social care settings and interview or work shadow an employee. On return to the centre learners could create a leaflet to include information about the job role and conditions of employment as a factsheet for other learners to follow.

Videos and case studies may be used to help learners understand the range of job roles in the sector, and the difference between direct and indirect care.

In groups learners could complete web-based research into job roles in different settings and departments in health and social care, and then report back to the rest of the group.

For learning outcome 2, learners could work in groups and use the local and national press and the internet to find a variety of job adverts and list the work patterns, pay and benefits advertised.

The opportunity to analyse real job descriptions, covering a wide range of jobs in health and social care, would help learners to understand the similarities and differences between the work patterns, pay and benefits of different jobs in the sectors.

Learners could be grouped with those who are interested in similar jobs to complete web-based research into the qualifications, skills and qualities required for their preferred jobs in the sector and then report back to the rest of the group. Learners may use PowerPoint or flipcharts to present this information.

Learners could visit Connexions, or access careers advice from LearnDirect to help them begin their career plan. The need for goal setting and the difference between long-term and short-term goals could be explored through a question and answer session.

Learners at this level may need support in completing a personal skills audit and identifying and setting long-term and short-term goals for themselves for learning outcome 4. This may be achieved through one-to-one discussion or tutorials.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion on job opportunities in:</p> <ul style="list-style-type: none">• health care• social care• children's services. <p>Small group research – learners select one of the above and gather information about the following:</p> <ul style="list-style-type: none">• range of jobs• working patterns• pay• benefits• qualifications• skills and qualities• additional requirements eg Criminal Records Bureau (CRB). <p>Research could involve internet, visits to Connexions, visits to settings, professional journals.</p> <p>Activity – group presentation of information to include a factsheet for other learners.</p> <p>Activity – learners invite an employee from the chosen sector to share information about their job. Alternatively, learners may visit an appropriate work setting or talk to an employee to gather information.</p> <p>Activity – using the information gathered from the group work on skills, qualities and qualifications, the individual learner carries out a personal skills audit, eg using a template or online assessment.</p> <p>One-to-one tutorial to discuss opportunities in line with skills audit.</p> <p>Assessment – using the information gathered from the activities outlined above, individual learners provide evidence for each of the assessment criteria within the unit. (Learning outcome 1, 2, 3 and 4)</p>
Assessment feedback, review and evaluation of unit.

Assessment

The assessment criteria for this unit may be combined into one assignment task as a plan to start work. This may take the form of a loose-leaf folder.

To meet 1.1, learners will need to state three different jobs in each of the following: health care, social care and children's services.

To meet 1.2, learners will need to select one health and social care setting/department, for example a residential care home for the elderly, a community home for adults with learning disabilities, a hospital ward, a day care setting for children and describe one job in the selected setting.

To meet 2.1, learners could select one job in health care, one job in social care and one job in children's services and compare the work patterns pay and benefits. This could be presented in the format of a chart.

For 3.1, learners will need to give details about the skills, qualities and qualifications required for three jobs: one in social care, one in health care and one in children's services. These could be the three jobs selected for 2.1.

The career plan required for 4.1 requires the learner to undertake a personal skills audit and identify their interests. This could be recorded using a pro forma.

Learners will need to provide evidence of their research into possible jobs in health and social care. This may be evidenced with leaflets, downloads from websites, discussions with the class group, tutors or careers advisers.

The career plan should identify one medium-term goal and two short-term goals.

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Websites

www.connexions-direct.com	Source of advice for 13-19 year olds including careers advice
www.healthcareernet.co.uk	Source of advice on jobs available in the health sector
www.learndirect-skills.co.uk	Source of advice on developing skills and careers
www.nhscareers.nhs.uk	Source of advice on jobs available in the NHS
www.socialcarecareers.co.uk	Department of Health website, source of advice on health and social care careers

Unit 7: Introduction to the Hospitality Industry

Unit reference number: M/502/4894

Level: 1

Credit value: 2

Unit aim

This unit gives learners an introduction to the hospitality industry and related career opportunities including: food preparation and cooking, food and drinks services, accommodation services and guest services.

Unit introduction

The hospitality industry is large and varied. It is made up of a commercial sector, designed to make a profit, and the catering services sector, designed to provide services. The industry offers many different types of employment and career opportunities.

This unit gives learners opportunities to explore the types of hospitality and catering outlets within the industry, and the varied and different services they offer to customers and users.

The unit also enables learners to investigate job roles available at different levels in the industry, the training and career prospects that are available, and the work patterns expected in a service industry that operates 24 hours a day. They will also be able to explore where to source additional information to help them find out more about the nature of the industry and the employment opportunities that might be available to them.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the structure of the hospitality industry	1.1 Identify different types of outlets within the industry 1.2 Outline the services offered within the industry
2 Know the career opportunities in the hospitality industry	2.1 Describe job roles in the industry 2.2 Describe career opportunities in the industry 2.3 State different working patterns in the industry 2.4 Identify sources of information on training and career opportunities

Unit content

1 Know the structure of the hospitality industry

Types of outlets: hotels eg one star to five star, budget hotels, bed and breakfast; self-catering accommodation; holiday centres; restaurants eg bar food, cafes, coffee shops, mainstream; pubs and bars eg managed, tenanted or leased, free houses; nightclubs; hospitality provision eg catering outsourced to a contract food service provider; membership clubs

Services: food eg breakfast, lunch, dinner, snacks, fast food, children's menus, banquet and conference food; vending machines; drink eg alcoholic/non-alcoholic, hot/cold drinks; room service; accommodation eg bedrooms, bar, restaurant, leisure facilities, meeting rooms, conference centre; car hire; business accounts; foreign currency exchange service; travel agency; car parking; office services; email, broadband; crèche; children's play area; babysitting service; highchairs, baby cots, baby listening devices; children's packs; birthday/special events packages; drinks packages; group discount; services for disabled customers; 24-hour opening; catering service on a contractual basis; events management

2 Know the career opportunities in the hospitality industry

Job roles: managers eg general manager, finance manager, conference and banqueting manager, reservations manager, food and beverage manager, head chef, front office manager, housekeeping manager; supervisor; craft staff; chef; operative staff; bar staff; waiting staff; housekeeping staff; reception staff

Career opportunities: type of job contract eg part time, full time, temporary, seasonal, live-in, permanent, freelance, agency staff; training and personal development; planning a career eg apprenticeships, company training schemes, attending recognised training for appropriate qualifications

Working patterns: eg shift systems, weekend working, bank holidays, 24-hour coverage, standard hours, time off in lieu

Sources of information: school and college careers staff; government departments eg connexions, Jobcentre Plus; industry lead bodies; professional associations; individual chains and companies; public libraries; the internet; national and local papers; trade journals

Essential guidance for tutors

Delivery

This unit gives learners a broad overview of the hospitality industry in terms of its scale, size and complexity. It also introduces learners to the range and variety of available job opportunities, and how to prepare for a successful career within the industry. The unit presents opportunities for learners to interface with the industry.

Delivery should be as practical as possible and learners should be encouraged to undertake some straightforward independent research. The unit presents opportunities for visits to different organisations and for employer engagement.

For learning outcome 1, learners are required to only appreciate the 'broad building blocks' of the industry. Tutors could begin delivery by drawing on learners' own experiences as customers of the industry, including the types of outlets they use. Learners could also undertake a survey of hospitality outlets within a specific radius of where they live or study, marking them on a map and identifying the different types of outlet, and trying to determine why they are located where they are. This in turn would help to identify the type and style of outlet as well as the types of customers.

Another option is for each learner to investigate a particular type of outlet in depth. They could then give a short presentation to their peers on the characteristics of the outlet and the services they offer, as well as the main types of customer/users they attract. They could also produce a small handout to identify and reinforce the main points. If this method is adopted, it is important to ensure that all types of outlets are adequately covered.

To introduce career opportunities, a local employer could be asked to talk to learners and identify the career pathways that their organisation offers, or an employee such as a head chef could talk about the requirements of their job.

Learners could visit a large outlet such as a four star hotel and be given opportunities to talk to a range of staff members about their jobs, identifying what they have to do, their hours of work, and the skills and qualifications they need to be successful in the particular role. A good range would be a chef, a bar manager, a housekeeper, a member of front office staff and a food service operative.

Learners could review a selection of local newspapers and trade journals to identify the types of jobs available. They could also note the pay and conditions, hours of work and employers' requirements. Learners also need to know where they can source additional information on possible career opportunities and personal training. The local careers service could be asked to give a presentation and tutors should take advantage of any open days/evenings held by training providers or employers.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Know the structure of the hospitality industry Whole-class, tutor-led input about the structure of the hospitality industry and the different types of outlets that make up the industry and their characteristics.
Whole-class, tutor-led input about the services that are provided to guests, customers and users of the hospitality industry.
Learner-led, independent research to identify the characteristics of a particular type of outlet of the industry. Tutors would need to agree the format of the information that learners are expected to report back on. Tutors will need to ensure that there is consistency of approach. Learners could give a brief talk to their peer group about the outlet they have researched.
Assessment criteria 1.1 and 1.2. Learners can complete a table identifying the different types of outlets and their characteristics and the types of customers they attract. Much of the work needed to satisfy the assessment requirements could be completed when learners are undertaking their independent research. Gaps in their knowledge can be filled when they listen to the talks given by their peers on the outlets that they have investigated.
Know the career opportunities in the hospitality industry Whole-class, tutor-led input about the range of jobs that are available within the hospitality industry. The range outlined in the unit content should be covered, and learners given the opportunity to search sources of information for careers and job guidance. Tutors should introduce the assessment requirements for this part of the unit at this time.
Talk by an employer or a skilled staff member such as a head chef, a restaurant manager, a head housekeeper or a general manager to outline their personal career pathway, their role and the responsibilities that they have to undertake within their job roles.
Visit to a large hospitality outlet such as a four star hotel to see different staff members and investigate their roles. Learners also to find out about how the business recruits its staff.
Tutor-supervised learner research investigating the pay and conditions of the range of jobs identified in the unit content. Sources of information could be local newspapers, job adverts and the internet. Tutors will need to gather some sample/selective materials to help illustrate the unit content.
Whole-class, tutor-led input about the working patterns required by the industry.
Assessment for criteria 2.1, 2.2 and 2.3 could be completed as an ongoing activity as the unit progresses. No specific time is allocated to this aspect of the unit's assessment.
Assessments for criterion 2.4. Learners complete a piece of written work concerning careers information and job applications.

Assessment

To achieve assessment criteria 1.1 and 1.2, learners could design and complete a table identifying the different types of outlets. They could then match the services each outlets offers. Learners need to show that they know the broad make-up of the industry and the services that are available to customers.

For assessment criteria 2.1, 2.2 and 2.3, learners need to describe at least two different job roles within the industry. This could include the typical working hours for each of the job roles and the working patterns. They also need to show typical career pathways, identifying the different posts that the roles could lead to over a period of time in the industry. An example would be trainee chef, commis chef, chef, sous chef, head chef to kitchen manager and then to food and beverage manager.

For assessment criterion 2.4, learners need to identify at least two sources of training and career information.

Essential resources

Learners should have access to a library and/or a learning resources centre that has a range of up-to-date materials on careers/job prospects and training opportunities available locally and further afield. This will need to include a selection of newspapers and periodicals. Learners also need access to computers and the internet to source information.

A good selection of industry marketing and publicity materials should be available to help learners start to understand the complexity, scale and size of the industry.

Indicative resource materials

Textbooks

Barrows C and Powers T – *Introduction to the Hospitality Industry, 7th Edition*

(John Wiley and Sons, 2008) ISBN 9780471782766

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007*

(Heinemann, 2008) ISBN 9780435465285

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.catersource.com	Education, products and news for caterers
www.connexions-direct.com	Connexions Direct – information and advice for young people
www.dcsf.gov.uk	Department for Children, Schools and Families
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 8: Customer Service in the Hospitality Industry

Unit reference number: J/502/4898

Level: 1

Credit value: 3

Unit aim

The unit aims to provide learners with a basic understanding of the importance of good customer service within the hospitality industry.

Unit introduction

This unit gives learners a basic understanding of the importance of providing good customer service within the hospitality industry. Learners will explore what good customer service means, as well as the benefits to a hospitality organisation or business of good customer care. Learners will also look at their own experiences as customers to help identify examples of good customer service.

As good communication is an essential part of providing good customer service in a service industry, learners will be taught some basic principles of positive verbal and non-verbal communication to aid them in serving customers. Learners will also learn the importance of good personal presentation and hygiene, including the need to comply with uniform and dress codes when working in a hospitality environment.

The unit gives learners the opportunity to gain some practical skills in customer service and communication.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the benefits of good customer service	1.1 Outline what good customer service is 1.2 State the benefits of good customer service 1.3 Give examples of good service for different customer groups within the industry
2 Be able to communicate with customers in the hospitality environment	2.1 Identify the benefits of good communication 2.2 State how to deal with routine customer needs 2.3 Communicate positively in a hospitality environment (to include verbal and non-verbal communication)
3 Know the importance of good personal presentation	3.1 Outline the importance of good personal hygiene and presentation in a hospitality environment 3.2 Identify different dress codes for roles in a hospitality environment

Unit content

1 **Know the benefits of good customer service**

Customer service: definition; aims eg achieving targets, customer satisfaction, exceeding customer expectations, meeting organisational targets

Benefits: to the customer; to the organisation; to the employee

Customers: value for money; accuracy and reliability; information and advice; assistance and help; special needs dealt with; healthy, safe and secure environment

2 **Be able to communicate with customers in the hospitality environment**

Communication skills: verbal; voice eg tone, pitch, pace; non-verbal eg posture, facial expression, gestures, eye contact

Interpersonal skills: attitude; behaviour; first impressions; greeting customers; respect for customers eg courtesy, interest, responding to different customers' behaviour, dealing with problems

Situations: face-to-face; on the telephone

3 **Know the importance of good personal presentation**

Presentation skills: personal hygiene; appearance eg uniform, dress, hair, make-up, jewellery, clean hands

Dress codes: types eg waiting staff, kitchen staff, reception staff

Delivery

This unit has both theory and practical skills content. Presenting the basic concepts of good customer service to the whole class is recommended, as this makes effective use of time. Learners must know what constitutes good customer service in the hospitality industry, where employees and staff are constantly face to face with their customers and are providing both goods and services. A class discussion could be a useful way to identify examples of good service for different customers, and learners should be encouraged to relate their own personal experiences to provide illustrations. They could also identify what might be considered to be poor customer service in order to help reinforce the benefits of good customer service to the customer, the organisation and the employee. The customer service standards for a number of different organisations or companies could be used, and comparisons made between them to indicate to learners how the industry manages and identifies requirements. This could be a good way to introduce the subject to learners.

Role-play activities are a useful way of enabling learners to evaluate their own interpersonal and communication skills, allowing them to suggest ways in which they could develop and improve these skills. Role plays can also be used to help gain an understanding of the needs of different types of customers. A number of recordings in various formats are available that can be used to help to illustrate the learning points that need to be reinforced.

Learners must be given opportunities to practise their communication and customer service skills in real or realistic working environments. Those learners studying food and drink service may have good opportunities for skills in customer service to be developed and assessed with real customers. This is the most satisfactory source of evidence. Other examples of situations where customer service skills could be developed include school open days, parents' evenings, sports days and charity events. It is preferable that learners be given opportunities to do things in a real rather than in a simulated situation.

When looking at the importance of good personal presentation, learners need to be given formal input as to requirements. Links need to be made to the food hygiene regulations and other legislation, including codes of practice.

This unit acts as a good foundation for learners who may wish to study the Level 1 unit *Serving Food*.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Know the benefits of good customer service Whole-class, tutor-led input on introduction to the unit and what makes good customer service, and the benefits to a hospitality organisation of good customer service. Examples of good customer service. Learners could identify from their own experiences examples of good and poor customer service.
A video could be shown to help reinforce points. Learners review the customer service standards of three/four local or national companies. Introduction of first assessment.
Whole-class, tutor-led input identifying examples for good customer service and the benefits to customers.
Be able to communicate with customers in the hospitality environment Whole-class, tutor-led input and discussion and role play on basic personal communication skills, for example: verbal – voice, tone, pitch, pace; non-verbal – posture, facial expression, gesture, eye contact.
Whole-class, tutor-led input and discussion and role play on basic interpersonal skills, for example attitude, behaviour, first impressions, greeting customers, responding to different customers, dealing with problems.
Practice session for learners in role play/simulated situations for them to develop skills in communication and interpersonal skills. Tutors could record this session and play back to learners.
Practical session – giving customer service. Learners support an event such as an open day or sports day function and provide customer care to real guests or visitors.
Assessment criteria 1.1, 1.2, 1.3, 2.1 and 2.3. Learners produce individual evidence in the form of customer service guidelines for use in a hospitality business.
Assessment criterion 2.3. A witness statement signed by the tutor is the evidence required to meet this outcome, confirming that learners have given good customer service in a real situation.
Know the importance of good personal presentation Whole-class, tutor-led input and discussion stressing the importance of good personal presentation – wearing of uniforms and dress codes, personal presentation skills and requirements.
Assessment criteria 3.1 and 3.2. Learners produce a set of company rules to ensure that employees know the requirements for dress, personal presentation and hygiene. This will take the form of individual written work. Learners may word-process this and use some simple graphics/illustrations to aid the presentation of the messages being given.

Assessment

A holistic assessment can be designed for assessment criteria 1.1, 1.2, 1.3, 2.1 and 2.2. Learners could produce customer service guidelines for a hospitality business such as a high street restaurant or hotel. These should be designed for staff to use when they are dealing with customers so that all receive the same good standard of customer service. Learners must outline what good customer service is, and how to deal with routine customer needs. For each customer service standard, learners need to identify the benefits to the customer and the organisation.

For assessment criterion 2.3, learners must show that they have communicated positively with customers in a hospitality environment. Taking a meal or drinks order, giving information about future events, taking a booking, providing directions to customers and explaining what is taking place at an event are all good examples of the required evidence. Signed witness statements must be produced as evidence.

For assessment criteria 3.1 and 3.2, learners must outline the importance of good personal hygiene and presentation in a hospitality environment as well as identifying different dress codes. Evidence for these criteria could take the form of 'company rules' produced by learners that would be used by a hospitality business to ensure that their standards of employee presentation met the requirements of the food hygiene regulations and any other requirements specific to the company.

Essential resources

Learners should have access to a library and/or learning resource centre, including use of the internet. Relevant current journals and publications should also be available.

Centres must consider how learners' evidence will be generated for the communication aspects of the unit. The most satisfactory evidence should be gained from realistic working environments. Where this is not feasible, centres must ensure that they have adequate provision for acceptable simulations.

Indicative resource materials

Textbook

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007*
(Heinemann, 2008) ISBN 9780435465285

Journal

Caterer and Hotelkeeper – Reed Business Information

Videos

Many of the television 'fly-on-the-wall' documentaries are well suited to discussions on customer service. The BBC's Learning Zone frequently features programmes on customer service.

Serving Your Best Interests (Confederation of British Industry)

Who Cares Wins – Customer Care (BBC Business)

Further information

Confederation of British Industry (CBI)

Centre Point
103 New Oxford Street
London WC1A 1DU

Telephone: 020 7395 8247

Website: www.cbi.org.uk

Websites

www.bbc.co.uk/learning

BBC Learning Zone – programme times

www.bha.org.uk

British Hospitality Association

www.people1st.co.uk

People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 9: Food Service

Unit reference number: K/502/4957

Level: 1

Credit value: 3

Unit aim

The unit will give learners an introduction to serving food safely and hygienically and develop skills required to work in a food service area within the hospitality industry.

Unit introduction

The aim of this unit is for learners to develop their knowledge, skills and understanding of serving food. This unit should encourage learners' interest in, and enjoyment of, serving food and working with customers.

The unit covers the less complex styles of food service and the practical skills needed for plate and counter service. Learners will explore the personal hygiene and safety practices required by law when serving and handling food, and when working in a food area. They will learn how to prepare, maintain and close down the service area and lay tables, including selecting the correct equipment for service. Learners will serve food to customers using plate and counter service styles. They will also learn presentation and personal skills, including courtesy to customers, which are necessary for efficient and effective food service.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know different types of food service	1.1 Describe different types of food service
2 Be able to serve food	2.1 State health and safety and hygiene requirements when serving food 2.2 Serve hot/cold food, including plated and counter service, in a safe and hygienic manner

3 Be able to work in a food service area	3.1 Set up, maintain and close down the service area according to instructions
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Unit content

1 **Know different types of food service**

Types of food service: plate; counter; self-service; buffet

2 **Be able to serve food**

Personal hygiene: eg appropriate clothing/uniforms, hair and footwear, no jewellery or watches, discreet use of cosmetics, short fingernails, no nail varnish, appropriate hand washing; cuts and burns covered with blue waterproof plaster

Safety: temperature requirements for hot and cold food; general safety eg opening and closing doors, carrying items and equipment, dealing with spillages, maintaining cleanliness of working areas

Customer service: greeting and welcoming customers; identifying customers' needs; providing information; taking orders; communicating with colleagues; communicating information in relation to customers' needs; team working; timing; dealing with special requirements and requests

Style of service: plate; counter

3 **Be able to work in a food service area**

Service area: methods of cleaning, organising and setting food service area, counters and customer seating area; reporting procedures for identified problems

Service equipment: service units eg heated, refrigerated; sideboards; trays; table/counter coverings; menus; sales materials; reporting procedures for identified problems

Service items: crockery, cutlery, glasses, service utensils; accompaniments eg sugars, sweeteners, creamers, milks, non-dairy whiteners, biscuits, other accompaniments

Maintain service area: hygiene and cleanliness; how to re-stock equipment; replenishing service items; maintenance of stock levels; clearing dirty items; re-arranging tables and chairs

Closing down service area: how to clean eg area, equipment; turning off electrical equipment; replenishing stocks of service items; waste removal

Delivery

This unit combines theory and practical skills, and is intended to develop the learner's knowledge of, and interest in, serving food, and the specialist equipment needed to prepare and serve different foods. The unit provides some skills that are required in order for learners to be able to serve food in a variety of hospitality outlets. Learners will require opportunities to prepare and serve different foods by plate and counter service, preferably to real customers in appropriate settings. Coffee mornings, lunches, afternoon teas and special events, all of which can take place within a school/college, lend themselves well to providing opportunities for food service. They present more appropriate learning experiences than simulated activities.

Much of the unit will be delivered through practical sessions. Each learner should have several opportunities to serve food to customers. Learners might need to have a practice session before they serve 'real' customers. The customer service skills required for learners to be confident in serving food are delivered in the Level 1 unit *Customer Service in the Hospitality Industry*. That unit and this could be taught together, as the practical food service sessions provide excellent opportunities for the development and assessment of customer service skills.

Learners need to be made aware of the hygiene requirements and regulations that relate to food service and how these should be implemented in a practical setting.

Learners need to be able to set up, maintain for service, and close down a food service area. They will require guidance on equipment layout and displays of food and equipment which customers will use. Special functions or events provide excellent opportunities for this aspect of the unit to be achieved.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know different types of food service</p> <p>Whole-class, tutor-led input giving an introduction to the unit, and the different types of food service: plate, counter, self service, buffet. Learners could identify the main differences in the styles of food service by completing a table to show the comparisons and differences.</p>
<p>Assessment criterion 1.1. Learners could finalise any table started in the learning session by describing two types of food service.</p>
<p>Be able to serve food</p> <p>Whole-class, tutor-led input giving an introduction to practical food service, personal appearance and personal hygiene. Skills practice in laying a table correctly.</p>
<p>Whole-class, tutor-led input on safety in food service. A theory session followed by skills practice in (simulated) opening and closing doors, carrying items, dealing with spillages, maintaining cleanliness of working areas. Organising of food service area.</p>
<p>Whole-class, tutor-led input on customer service. A theory session followed by skills practice in (simulated) greeting and welcoming customers, providing information – menu items, taking food orders, communicating information, team working.</p>
<p>Practical food service sessions to customers. Discussion on the food to be served, room preparation, table lay up, food service, clear down of room and equipment, review of session – 3/4 hours per session. Some sessions could be booked as set functions/events, for example a lunch party for 30-customer local walking group.</p>
<p>Assessment criterion 2.1. Learners write notes identifying the health, safety and hygiene requirements that must be followed when serving food.</p>
<p>Be able to work in a food service area</p> <p>This aspect of the unit can be integrated into the serving of food content. Learners could work on a roster to re-stock equipment, maintain a service area and close down the service area. Learners should accomplish this at least once. This requires no formal allocation of time.</p>
<p>Assessment criteria 2.2 and 3.1. Tutors will record evidence for these aspects by signed witness statements. Observations would have been undertaken during practical food service sessions.</p>

Assessment

To achieve assessment criterion 1.1, learners must describe two different types of food service, identifying the main characteristics of each type. Suitable evidence could include recordings of question and answer sessions supported by tutor witness statements, or completed worksheets.

To achieve assessment criterion 2.1, learners will need to state the health, safety and hygiene requirements that must be followed when serving food. Suitable evidence could include recordings of question and answer sessions supported by tutor witness statements, or completed worksheets.

For learners to achieve assessment criterion 2.2, they must serve both hot and cold food to customers using two methods of food service – plate and counter. Each individual learner must achieve this learning outcome. It is likely that tutors will need to have an appropriate roster for this activity and a suitable checklist will need to be designed to ensure that both learners and tutors are aware of what is needed.

To achieve assessment criterion 3.1, learners must be able to set up, maintain and close down a food area according to instructions. Each learner must achieve this outcome. It is likely that tutors will need to have an appropriate roster for this activity and a suitable checklist will need to be designed to ensure that both learners and tutors are aware of what is needed.

A series of small coffee mornings, lunches, tea parties or similar events will provide excellent opportunities for the practical aspects of the assessments to be achieved. Tutor witness testimonies would be an appropriate way to record assessment evidence for these aspects of the unit.

Essential resources

Learners should have access to a library and/or learning resource centre, including use of the internet. Relevant current journals and publications should also be available.

Centres must consider how learners' evidence will be generated for the practical food service aspects of the unit. The most satisfactory sources are real or realistic working environments. Where this is not feasible, centres must ensure that they have adequate provision for acceptable simulations.

Indicative resource materials

Textbook

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007*
(Heinemann, 2008) ISBN 9780435465285

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.bha.org.uk

British Hospitality Association

www.bii.org

www.people1st.co.uk

British Institute of Innkeeping

People 1st – Sector Skills Council
for Hospitality, Leisure, Travel and
Tourism

Unit 10: Preparing and Serving Drinks

Unit reference number: L/502/5051

Level: 1

Credit value: 3

Unit aim

This unit will give learners an introduction to preparing and serving drinks in the hospitality industry. They will be able to identify different types of drink and the correct equipment for preparing and serving them. They will also be required to set up and close down service areas.

Unit introduction

This unit will enable learners to develop their knowledge and practical skills in serving non-alcoholic drinks. They will be able to identify different types of drinks and use a range of equipment for making and serving them correctly, including specialist equipment such as coffee machines and blenders. Learners will be taught how to make and serve a range of drinks to customers, and will also have opportunities to develop their customer service skills and learn some hygiene and safety practices.

Learners will be taught how to prepare, maintain and close down service areas for drinks service. This includes stocking the area with appropriate equipment and replenishing stock, cleaning and preparing specialist and standard equipment and final clear down.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare and serve different drinks	1.1 Identify different types of drink 1.2 List correct equipment for preparing and serving different drinks 1.3 Describe the main stages in serving the customer 1.4 Prepare different drinks: <ul style="list-style-type: none">• safely and hygienically• according to instructions• using the correct equipment 1.5 Serve different drinks: <ul style="list-style-type: none">• safely and hygienically• according to instructions• using the correct equipment (including cup/glass) 1.6 List suitable accompaniments for drinks service
2 Be able to work in a drinks service area	2.1 Set up, maintain and close down the service area according to instructions

Unit content

1 **Be able to prepare and serve different drinks**

Types of drink: coffee eg latte, mocha, espresso, cappuccino, decaffeinated; tea eg tea bags, bulk leaf tea, string and tag, lemon, herbal, fruit; hot chocolate; bottled water eg sparkling, natural spring, still; fruit smoothies, fruit juices

Equipment: service units eg heated, refrigerated; blenders; icemakers; trays; table/counter coverings; drinks lists; sales materials; service items eg crockery, cutlery, glasses, service utensils, drip mats/coasters; condiments eg sugars, sweeteners, creamers, milks, non-dairy whiteners, biscuits, accompaniments

Customer service: greeting and welcoming customers; identifying customers' needs; providing information; taking orders; communicating with colleagues; advising of customers' needs; team working; timing; dealing with special requirements and requests

Preparing drinks: coffee; tea; hot chocolate; fruit juice; fruit smoothies; bottled waters

Serving drinks: self-service, tray, counter; relevant service skills

Accompaniments: eg sugars, sweeteners, creamers, milks, non-dairy whiteners, biscuits, wrapped chocolates/sweets

2 **Be able to work in a drinks service area**

Service area: cleaning, organising and setting out bar/counter and customer seating area; reporting any problems identified

Service equipment: service units eg heated, refrigerated; trays; table/counter coverings; drinks lists; sales materials; reporting any problems identified

Service items: eg crockery, cutlery, glasses, service utensils, drip mats/coasters; accompaniments eg sugars, sweeteners, creamers, milks, non-dairy whiteners, biscuits, other accompaniments

Maintain service area: hygiene and cleanliness; restocking equipment; replenishing service items; maintaining stock levels; clearing dirty items; re-arranging tables and chairs

Closing down service area: cleaning area; cleaning equipment; turning off electrical equipment; replenishing stocks of service items; waste removal

Essential guidance for tutors

Delivery

This unit is intended to develop the learner's knowledge of non-alcoholic drinks and the specialist equipment needed to prepare different drinks. The unit also provides some of the skills required to serve drinks in a variety of hospitality outlets. This unit combines both theory and practical skills.

Learners must be given the opportunity to prepare and serve different drinks, preferably to real customers in appropriate settings. Coffee mornings, afternoon teas and special events, all of which can take place within a school/college setting, lend themselves well to providing opportunities for drinks service and present more appropriate learning experiences than a simulated activity.

Learners must be introduced to the range of non-alcoholic drinks available and the many different ways in which they may be served. They should also have the opportunity to see some marketing and/or sales materials that can be obtained from drinks suppliers. This introduction is best achieved by whole-class teaching as well as learners undertaking some self-directed research.

Learners need to know the variety and styles of different equipment used in the hospitality industry. This should include training in the safe operating of an electric/steam coffee machine, steam injector for hot milk, and blender for making fruit smoothies. Learners need to know the equipment that is needed for preparing and serving different drinks, and centres should have a good range of equipment available to allow learners to become familiar with items that are commonly used for making drinks.

Much of the delivery will be through practical sessions. Each learner should have several opportunities to prepare different drinks for customers. They will need to have practice sessions prior to serving real customers. Recipes and instruction sheets could be made available for learners to follow that could indicate the equipment required for each drink and the layout needed for tray, counter or table service. Any special accompaniments that go with drinks should also be identified as these can add substantially to customers' enjoyment.

Learners also need to be made aware of the different hygiene requirements and regulations that relate to drinks service and how these should be implemented in a practical setting.

Learners need to be able to set up, maintain for service and close down a drinks service area. They need to be given guidance on equipment layout and displays of glasses, cups and mugs which customers will use. Special functions or events provide excellent opportunities for this aspect of the unit to be achieved.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Be able to prepare and serve different drinks Whole-class, tutor-led input, identifying the different types of non-alcoholic drinks. This can be both a practical and theory style session. Tutors should have actual samples of a wide range of drinks for learners to see and recognise. Learners could complete a table identifying the types of drinks, the equipment needed to serve them and any safety/hygiene requirement.
Whole-class, tutor-led input, identifying the correct types of equipment needed to make a wide range of non-alcoholic drinks.
Customer service – basic skills in serving customers' drinks.
Preparing different drinks – tutor-led practice sessions where learners, under guidance, make a range of drinks in accordance with instructions. Learners could sample drinks they are unfamiliar with.
Assessment criteria 1.1, 1.2 and 1.6. Learners design and prepare a drinks list/menu for a city centre outlet. Learners can then build on this foundation and identify the equipment needed to satisfactorily serve the drinks chosen.
Assessment criterion 1.3. Learners design a small training aid identifying the stages that have to be gone through to serve drinks to customers.
Practical drinks service – a number of sessions where learners prepare and serve a range of drinks to customers. This can be at functions such as afternoon teas, drinks to accompany a meeting, a coffee/tea shop style operation managed and open on a regular basis. Tutors will need to arrange appropriate rosters and ensure that all learners have the opportunity to cover the range required in the unit. This is essentially a practical activity.
Assessment criteria 1.4 and 1.5. Learners need to serve customers correctly with two different kinds of drinks, provide efficient service and choose the correct equipment. Learners must work in a clean and hygienic manner at all times. A suitable pro forma to use as a checklist will need to be designed by tutors to support this aspect of the unit assessment. Tutors will record evidence for these aspects by signed witness statements. This activity can be integrated into the serving of drinks sessions, and no time has been allocated for this activity.
Be able to work in a drinks service area Learners could work on a roster to re-stock equipment, maintain a service area and close down the service area. Learners should accomplish this at least once. This requires no formal allocation of time. This activity can be integrated into the serving of drinks sessions, and no time has been allocated for this activity.
Assessment criterion 2.1. Learners in a practical environment set up, maintain and close down a drinks area. A suitable pro forma to use as a checklist will need to be designed by tutors to support this aspect of the unit's

assessment. Tutors will record evidence for these aspects by signed witness statements. Observations would have been undertaken during practical food service sessions. This activity can be integrated into the serving of drinks sessions, and no time has been allocated for this activity.

Assessment

To achieve assessment criteria 1.1 and 1.6, learners could prepare a drinks list/menu suitable for a hospitality outlet in a city centre serving a wide and differing clientele. This will give learners the opportunity to apply their knowledge to a given situation. Although it is not necessary for learners to put selling prices for the drinks, it would add realism if they were able to do so.

For assessment criterion 1.2, learners could build on their drinks list by identifying all the equipment that the drinks outlet would need to have, in order to serve and satisfy customers' needs for those drinks previously listed.

For assessment criterion 1.3, it is necessary for learners to be able to describe the stages that they would have to go through to satisfactorily serve at least two customers with different drink requirements. This could be achieved by learners designing a training aid, in the style of a small laminated card, identifying the sequence of steps that must be taken to provide good service of drinks to customers. This could be related to assessment criteria 1.1 and 1.2 to provide a more holistic form of learning. Learners should consider some simple designs for assessment criteria 1.1 and 1.3 and make the documents usable for a real situation such as a café or coffee shop/conservatory. The training aid should be sufficient to enable a new recruit to the outlet to ensure that all customers are served according to company policy.

Learners can complete the assessments for 1.4 and 1.5 together. They need to correctly serve customers with at least two different kinds of drinks, provide efficient service, choose the correct equipment, prepare the drinks in a safe and hygienic manner and clear up and tidy all items after the customers have departed.

To achieve assessment criterion 2.1, learners must be able to set up, maintain and close down a drinks area according to instructions. Each individual learner must achieve this outcome. It is likely that tutors will need to have an appropriate roster for this activity and a suitable checklist will need to be designed to ensure that both learners and tutors are aware of what is needed. A series of small coffee mornings, tea parties or events will provide excellent opportunities for this aspect of the assessment to be achieved. Tutor witness testimonies would be an appropriate way to record assessment evidence for this aspect of the unit.

Essential resources

Learners need access to an appropriately designed and equipped service area for drinks. This does not have to replicate a realistic working environment, though learners will benefit from as much realism as possible. Appropriate equipment such as cappuccino machines, icemakers, blenders and other specialist equipment including glasses and china must be available. A mechanical dishwasher should also be available for use.

Indicative resource materials

Textbook

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007*

(Heinemann, 2008) ISBN 9780435465285

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.bii.org

British Institute of Innkeeping

www.people1st.co.uk

People 1st – Sector Skills Council for
Hospitality, Leisure, Travel and
Tourism

Unit 11: Basic Food Preparation and Cooking

Unit reference number: K/502/5042

Level: 1

Credit value: 3

Unit aim

This unit gives learners an introduction to preparing and cooking food using wet and dry methods of cooking.

Unit introduction

This unit helps learners to develop basic knowledge of the most common methods of cookery and then use them in preparing and cooking some simple dishes. This will enable learners to develop basic skills in practical cookery and use a range of food commodities with which they may not be familiar. Learners will be taught how to prepare and cook food in a safe and hygienic manner, as well as working safely with large and small kitchen equipment. It is essential that learners have practical experience of preparing and cooking food and creating successful dishes.

Learners are expected to review their own dishes and working methods and make suggestions for improvements. Learners will be able to use the skills developed in this unit within a domestic setting or in readiness for the world of work.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the principal methods of cooking	1.1 State the principal methods of cooking 1.2 State typical cooking methods for different commodities
2 Be able to prepare, cook and present simple dishes	2.1 Prepare, cook and present simple dishes safely and hygienically, using wet and dry methods 2.2 Clean work areas and equipment safely and hygienically during and after preparing and cooking food 2.3 State the working practices for different cooking methods 2.4 Review own performance and make suggestions for future improvements

Unit content

1 **Know the principal methods of cooking**

Methods of cooking: boiling; grilling; deep frying; shallow frying; roasting; baking; stewing; poaching; simmering; steaming; microwaving; typical cooking methods for different commodities

2 **Be able to prepare, cook and present simple dishes**

Preparation: weighing and measuring; methods of preparation eg beating, chopping, creaming, grating, folding, mixing, peeling, rubbing in, stirring

Cooking: using a selection of cooking methods eg boiling, grilling, deep frying, shallow frying, roasting, baking, stewing, poaching, simmering, steaming, microwaving; selecting and using cooking equipment; seasoning; tasting; timing; making sure food is cooked through

Presenting: selecting appropriate containers and equipment; decoration; garnish

Safe working practices: preparing food safely to stop harmful bacteria from spreading and growing eg washing hands, separating raw food from cooked food, use of refrigerator; general safety eg opening and closing doors, carrying items and equipment, dealing with spillages, using knives; using equipment eg large equipment, small equipment, electric mixer, blender; hygiene eg maintain cleanliness of working areas, washing and drying hands before handling food, clean equipment; personal presentation eg clean uniform/apron, hair tied back, appropriate footwear, cuts and burns covered with waterproof plaster, short fingernails, no jewellery, clean hands

Reviewing: preparation and cooking eg working methods, equipment used, timing; quality of dishes eg appearance, taste, seasoning, colour, texture, temperature, portion size; hygiene standards; identifying improvements

Delivery

This unit gives learners opportunities to gain some practical cooking skills, and the main focus of the delivery should be on the practical content. There is insufficient time in the unit to develop high-level culinary skills, but learners should gain knowledge of the principal methods of cooking and be able to prepare and cook some basic dishes using a range of cookery methods.

So that learners gain the most from the practical cookery sessions, careful forward planning needs to take place. Learners should be involved with this planning so that they come well prepared for practical sessions. They should know what they are to prepare and cook and some understanding of the recipes they are to use, as well as familiarity with the kitchen and associated equipment. The tutor should start by providing a knowledge background to the methods of cookery so that learners have a starting point to their practical work. The knowledge gained should act as a foundation to the practical cookery.

Learning outcome 1

Learning outcome 1 is best achieved if it is delivered during formal structured lessons supported by independent learner research. Learners will need to know about cooking methods and cooking and serving equipment used to prepare, produce and present different dishes. Learners will need to know why certain foods are cooked using certain cookery methods and be able to match the most appropriate cooking method to a range of commodities and/or dishes, for example chicken: roasting, grilling; pasta: boiling as with spaghetti, baking and boiling as in lasagne; microwaving as with fish or ready prepared meals. The general principle that more expensive items often demand shorter cooking times, and cheaper items are often cooked in a long, slow manner, should be established with practical examples.

Learning outcome 2

Learners need to be instructed in how to turn ovens, grills and deep fat fryers on and off, as well as in the safe use of mechanical equipment such as mixers and blenders. This will help reduce the risk of accidents as well as ensuring that health and safety obligations are covered.

Learners will be able to sample only some of the methods of cookery in their practice sessions due to the time constraints of the unit. It is therefore important that tutors ensure that at least four methods of cookery are covered. Because of potential serious safety issues with deep fat frying, it would be appropriate for all learners to be formally instructed in how to cook foods by this method and to practise this under supervision.

Learners should have the opportunity to practise and develop skills in different preparation methods and cooking methods on an individual basis. When planning dishes to be cooked, care must be taken so that learners

have the opportunity to develop food preparation and cooking skills in line with their ability. Learners could, with guidance, choose what they cook. Learners should be encouraged to choose healthy eating options.

It would be advisable to start with simple dishes and techniques, only progressing to more advanced dishes as learners become more confident. Learners will be expected to understand how to manage their own time and contribute to the planning of their own work.

The safety and hygiene aspects of the unit must be integrated with the delivery of the unit. Learners must be encouraged to work in a clean and safe manner, as well as wear the correct personal protective clothing.

Learners must review their performance after each practical session, for example by assessing themselves in terms of whether they maintained safety and hygiene requirements, the effectiveness of the working methods used, and the overall outcome of the dish(es) produced.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the principal methods of cooking</p> <p>Introduction to unit. Whole-class teaching of the methods of cookery. Tutor input and learner-led independent research. Learners could complete worksheets to match methods of cookery with foods that might be cooked by the different methods.</p>
<p>Assessment criteria 1.1 and 1.2. Learners complete a table matching two food commodities that can be cooked using each of the different methods of cookery.</p>
<p>Be able to prepare, cook and present simple dishes</p> <p>Whole-class teaching and instruction on safe working in the practical kitchen (health and safety). Learners to be instructed on wearing personal protective equipment (PPE) and washing hands before and after handling food. Using a range of kitchen equipment, learners must be instructed in turning ovens and grills on and off and in the use of blenders and mixers. Learners need to become familiar with the kitchen layout.</p>
<p>Practical cookery development. Five three-hour sessions for practical cookery. The tutor should plan the content of the first session. For the following sessions learners should contribute to the planning of what they will prepare and cook and two hours' planning time has been allocated. A planning exercise with learners should take place at the end of each practical. Learners will need to prepare and cook dishes using at least four different cooking methods. Learners complete a tutor-designed pro forma evaluating how they can improve their performance.</p>
<p>Assessment criteria 2.1, 2.2 and 2.3. Practical cookery assessment. This will be evidenced by photographs and a witness statement for each learner.</p>
<p>Assessment 2.4. Completion of two written reviews identifying items that</p>

were prepared and cooked with an evaluation making suggestions for how learners' personal organisation, as well as the dishes, could be improved.

Assessment

To achieve assessment criteria 1.1 and 1.2, learners will need to identify the principal methods of cookery and match two food commodities that can be appropriately cooked by each method. Learners could achieve this learning outcome by producing a written table, or by answering verbally some structured questions from the tutor.

To achieve assessment criteria 2.1, 2.2 and 2.3, learners must prepare, cook and present simple dishes in a safe and hygienic way. Learners may choose what they cook under tutor guidance. Learners could cook a meal consisting of a main course accompanied by potatoes, rice or pasta, and a vegetable or salad. Learners must show awareness of the required work processes, safety and hygiene requirements and attempt an attractive presentation in finishing the dishes. This learning outcome may be evidenced through tutor observation and witness statements supported by some photographic evidence. It is important that documentation is retained for internal and external verification.

To achieve assessment criterion 2.4, learners must review what they have prepared and cooked, make a judgement on the end result, and identify how they could improve upon the finished dish. They must also review the practical working methods and their personal organisation. Suitable evidence could include a recording of a discussion with the tutor, supported by tutor witness statements.

Essential resources

Learners need to have access to a fully equipped kitchen, though this does not have to be designed and equipped to professional industrial standards. Kitchens must comply with contemporary food safety procedures as required by current legislation. Surfaces should be easy to keep clean and maintain. Large equipment should be up to date, in full working order, and well maintained. An appropriate range of small equipment and utensils must be available, including service and presentation items, and there should be sufficient amounts for each learner to access the necessary items for their own use. Learners are likely to cook dishes in four portion amounts and equipment sizes should reflect this. Some basic but up-to-date recipe books must also be on hand to show how food is presented as well as describe how food is cooked. Supermarkets are a good source of information on food and commodities and this information is often free of charge. Government agencies also provide high quality information.

It is expected that centres will provide the food commodities for the practical sessions and that learners will not be required to supply their own items.

Indicative resource materials

Textbooks

Ceserani V, Foskett D and Kinton R – *Practical Cookery, 10th edition*
(Hodder Arnold, 2004) ISBN 9780340811474

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007*
(Heinemann, 2008) ISBN 9780435465285

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.connexions-direct.com	Connexions Direct – information and advice for young people
www.cookeryclub.co.uk	Information on recipes and nutrition
www.eatwell.gov.uk/healthydiet	Food Standards Agency: advice on a healthy diet
www.food.gov.uk	The Food Standards Agency

Unit 12: Using Kitchen Equipment

Unit reference number: T/502/5075

Level: 1

Credit value: 1

Unit aim

Learners will be able to give examples of large and small kitchen equipment and describe how they are used and the safety requirements for using them. They will be able to use different kitchen equipment for routine tasks and follow correct procedures when cleaning equipment.

Unit introduction

The aim of this unit is to provide learners with a practical introduction to large and small kitchen equipment.

Learners will be introduced to a range of large equipment found in a kitchen and will be taught how to turn equipment on and off according to correct procedures. They will be taught how to prepare and use this equipment in a safe and hygienic manner.

They will also learn how to recognise, select and use small specialist cooking utensils in a safe and hygienic way for routine culinary tasks. This will give them some basic knowledge so that they can be efficient and effective in equipment usage when they start learning practical cookery skills. Learners will also learn how to follow correct procedures when they clean equipment for re-use or storage.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about different types of kitchen equipment	1.1 Give examples of large kitchen equipment and describe how they are used 1.2 Give examples of small kitchen equipment and hand tools and describe how they are used 1.3 State the safety requirements for using kitchen equipment
2 Be able to select and use kitchen equipment	2.1 Select the correct equipment for routine tasks 2.2 Use different kitchen equipment for routine tasks safely and hygienically 2.3 Follow correct procedures when cleaning equipment

Unit content

1 **Know about different types of kitchen equipment**

Large kitchen equipment: ovens eg gas, electric, microwave; grills; deep fat fryers; electric mixers; liquidisers and blenders; food processors

Small kitchen equipment: knives; chopping boards

Hand tools: types eg potato peeler/apple corer, lemon zester, round scoops for cutting fruit, garlic crusher, kitchen scissors, whisk, rolling pin, wooden spoon

Safety requirements: correct procedures; identification of hazards; personal concentration; prevention of accidents

2 **Be able to select and use kitchen equipment**

Select equipment: equipment appropriate to the task

Use equipment: safe use of large equipment according to procedures; safe use of small equipment according to instructions

Cleaning equipment: cleaning procedures; cleaning chemicals and materials; methods of checking for cleanliness and good hygiene; correct storage

Essential guidance for tutors

Delivery

This practical unit could be delivered in a number of ways, either as a stand-alone unit, or in conjunction with the Level 1 unit *Basic Food Preparation and Cooking*.

If delivered prior to *Basic Food Preparation and Cooking*, it will give learners introductory knowledge of large and small kitchen equipment before they begin cooking. Delivered in a holistic manner, at the same time as *Basic Food Preparation and Cooking*, it will provide integrated theory and practice to support practical skills.

Learners need to know examples of the most common large equipment used in a kitchen and how to safely turn on and prepare for use items such as ovens and deep fat fryers, always remembering to follow accepted safety procedures and appropriate manufacturers' instructions. Learners also need to know the importance of turning equipment off at the end of use to reduce the consumption of fuel and prevent serious safety issues such as fires. To gain this knowledge, learners need to be taught in a practical kitchen where they can have the equipment demonstrated to them and have the opportunity to experience for themselves turning on ovens, setting up a food mixer with attachments and preparing a food processor with sharp blades for use. To help with equipment recognition it would be useful for tutors to have an up-to-date selection of suppliers' equipment catalogues to hand.

Learners need to be instructed in how to use, sharpen and maintain professional knives and how to clean and sanitise chopping boards to prevent cross-contamination and possible food poisoning. Learners must also be instructed in how to use a variety of other small kitchen equipment in such a way as to make efficient use of time when preparing and cooking food, and how to avoid accidents. This is best achieved in a practical situation where learners have the opportunity to practise using the tools and equipment. It is important for tutors to reinforce the safety aspects.

Learners need to know how to select the correct equipment for routine tasks, as well as to be able to use different equipment in a safe and hygienic manner. This aspect of the unit is best achieved within a practical situation and it is expected that learners will develop these skills over a period of time. The unit content will act as an introduction to the skills. Demonstration and practice areas for each item of small equipment could be set up around a kitchen, and learners could move from table to table learning how to use each item.

As well as using large and small equipment, learners need to know how to clean equipment so that it is ready for use the next time it is needed. Correct procedures need to be followed for safety, especially for equipment with sharp blades such as knives and food processors and equipment that may be very hot. Care must be taken with the use of water with items that are connected to the electricity supply. Detachable items such as blades or

whisks need to be correctly stored to prevent damage or loss, as do professional knives.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Know about different types of kitchen equipment Whole-class, tutor-led input, instructing learners in the recognition and use of large-scale kitchen equipment. Identification of safety requirements. These sessions should be taught in a practical kitchen.
Whole-class, tutor-led input, instructing learners in the recognition and use of small-scale kitchen equipment. Identification of safety requirements. These sessions should be taught in a practical kitchen.
Assessment criteria 1.1 and 1.2. Learners produce notes showing that they recognise and know how to use two small items and two large items of equipment.
Assessment criteria 1.3. Learners build on assessment criteria 1.1 and 1.2 by adding the safety requirements that need to be complied with when using the items they have selected.
Be able to select and use kitchen equipment Learner practical activity. Learners select and use kitchen equipment and show that they can clean items appropriately and store them away after use. Learners can also show understanding and undertake some aspects of the assessment when they are being introduced to the equipment. Tutors will need to prepare an appropriate pro forma to record learners' assessments.
Assessment criteria 2.1, 2.2 and 2.3. Learners need to demonstrate that they can use equipment safely to complete two routine kitchen tasks. This aspect of the unit could be assessed when learners are undertaking their practical cookery unit. Tutors need to design an appropriate pro forma to record evidence. Witness statements are appropriate evidence.

Assessment

To achieve assessment criteria 1.1 and 1.2, learners must show that they recognise and know how to use at least two items of large kitchen equipment and at least two items of small kitchen equipment. This could be evidenced by learner notes, supported by pictures sourced from the internet, or hard copies of equipment suppliers' catalogues. Learners should describe how to use the equipment. Tutor witness testimonies would be a good way of recording extra evidence.

For assessment criterion 1.3, learners must state the safety requirements for each of the items of kitchen equipment selected for assessment criteria 1.1 and 1.2. They could be asked by the tutor to state the safety requirements when actually using the equipment in a practical situation.

For assessment criteria 2.1, 2.2 and 2.3, learners need to demonstrate in a practical situation that they can select and use the correct equipment for at least two routine tasks in a safe and hygienic way, for example: peeling and chopping vegetables with appropriate knives, whisking items or combining ingredients in a bowl with tools, slicing a cucumber using an electric food processor. Learners also need to demonstrate that they can follow correct procedures when cleaning equipment, especially for those that have sharp blades or attachments. This may be evidenced by witness testimonies. There is some overlap with assessment criterion 1.3 and this could be achieved at the same time as learners demonstrate that they can correctly use tools and equipment.

Essential resources

Learners need access to a practical kitchen equipped with an up-to-date range of large and small equipment.

Indicative resource materials

Textbooks

Ceserani V, Foskett D and Kinton R – *Practical Cookery, 10th edition* (Hodder Arnold, 2004) ISBN 9780340811474

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

There are no specific sites identified for this unit. A search of equipment manufacturers and suppliers for the hospitality industry will produce a list of useful websites.

Unit 13: Introduction to Food Commodities

Unit reference number: A/502/5059

Level: 1

Credit value: 1

Unit aim

This unit will give the learner an introduction to food commodities and where to find and store them safely and hygienically. Food commodities are the types of food used in food preparation and cooking.

Unit introduction

This unit will give learners an introduction to the wide variety of different foods and ingredients, known as commodities, that can be used in a catering/hospitality organisation. Learners will have opportunities to see and sample food items, some of which they may not be familiar with. They will also be able to find out about the main food categories and how to store them.

Learners will develop an understanding of the suppliers and purchasing arrangements available to catering or hospitality organisations, the benefits of each type of supplier and the most appropriate types of supplier for particular businesses.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the main food commodities	1.1 Describe the main types of food commodity
2 Know where the main commodities can be obtained	2.1 State where different commodities can be obtained 2.2 State the benefits of using different suppliers of commodities in different settings
3 Know how the main food	3.1 State safe and hygienic storage methods for the main food

commodities should be stored	commodities
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Unit content

1 **Know the main food commodities**

Food commodities: meat; fish; fruit; vegetables; dairy produce; dry goods; tinned and bottled goods

Food categories: fresh; chilled; frozen; pre-cooked

2 **Know where the main commodities can be obtained**

Types of supplier: wholesale; retail; specialised; local; market; cash and carry

Benefits of different suppliers: eg quality of commodities, distance travelled by commodity from source; costs, account arrangements, delivery arrangements, availability of items, size of packaging, convenience of use

3 **Know how the main food commodities should be stored**

Storage methods: chiller; refrigerator; freezer; dry store

Additional equipment: eg containers, trays, cling film, storage bags, aluminium foil, greaseproof paper

Essential guidance for tutors

Delivery

This unit could act as a foundation to the Level 1 unit *Basic Food Preparation and Cooking*, so that learners gain some background knowledge about the food they are preparing and cooking prior to commencing any practical work.

Delivery of the unit should be as practical as possible. For example, learning outcome 1 requires learners to gain knowledge of the main types of food and ingredients, known as commodities. They could be shown samples of as wide a range of items as possible and given opportunities to feel, smell and taste them, especially those with which they may not be familiar. They could also help to prepare these items for tasting. Vegetables and fruit and tinned and dried items lend themselves well to a sampling exercise. A simple table or pro forma could be completed by learners to record the main characteristics of foods sampled.

Visits could also be arranged, for example to a well-stocked supermarket, or a specialist supplier, such as fruit and vegetable supplier, or a cash and carry. Learners will then be able to see at first hand the wide range of items available, as well as the way in which they are packaged and supplied to the hospitality industry.

Learners also need to know that food commodities may be categorised into different types according to the method of preservation used. This can be highlighted when they are looking at the range and types of foods available. Learners should understand, for example, that fish can be bought by a hospitality business either in a fresh, chilled, frozen or canned form. They should be able to give examples of the types of fish in each category.

In learning outcome 2, learners need to know the main types of supplier that are used by the hospitality and catering industry. Only a brief overview of each type of supplier and their main characteristics is required, identifying the benefits of each.

Learners then need to use their knowledge about suppliers and relate it to how businesses might buy food and commodities, giving examples of where different types of food items may be purchased. An example might be that a small guesthouse would choose to use a cash and carry as it represents the most convenient and economic way for a small business to buy food and commodities. Whole-class teaching and discussion could cover this aspect of the unit.

Learners will need to know how to safely and hygienically store food and commodities. It is not necessary to cover the legal aspects in detail, though learners should be introduced to the fact that there are legal requirements that must be adhered to. Learners should be provided with examples of good practice concerning food storage, which they can then use in their practical work. They need to know how to store the main types of commodities, for example fresh meat should be kept in a refrigerator.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the main food commodities</p> <p>Whole-class, tutor-led input about meat, fish, fruit, vegetables, dairy produce, dry goods, tinned and bottled goods. Identification of the main food categories: fresh, chilled, frozen, pre-cooked. Learners could sample some of the less common food items.</p>
<p>Know where the main commodities can be obtained</p> <p>Whole-class, tutor-led input about the types of supplier and how to choose an appropriate supplier for different commodities. How to choose a supplier according to the type of hospitality business.</p>
<p>Visit to a local supplier. A visit to show the size and scale of a commercial supplier and how they deliver commodities to a hospitality business.</p>
<p>Know how the main food commodities should be stored</p> <p>Whole-class, tutor-led input about the storage methods used in a hospitality business for the range of commodities, eg chiller, refrigerator, freezer, dry store. Learners to be instructed how to wrap foodstuffs for safe and hygienic storing in the kitchen.</p>
<p>Assessment criteria 1.1, and 3.1. Learners complete a table identifying the main commodities and the correct way in which to store them.</p>
<p>Assessment criteria 2.1, and 2.2. Learners identify the main types of suppliers used by the hospitality industry and state the benefits of each type of supplier for different settings. Learners complete a table for this assessment.</p>

Assessment

To achieve assessment criteria 1.1 and 3.1, one piece of work would be sufficient to cover both. Learners will need to identify the main food commodities and state the correct storage methods used within a hospitality and catering business for each of the main food commodities. Evidence could be produced in a table format or a written description for each commodity, identifying the correct, safe and hygienic storage methods. Learners need to show that they can apply their knowledge to a practical situation.

For assessment criteria 2.1 and 2.2, learners need to state where different commodities can be obtained or purchased by identifying the main types of supplier used by a hospitality and catering business, and state the benefits of each type of supplier for different settings. This may be achieved by a piece of written work or answers given to questions evidenced by a witness testimony from the tutor.

Essential resources

Learners will need to be able to see and sample some commodities such as vegetables and fruit. A visit to a well-stocked supermarket or a specialist supplier could provide useful learning opportunities.

Indicative resource materials

Textbook

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007*
(Heinemann, 2008) ISBN 9780435465285

Websites

www.cookeryclub.co.uk	Information on recipes and nutrition
www.eatwell.gov.uk/healthydiet	Food Standards Agency: advice on a healthy diet
www.food.gov.uk	The Food Standards Agency

Unit 14: Introduction to Healthy Eating

Unit reference number: K/502/5008

Level: 1

Credit value: 3

Unit aim

This unit provides learners with an introduction to healthy foods and special diets.

Unit introduction

This unit gives learners an introduction to the all-important concept of healthy eating. This is especially relevant today as obesity and food-related illness are rapidly increasing.

Learners will explore the requirements of the body in that food provides the raw materials for energy, growth and the maintenance of health. They will also learn why individual dietary needs vary, the benefits of a healthy diet and what constitutes a balanced diet. Also included is the importance of regular fluid intake.

The unit will also give learners opportunities to investigate the major food groups. They will learn how to check food labels for nutritional information and use this information to help choose foods that will best contribute to a balanced diet.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the effects of food on the body	1.1 State what the body uses food for 1.2 State the benefits of a healthy diet 1.3 State why different groups of people require different diets
2 Know the different food groups and their contribution to a healthy, balanced diet	2.1 List the major food groups 2.2 Describe a healthy, balanced diet

	<p>2.3 Check food labels for nutritional information</p> <p>2.4 Describe the importance of regular fluid/water intake in relation to a balanced diet</p>
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Unit content

1 **Know the effects of food on the body**

Dietary needs: for energy; for growth and repair; to maintain good health

Different groups: eg infants, children, teenagers, adults including pregnant and breastfeeding women, older people; recommended daily allowances (RDA)

Benefits of a healthy diet: intake/needs; energy balance; health maintenance

Different diets: medical eg diabetes, allergies, food intolerances; culture and lifestyle eg vegetarian, vegan, kosher, halal

2 **Know the different food groups and their contribution to a healthy, balanced diet**

Food groups: carbohydrates; proteins, fats; vitamins; minerals; importance of water; role of fibre

Balanced diet: intake meeting needs; nutrient supply; government guidelines for healthy eating eg water, fat, salt and sugar intake, 'five a day' for fruit and vegetables, lean meat, oily fish

Food labels: nutrient information; checking key details eg percentages of fat, salt, sugar

Essential guidance for tutors

Delivery

Although this is essentially a knowledge-based unit, tutors need to relate the content to learners' own experiences and these and other factors influence choosing and consuming food.

The unit focuses on the important concepts of healthy eating and what constitutes a balanced diet. The aim is to give learners basic information in order to influence their own personal choice of diet, and to stimulate their interest in what is an extensive and important subject.

Initially, learners will require some input on basic nutrition, and the constituents of a balanced diet. They could, for example, explore their own diet by keeping a log, recording what they eat and drink over a few days. They can then compare their intake of different food types, nutrients and water with what is considered to be a healthy one, according to current government guidelines. A simple pro forma could be designed to facilitate this.

Learners need to be aware that as people grow, mature and get older their food and dietary requirements change. Failure to understand this concept and implement changes in eating patterns during life often contributes to poor diet and consequently leads to poor health in many people.

Learners should be introduced to the major food groups which should be related to actual foodstuffs, for example proteins to meat, fish, eggs and beans, carbohydrates to bread, potatoes and pasta. This will also be useful content for those learners who wish to go on and study further units such as *Basic Food Preparation and Cooking* and *Introduction to Food Commodities*. Samples of foods from different groups could be made available to expand learners' knowledge of food and food products. Foods such as dairy products should be discussed in terms of protein and fat content, and foods and drink with high proportions of fat and/or sugar also discussed. The value of fruit and vegetables should also be introduced.

Learners need to understand what makes up a healthy and balanced diet. Reference must be made to current government guidelines for different groups of people. Learners need to know the dangers of consuming too much salt, sugar and saturated fats, and over-reliance on prepared convenience foods. Learners will need to be taught the importance of regular fluid/water intake. This aspect of the unit is best integrated into the lessons/sessions on healthy diets rather than delivered as a stand-alone item.

Learners could undertake some self-directed learning when they investigate food labels. They could, for example, collect a variety of food labels for the foods they eat. These could then be used in class to help illustrate what information has to be identified on products and what additional information producers, suppliers and sellers might give consumers. The information will

also be illustrative for informing learners as to the make up of their own diet.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Know the effects of food on the body
Whole-class, tutor-led input, introducing the unit, dietary needs and nutrition and the dietary needs of different groups of people. The range identified in the unit content should be covered. Benefits of a healthy diet.
To be introduced early on in the unit: learners could keep a log of their own food and drink intake for four/five days. Class could design the format for recording information. There should be a comparison with what is considered a healthy diet. Tutor-led discussion, review and conclusions.
Whole-class, tutor-led input covering the range of different diets. Those identified in the unit content should be covered.
Assessment criteria 1.1, 1.2 and 1.3. Learners produce a poster or information sheets identifying the major nutrients, what the body uses these nutrients for and the benefits of a healthy diet. The posters might be designed to go in a school/college catering area to encourage healthy eating choices. Some self-directed study time included.
Know the different food groups and their contribution to a healthy, balanced diet
Whole-class, tutor-led input into food groups. Tutors should, where possible, have some actual samples to show learners. This can be taught in a visual way.
Whole-class, tutor-led input concerning a balanced diet and how to achieve this in everyday eating. Introduction to healthy eating and links with lifestyles.
Whole-class, tutor-led input concerning food labels and how to read them. A good selection of food labels needs to be collected. Learners could be asked to bring samples of items they have eaten and bought.
Assessment criteria 2.1, 2.2 and 2.4. Learners produce simple information sheets giving guidance to consumers on what is considered to be a healthy diet, highlighting the major food groups and the nutrients they contain, for example fish contains protein, fats and vitamins. Some self-directed study time included.
Assessment criterion 2.3. Individual written work investigating two food labels.

Assessment

This unit offers an ideal opportunity for evidence to be presented proactively, either as a presentation or as a display.

For assessment criteria 1.1, 1.2 and 1.3, learners must state what the body uses food for, the benefits of a healthy diet and why different groups of people require different diets.

Evidence could be provided in the form of information sheets or posters to be displayed as advice and guidance for the public. Learners might also give a short verbal presentation outlining the nutritional needs of the human body.

For assessment criteria 2.1, 2.2 and 2.4, learners must list the major food groups. They must also describe a healthy, balanced diet as well as describing the importance of regular fluid/water intake. Evidence should link to the practical self-directed study/research that learners undertook when they investigated their own diets. Suitable evidence for these assessment criteria could be in the style of information sheets.

For assessment criteria 2.3, learners need to check food labels for at least two products. One label could be for canned foods and one for chilled or frozen foods. They need to identify what must be on a food label, as well as identifying the information on the two food labels they have checked.

Essential resources

Learners should have access to a library and/or a learning resources centre that has a range of up-to-date materials on diets and healthy eating and basic nutrition. This will need to include a selection of newspapers and periodicals. Learners also need access to computers and the internet to source information. Supermarkets produce a wide range of good quality information that may be designed and written in easy-to-understand formats. This is often available free of charge.

Indicative resource materials

Textbooks

Ceserani V, Foskett D and Kinton R – *Practical Cookery, 10th edition* (Hodder Arnold, 2004) ISBN 9780340811474

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.bbc.co.uk/food

BBC Food

www.food.gov.uk

Food Standards Agency

www.foodfitness.org.uk

Practical advice on healthy eating and an active lifestyle

Unit 15: Housekeeping and Guest Services

Unit reference number: A/600/1094

Level: 1

Credit value: 3

Unit aim

This unit is about the daily activities as part of the guest services role within the hospitality industry. The unit covers the cleaning requirements for bedrooms, bathrooms and communal areas and safe and correct handling of cleaning materials used to service accommodation facilities.

Unit introduction

Accommodation and guest services are central to the operation of many hospitality businesses, and are commonly known as 'housekeeping'. The impressions of guests, based on housekeeping services, can impact hugely on their satisfaction and ultimately on the success of an organisation.

Accommodation does not just relate to hotels but also covers the wider area of self-catering apartments, halls of residence and residential care homes, as well as non-residential care. It includes the provision of sleeping accommodation and the related activities of cleaning and servicing rooms.

Learners will investigate the roles and responsibilities of those people working in accommodation services. They will be involved in the practical aspects of the job roles investigated, either through real or simulated activities such as cleaning rooms and welcoming visitors.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the purpose of guest services	1.1 State how guest services meet customer needs 1.2 State the role of guest services in maintaining security 1.3 State the importance of communication with other departments
2 Know the structure of guest services	2.1 Identify job roles within guest services 2.2 Describe the responsibilities of different job roles in guest services
3 Be able to maintain and service accommodation facilities	3.1 Correctly select, use and store routine cleaning materials and equipment 3.2 Select suitable personal protective equipment (PPE) 3.3 Maintain and service public areas, toilets and washrooms/bathrooms and bedrooms in accordance with organisations' specifications

Unit content

1 Know the purpose of guest services

Purpose: housekeeping; meeting customer needs; welcome; first impressions

Accommodation services: hotels; self-catering apartments; other eg halls of residence

Customer needs: special/additional needs; product knowledge; personal; dealing with complaints

Maintaining security: Data Protection Act (personal information); valuables; keys; theft; mini bars

Communication with other departments: importance; eg with front office, food and beverage, sales and marketing, accounts

2 Know the structure of guest services

Structure: organisation eg staff tree

Job roles: manager; housekeeper; floor supervisor; room attendant; linen porter; cleaner

Responsibilities: cleaning; cleaning routines; servicing of bedrooms; servicing of bathrooms; pest control; maintenance; handling linen; replenishing supplies

Green issues: laundry, waste disposal, energy conservation, pollution

3 Be able to maintain and service accommodation facilities

Accommodation skills: cleaning; bed making; using checklists; use of cleaning materials eg duster, mop, polish; relevant legislation eg Control of Substances Hazardous to Health (COSHH), health and safety; use of cleaning equipment eg vacuum cleaners; dealing with waste; dealing with contractors eg external window cleaning

Personal protective equipment (PPE): eg gloves, apron, goggles, uniform

Maintain and service public areas: cleaning; cleaning routines; servicing of bedrooms; servicing of bathrooms; handling linen; replenishing supplies

Essential guidance for tutors

Delivery

This unit gives learners an insight into housekeeping and guest services, focusing mostly, but not exclusively, on the hotel business. Related activities can also be found in other establishments such as cruise ships, care homes and halls of residence.

Visits to a variety of establishments, to observe and experience different providers of accommodation and guest services, will help learners to understand the diversity of the services provided and the different standards of accommodation available. This may range from small guest houses to large four star and five star hotels and halls of residence. Learners could also be given opportunities to talk to staff members about their job roles.

Broadcasts of commercial TV programmes may benefit some learners who have limited access to hospitality venues.

Learners must have the opportunity to develop and demonstrate practical skills in cleaning and servicing accommodation. This may be through a work placement, or using simulated exercises. These will need to be accompanied by relevant witness statements and/or observation reports.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Know the purpose of guest services Whole-class, tutor-led input about the purpose of housekeeping and accommodation services Identification of the range and styles of accommodation services. Identification of customer needs.
Visit to a hospitality business providing guest accommodation, such as a large hotel. Learners will need to be briefed on the purpose of the visit to highlight what they should investigate. Learners will need to design some questions to ask whilst on the visit. The visit to be preparation for assessment criteria 1.1, 1.2 and 1.3.
Whole-class, tutor-led input about maintaining security for the guests and for the establishment.
Whole-class, tutor-led input about importance of effective communication and how to achieve good communication in guest services.
Assessment criteria 1.1, 1.2 and 1.3.
Know the structure of guest services Whole-class, tutor-led input about the staffing structures of different

housekeeping and guest services departments. A comparison made between three different establishments, for example a guesthouse, a hotel and university halls of residence. Learners investigate the range of job roles.

Individual self-directed work. Learners investigate the tasks to complete for the routine cleaning and servicing of a guest's bedroom and bathroom.

Topic and suggested assignments/activities
Whole-class, tutor-led input about pest control, maintenance of facilities, handling of linen, replenishing supplies. Introduction of green issues and the housekeeping department, for example laundry, waste disposal, energy conservation, eg low energy light bulbs, managing hot water and central heating, reducing pollution.
Assessment criteria 2.1 and 2.2. This is achieved by learners producing a piece of written work identifying the job roles and responsibilities for two different job roles within a housekeeping/guest services department. The work could be written in the format of a job description and tutors could provide a standard template for learners to complete.
Be able to maintain and service accommodation facilities
Whole-class, tutor-led input about the correct selection, use and storage of routine cleaning materials and how to use them in a practical situation.
Whole-class, tutor-led input about the cleaning and servicing of a guest's bedroom and bathroom, eg identification of sequence of tasks and the standard to be achieved. Tutors should have a sample specification from a real hospitality business to identify the process and standards expected. Learners practise in a simulated situation.
Second visit to a hospitality business providing guest accommodation, such as a large hotel or a guesthouse to see the servicing of guest rooms and how the establishment manages the servicing of bedrooms and bathrooms.
Tutor-managed practical sessions where learners develop and demonstrate practical skills in cleaning and servicing accommodation. These sessions can also be used for assessment activities and tutors can assess learners as they complete tasks.
Assessment criteria 3.1, 3.2 and 3.3. The evidence for this activity will be recorded on witness statements. This requires no formal allocation of time and should take place during the practice sessions.

Assessment

To achieve assessment criteria 1.1, 1.2 and 1.3, learners must be able to state how the guest service meets the needs of at least two different types of customers. For criterion 1.2, learners will need to be able to explain the role of guest services in maintaining security.

For assessment criterion 1.3, learners must identify how the guest services department links with other departments in an organisation, and why good communication between departments is important. This could follow an investigation of, or a visit to, a particular hospitality venue such as a large hotel.

To achieve assessment criteria 2.1 and 2.2, learners must identify at least two job roles and their responsibilities. This may be carried out following an investigation of, or a visit to, a particular hospitality venue such as a large hotel.

To achieve assessment criteria 3.1, 3.2 and 3.3, learners must be able to demonstrate the correct selection, use and storage of routine cleaning materials and equipment. The learners must also be able to select the appropriate personal protective equipment (PPE). For criterion 3.3, learners must show that they are able to maintain and service public areas, toilets, washrooms/bathrooms and bedrooms in accordance with instructions. This should be done through work placements and recorded with the use of witness and observation statements covering relevant criteria.

Essential resources

Learners should have access to a library and research facilities, including use of the internet. Relevant current journals and publications should also be available.

Centres must also consider how learners' evidence will be generated. The most satisfactory source is from real or realistic working environments. Where this is not feasible, centres must ensure that they have adequate provision for acceptable simulations.

Indicative resource materials

Textbook

Ceserani V, Kinton R and Foskett D — *Theory of Catering, 11th Edition* (Hodder Arnold, 2007) ISBN 9780340939260

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.bha.org.uk

British Hospitality Association

www.jobsinhotels.co.uk

Jobs in hotels

www.people1st.co.uk

People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 16: Front Office Operations

Unit reference number: K/502/5073

Level: 1

Credit value: 3

Unit aim

The unit will provide learners with the tools required to work in the front office. They will learn about the purpose and structure of the front office and how to deal with customers and routine tasks.

Unit introduction

Front office is critical to the operation of hospitality businesses. Commonly known as 'reception', it is the focal point of most of the activities within a hospitality organisation, whether a large or small hotel, a cruise liner or a holiday centre.

This is generally the first and last point of contact between a guest and the organisation and is consequently very visible. Therefore, the impression that guests gain from the front desk can impact hugely on their satisfaction, and ultimately on the success of an organisation.

The front office includes all the activities involved in administering the different stages of a guest's stay, before arrival, on arrival, during the stay and on departure, and in responding to the individual needs of those guests. It involves taking bookings, checking guests in and out and administering their bills and payments while demonstrating good customer care skills.

Learners will investigate the roles and responsibilities of those people working in the front office environment, including reservations, reception, concierge and portering.

It is important that learners understand how the front office links to other departments, for example housekeeping, food and beverage, sales and marketing and accounts.

Learners will be involved in the practical aspects of the job roles studied, either through real or simulated activities, welcoming visitors and answering telephone calls.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the purpose of the front office	1.1 State how the front office meets the needs of different customers 1.2 State the role of the front office in maintaining security 1.2 State the importance of communication with other departments
2 Know the structure of the front office	2.1 Identify job roles in the front office 2.2 Describe the responsibilities of different job roles in the front office
3 Be able to work in the front office	3.1 Meet and greet customers 3.2 Follow procedures when answering telephone calls 3.3 Pass on simple messages accurately 3.4 Deal with routine enquiries including enquiries about local events and services 3.5 Prepare and copy routine documents

Unit content

1 **Know the purpose of the front office**

Purpose: welcome; first impressions; guest cycle

Customer needs: special/additional needs; product knowledge; personal selling; dealing with complaints

Maintaining security: Data Protection Act (personal information); handling payments eg money, credit cards, accounts; rooms; bookings

Communication with other departments: housekeeping; food and beverage; sales and marketing, accounts

2 **Know the structure of the front office**

Structure: organisation eg staff tree

Job roles: manager; shift leader; receptionist; telephonist; concierge; hall porter

Responsibilities: reservations; check in; registration; guest accounting; check out; guest services; administration; dealing with enquiries; customer care; answering the telephone

3 **Be able to work in the front office**

Front office skills: meeting and greeting; routine enquiries eg face to face, by telephone; following procedures; passing on simple messages; local knowledge; routine documents

Essential guidance for tutors

Delivery

This unit gives learners an insight into front office, focusing mostly but not exclusively on the hotel business. Related activities can also be found in other establishments and environments such as cruise ships, hospitals and major office complexes/companies/town halls.

Visits to a variety of establishments to observe front office services will help learners to understand the wide range of services provided. This may range from small guesthouses to large four star and five star hotels.

Broadcasts of commercial TV programmes may benefit some learners who have limited access to hospitality venues.

Learners need opportunities to develop and demonstrate practical skills in a front office environment. This may be either through a work placement or through simulated exercises.

Tutors may find it difficult to arrange placements on the 'front desk', in which case the use of simulated activities may be required. These could include staffing a school reception or reception in a training restaurant, or helping to host a school open day. Examples of documentation used in the industry will be required to demonstrate how organisations take bookings and check in guests in the front office. Witness statements and/or observation reports can be used to record this evidence.

Learners will need to know about needs of different customers, including those with additional needs, the elderly, families and business people. Learners will need to look at the front office operation, how it links with maintaining security, and why it is important to communicate effectively with other departments. Learners should be able to identify the different job roles in the front office and the responsibilities that go with them.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Know the purpose of the front office</p> <p>Whole-class, tutor-led input. Introduction to the unit, sessions content – how the front office meets the needs of customers, the purpose of front office, maintaining security, handling money, room bookings, dealing with customers.</p>
<p>Whole-class, tutor-led input and discussion about communication: the importance of effective communication, communicating with other departments of the organisation/business.</p> <p>Introduction to first assessment and preparation.</p>
<p>Visit to a large four or five star hotel to see a front office/reception department in operation. Learners could also be given the opportunity to interview a receptionist so that they could identify their role and responsibilities and describe what a typical working day might be like. Learners to pre-prepare some suitable questions to ask.</p>
<p>Assessment criteria 1.1, 1.2 and 1.3. Learners must produce individual written work and much of the information that they will need to complete this assessment requirements can be obtained through a visit to a hotel.</p>
<p>Know the structure of the front office</p> <p>Whole-class, tutor-led input and discussion about the organisation of a front office, staff structures, roles and responsibilities. The range outlined in the unit content should be covered.</p>
<p>Assessment criteria 2.1 and 2.2. Learners produce individual written work identifying the structure of a front office and describing the job roles of two different staff members.</p>
<p>Be able to work in the front office</p> <p>Placement or observation in a realistic working environment (RWE) for learners to get first hand experience of working in a front office environment where real customers are helped. Learners will need to be adequately briefed as to what is required. Tutors will need to design an appropriate roster to enable all learners to achieve the assessment outcomes. It is likely that learners will have individual roster times to achieve this aspect of the unit. Tutors will need to design an appropriate marking scheme/audit tool to ensure that learners cover the range of activities that are required for the assessment. This could be a 'box tick' exercise signed by an appropriate staff member. Learners will also need to be well briefed as to what is expected of them so that they can ensure that they cover the range of activities needed.</p>
<p>Assessment criteria 3.1, 3.2, 3.3, 3.4, and 3.5. Witness statements completed by the tutor identifying the range of activities that learners have successfully completed/undertaken. This requires no formal allocation of time and should take place during the practice/experiential sessions.</p>

Assessment

To achieve assessment criteria 1.1, 1.2 and 1.3, learners must be able to state how the front office meets the needs of at least two different types of customer. For criterion 1.2, learners must be able to explain the role of the front office in maintaining security.

For assessment criterion 1.3, learners must identify how the front office links with other departments of the organisation, and why it is important to have good communication with them. This could follow an investigation of, or a visit to, a particular hospitality venue such as a large hotel.

To achieve assessment criteria 2.1 and 2.2, learners must describe the structure of the front office by identifying at least two job roles and their responsibilities. This may be carried out following the investigation of, or visit to, a particular hospitality venue such as a large hotel.

To achieve assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5, learners must be given the opportunity to demonstrate 'meeting and greeting' at least two customers. They must follow procedures when answering telephone calls, and pass on a minimum of two simple messages accurately. The learner will also need to deal with at least two routine enquiries, such as requests for information on local theatres, restaurants, cinemas or transport. The learner must also be able to prepare and copy at least two routine documents. This could be achieved in a variety of ways, such as through a work placement on a hotel reception, by working on a school reception desk at an event such as an open day, or through simulated activities such as role plays.

Essential resources

Learners should have access to a library and research facilities, including use of the internet. Relevant current journals and publications should also be available.

Centres must also consider how learners' evidence will be generated. The most satisfactory sources are real or realistic working environments. Where this is not feasible, centres must ensure that they have adequate provision for acceptable simulations.

Indicative resource materials

Textbooks

Ceserani V, Kinton R and Foskett D – *Theory of Catering, 11th Edition* (Hodder Arnold, 2007) ISBN 9780340939260

Dix C and Baird C – *Front Office Operations, 4th Edition* (Longman, 1998) ISBN 9780582319318

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.bha.org.uk

British Hospitality Association

www.jobsinhotels.co.uk

Jobs in hotels

www.people1st.co.uk

People 1st – Sector Skills Council for
Hospitality, Leisure, Travel and
Tourism

Unit 5: Public Service Careers

Unit reference number: M/504/9150

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

The aim of this unit is to give learners information about jobs available in the public services, and the entry requirements and skills required.

Unit introduction

A career in the public services can be both rewarding and challenging. Whether patrolling the streets helping to prevent crime, working in a call centre receiving emergency calls or peace-keeping in a foreign country, each day will bring different challenges and rewards for employees in the public services.

This unit aims to develop knowledge and understanding of the different public services, such as the emergency services, the armed services, office workers, (for example in the civil service), other services, (for example prison service, the security services, and the voluntary sector) and the roles that these organisations play in society today.

The unit will also enable learners to identify career opportunities within the different services and to investigate the kind of work that public services employees do.

Public services workers need particular skills and qualities which enable them to deal with the different situations they may encounter. Dealing with the public on a day-to-day basis means that good communication skills are essential. Learners will identify the required skills, carry out a personal audit of their own skills and qualities, and produce a personal action plan to prepare for entry to a public service.

Essential resources

The nature of the public services sector means that learners need access to the most up-to-date information. This should include internet facilities and access to newspapers and relevant trade journals.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about different public services within the UK	1.1	List the different types of public services	<ul style="list-style-type: none"> □ <i>Types of public service:</i> types: emergency services, e.g. fire service; police, paramedics, coastguard, office workers, e.g. civil service, Ministry of Defence, local government, social services, planning department □ <i>Armed service:</i> types, e.g. Royal Navy, Royal Marines, Army, Royal Air Force □ <i>Other services:</i> types, e.g. prison service, security services, HM Revenue & Customs, National Health Service (NHS), education □ <i>Voluntary sector:</i> types, e.g. Mountain Rescue, Royal National Lifeboat Institute (RNLI), Air Ambulance, St John Ambulance, Red Cross, Citizens Advice Bureau
		1.2	Describe different public service roles	<ul style="list-style-type: none"> □ <i>Roles:</i> types of role, e.g. firefighting and prevention, patient care, crime prevention, improving community relations, preventing conflicts, rehabilitation of prisoners, dealing with accidents and emergencies, humanitarian work, peace keeping, transporting prisoners, working with local communities, administrative work, forensic work □ <i>Types of administrative work:</i> types, e.g. public safety, human resources, budgetary management, operating CCTV; call centre handling □ <i>Crisis management role:</i> uniformed and non-uniformed public services working together, e.g. disaster management, dealing with terrorist incidents, preventing terrorism

Learning outcomes		Assessment criteria		Unit amplification
2	Know the types of employment opportunities available within a chosen public service	2.1	Describe different jobs in a chosen public service	<ul style="list-style-type: none"> □ <i>Employment opportunities</i>: uniformed, e.g. traffic officer, detective, dog handler, firefighter, paramedic, engineer, pilot; part-time opportunities e.g. Territorial Army, RAF volunteer reserve unit; non-uniformed clerical and administrative jobs; research and development jobs; investigative jobs; technical support jobs/civilian roles, e.g. communication, logistics □ <i>Development of a diverse workforce</i>: recruitment and staff selection, equal opportunities, anti-discrimination policies e.g. religion, race, sexual orientation
		2.2	outline the entry requirements for a chosen public services job	<ul style="list-style-type: none"> □ <i>Entry requirements</i>: requirements, e.g. qualifications, fitness levels, skills, qualities
3	Be able to prepare for a public service career	3.1	Plan for entry into a chosen public service	<ul style="list-style-type: none"> □ <i>Planning</i>: e.g. skills and qualities to be developed, qualifications needed; short-term goals, medium-term goals □ <i>Entry requirements</i>: skills, e.g. practical, academic, teamwork, communication, decision making, problem solving, interpersonal, personal effectiveness □ <i>Qualities</i>: level of fitness; ability to show initiative and integrity; good attitude towards authority and discipline; good standards of cleanliness and appearance □ <i>Skills development</i>: personal skills audit, e.g. identify existing skills, identify new skills and experience required, action planning, e.g. dates and targets for improvement, updating and revising existing skills and qualifications

Information for tutors

Delivery

Tutors have the opportunity to use a wide range of delivery techniques. Role plays, visiting speakers, group work, case studies, DVDs/videos, external visits and direct consultation with members of the public services can all be used to enhance the delivery and learner-centred learning within this unit. All the learning outcomes in this unit can be approached in this way.

The unit contains elements that can be delivered practically; other elements call for supervised and/or assisted research and direct contact with human resources practitioners and personnel from various public services in order to develop the knowledge and understanding of the unit amplification.

Delivery of the unit amplification for learning outcome 1 should make the learner aware of the range of public services. The learner would benefit from visiting different public service promotional events or different public service career offices, to gain an insight into the types of public services, especially the voluntary public services. The activities that can be used are varied and contact with the necessary public services should be encouraged. The Army, RAF, Royal Navy and Royal Marines provide visiting teams who will explain their roles and responsibilities, and also offer 'Look at Life' residential visits, where available, to give learners some first-hand experience of service life. Learners should be made aware of the many non-uniformed roles across the sector, such as local authority employees who work in different departments, such as environmental health and social services, and the jobs that are available in the voluntary sector. They should learn, also, about the many non-uniformed roles in the emergency services, such as emergency call operators, forensic teams, administrators etc.

Learners should also understand the roles carried out by the range of public services. The delivery could take the form of group discussions and presentations, and could include the promotional DVDs and literature provided by the different services. Learners could also carry out their own research, under supervision, to enable them to understand the many different roles of the public services.

For learning outcome 2, the learner needs to understand the types of employment opportunities available within the public services. Recorded episodes or clips from the numerous TV programmes featuring the various public services can be used here effectively, along with visiting speakers and case studies. Learners could carry out assisted research to investigate the many different jobs that are available and what the entry requirements are for these jobs. Primary research involving visits to careers offices or one-to-one interviews with services personnel would be an excellent method of gathering information for this outcome. Learners could access equal opportunities policies from the internet and compare and discuss these. They could then discuss or present their findings within their groups.

Delivery for learning outcome 3 could involve the use of external speakers, and learners visiting local careers offices or searching the various websites of the public services that will provide details of the required skills for each service. Learners will need some practice in planning their careers and discussions considering their skills, training required and short- and medium-term goals would be useful. Learners should be encouraged to identify steps to achieve their goals, the individuals or sources of information that could help them, and timescales for achieving each goal.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor and visiting speakers to introduce different public services, for example, emergency services, armed services, voluntary services, other different roles of services.

Tutor to organise visits to different public services.

Learners to make notes from above and carry out their own assisted research.

Learners watch videos/DVDs, recorded TV programmes, case studies, role plays, group discussions.

Assessment: learners produce a careers leaflet listing a range of uniformed and un-uniformed services and the different public services roles (learning outcome 1).

Assessment: learners present information about job opportunities in one public service, and state what the entry requirements are (learning outcome 2).

Assessment: learners outline their skills, qualities and experience relevant to chosen public service career and prepare an action plan for entry into the chosen public service that states skills the learner will require and how and when they are going to develop them (learning outcome 3).

Assessment debrief and feedback.

Assessment

A number of assessment activities can be used to measure the achievement of the learning outcomes in this unit. Assessment evidence may be in the form of written assignments, case studies, group discussions or presentations, role play and observed activities. The assessments should be practically based, wherever possible.

All evidence produced must be carefully assessed and validated in order to ensure compliance with the requirements of the stated outcomes.

In order to achieve 1.1 and 1.2, learners will be expected to list the different public services and to describe the main roles of these services. The production of a poster and/or leaflet, suitable for use at a careers exhibition, could be used.

Learning outcome 2 states that learners should understand the different employment opportunities that are available in a chosen service. To achieve 2.1, learners must describe different jobs in a chosen public service. They should be encouraged to choose one example from either an emergency or a voluntary service that they are interested in and then find out about the variety of jobs carried out within that service. For 2.2, learners must outline the entry requirements for a chosen public services job. A discussion could take place focusing on the advantages and disadvantages of the different job roles, and learners could note the entry requirements.

For learning outcome 3, learners should be introduced to the range of skills that would be required for their chosen public service job and should then produce their own action plans for developing the necessary skills. To achieve 3.1, learners must outline the skills, qualities and experience required for their chosen public service.

Learners could include details of their own skills, qualities and interests. They could then use the entry requirements information from learning outcome 2 and match them against their own skills. Learners should then be encouraged to suggest ways of how they might 'fill the gaps'.

Suggested resources

There are currently no specific reading resources for learners studying Level 1 in public services. The following list represents a resource for tutors that can be used and adapted for the delivery of this unit.

Journals

Fire – Pavilion Publishing and Media

Police Review – Jane's Information Group

Prison Service Journal - H M Prison Service

Soldier Magazine - British Army

Websites

www.army.mod.uk	British Army
www.baa999.co.uk/	British Ambulance Service Association
www.fireservice.co.uk	Fire Service
www.fireservice.co.uk/recruitment	Fire Service Recruitment
www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively	Police Service Information (Home Office)
www.hmrc.gov.uk	HM Revenue and Customs
www.raf.mod.uk/	Royal Air Force
www.royalnavy.mod.uk	Royal Navy/Royal Marines

Unit 6: Improving Health and Fitness for Entry into the Uniformed Public Services

Unit reference number: T/504/9151

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit aims to increase learners' awareness of health improvements that they can make, including to fitness, nutrition and lifestyle, for entry into the uniformed public service.

Unit introduction

The unit starts by introducing the learner to the main elements of a healthy lifestyle, i.e. fitness, nutrition and other lifestyle factors. Alongside this, learners begin to look at fitness tests and their relevance to entry into the public services. Learners will participate in a range of fitness tests and will be able to measure their levels of fitness through the results of these. Following this participation, learners will be able to plan a health improvement programme.

The health improvement programme will focus on fitness, nutrition and lifestyle factors and how the learner might plan to improve their approach to each of these. Learners will have varying levels of fitness prior to undertaking this unit and they will be able to build on their strengths and identify areas for development. The fitness aspect of the programme will be based on their fitness test results and identify areas in which improvements can be made through regular exercise. The nutritional plan should identify the learner's current intake of different food groups and consider where improvements can be made to achieve a balanced diet.

The third area of lifestyle factors will require the learner to consider the other factors that may be affecting their short-term and long-term health.

The learner will need to review the success of their programme after a period of time and consider their progress against their original plan.

This unit is a natural progression from the Entry 3 unit *Unit 3: Health and Fitness for Public Service*.

Essential resources

The capacity to set up and run a range of fitness tests, to the correct protocol. This ideally would include the multistage fitness test, as this is used by the police service as an entry test.

Learners should have access to the most up-to-date information, which should include internet facilities and access to relevant trade journals. Learners should also have access to appropriate sports hall and gym facilities and a tutor with a sport or physical activity qualification.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know components of health improvement	1.1	Describe aspects of fitness	<ul style="list-style-type: none"> □ <i>Fitness</i>: strength; muscular endurance; aerobic endurance; power; flexibility; agility; balance; coordination
		1.2	Identify nutrition required for health	<ul style="list-style-type: none"> □ <i>Nutrition</i>: food groups; carbohydrates; fats; protein; fibre; sugar; vitamins; minerals; hydration; balance; preparation of meals; quantity of each meal; timing of meals; national food guide
		1.3	Identify lifestyle factors affecting health	<ul style="list-style-type: none"> □ <i>Lifestyle</i>: exercise; work; study; social life; peer pressure; other pressures; alcohol consumption; cigarette smoking; misuse of drugs and other stimulants

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to plan a programme to improve health for entry to the uniformed public services	2.1	Participate in a fitness test for a uniformed public service	<ul style="list-style-type: none"> □ <i>Purpose of fitness tests:</i> army e.g. army physical fitness test (APFT); police e.g. police fitness test (PFT); navy e.g. Royal Navy fitness test (RNFT) □ <i>Testing:</i> purpose of tests for the public services; fitness levels expected; requirements of public services
		2.2	Present a programme to improve personal health	<ul style="list-style-type: none"> □ <i>Developing fitness:</i> multi-stage fitness test; sit and reach test; grip test; vertical jump test; 40 m sprint; 1.5 mile run; one minute of press-ups; one minute of sit-ups □ <i>Target setting:</i> specific, measurable, achievable, realistic, time constrained (SMART) □ <i>Fitness training methods:</i> continuous running; fartlek running; interval running; circuit training; resistance training □ <i>Fitness programme:</i> design; frequency, intensity, type, time (FITT); personal goals; medical history; motivation □ <i>Nutrition plan:</i> current intake; balance; preparation; quantity; timing □ <i>Lifestyle:</i> pressures; barriers; balance; alcohol consumption; cigarette smoking; misuse of drugs and other stimulants
3	Be able to participate in a personal health improvement programme	3.1	Undertake a personal health improvement programme	<ul style="list-style-type: none"> □ <i>Health improvement programme:</i> personal goals; frequency; intensity; fitness training; nutrition; lifestyle factors
4	Be able to review personal health improvement	4.1	present the outcome of own health improvement programme	<ul style="list-style-type: none"> □ <i>Present outcome:</i> review, e.g. self-evaluation, feedback from peers, feedback from tutor; success, e.g. against original plan, achievement of goals, were targets met

Information for tutors

Delivery

Practical activities and fitness training will provide the central focus for this unit. All aspects of fitness should be considered when measuring the learner's current fitness level to ensure that they understand what is being measured when they are completing the tests. Uniformed public service personnel should be invited in to conduct talks about health and service performance and/or carry out fitness tests. Learners should have the opportunity to explore the fitness requirements and expectations of different services through external visits and internet access to service-specific websites.

Fitness tests should be used as a measure of fitness early in the delivery of the unit, before planning a personal health improvement plan, and then used again on completion of the programme to measure learners' progress on their personal health improvement plan.

Tutors should ensure there are opportunities for learners to experiment with meal planning and preparation. All elements of dietary planning are to be considered to ensure that learners understand such concepts as fats and sugars being essential elements of a healthy diet. The term 'diet' should be used in a positive manner to discuss nutritional intake without the negative connotation of unhealthy weight loss. Practical activities, such as keeping personal dietary diaries and tracking the content of usual meals and snacks, would be useful in making learners aware of their own diet and how nutritional it is. Practising meal preparation would be greatly beneficial in applying the theory of meal planning.

Lifestyle should be considered from the perspective of the impact that it has on study and employment prospects in the uniformed public services. Visiting speakers from the emergency services or from the armed forces would add real value and weight to this section of the unit.

Learners should be given a significant amount of time in this unit to develop their fitness and experiment with training methods, as well as completing relevant fitness tests.

The 'Eatwell Plate' on the NHS Choices website provides excellent, current guidance on achieving a balanced diet and suggests some great recipes to try.

It may be useful to use a buddy system for this unit that would enable learners to work in pairs to monitor each other and provide constructive feedback on progress and improvements. This feedback could then contribute to the end-of-unit review.

Target setting should be delivered using the principles of SMART as this will facilitate a useful end-of-unit review.

Tutors should ensure that learners include in the review of the fitness test how well their personal health improvement plan contributed to the outcome.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and programme of learning.

In groups, learners examine the components of fitness, nutrition and lifestyle.

Consider the elements of fitness, nutrition and lifestyle which are relevant to any individual.

Tutor introduces purpose of fitness tests and fitness entry requirements.

Assessment: learners describe aspects of fitness and the nutrition and lifestyle factors affecting health (learning outcome 1).

Learners individually complete a range of fitness tests which will provide information on current fitness levels. Using the information gained from completion of the fitness tests, the learner should identify the areas of fitness which they can develop (learning outcome 2).

Introduction of components of a health improvement programme.

Learners should each produce a plan of a personal health improvement programme (learning outcome 2)

Practical delivery of fitness training methods.

Practice in developing and designing programmes.

Keeping a nutritional diary and assessing the content.

Learners are observed participating in their personal health improvement programme. Learners should each engage in a self-evaluation process upon completion of the programme and should have access to peer and tutor feedback in order to complete this. Learners should present the outcome, e.g. report, verbal presentation (learning outcome 3).

Assessment debrief and feedback on unit.

Assessment

Assessment for criteria 1.1, 1.2 and 1.3 could be conducted through discussion and written evidence. Posters or leaflets could provide an excellent representation of components of health improvement which must include a description of the aspects of fitness and nutrition and identify lifestyle factors.

To achieve criteria 2.1 and 2.2, learners will need to appraise their current fitness, diet and lifestyle in an honest but non-judgemental way. Learners must be observed participating in a fitness test for a uniformed public service. With support, learners should then identify areas where they can improve and from this construct a programme (with the use of SMART targets) which will indicate what is to be developed, how, by when and what support the learner feels they will require to achieve this. Tutors must guide their learners to ensure that a sense of achievement will be gained through the programme and that the learner is not being unnecessarily strict with themselves or setting unattainable targets. Authenticated observation records should be kept to confirm assessment and for verification purposes.

Criterion 3.1 could be delivered through an entirely practical approach during which the learners gain practical experience undertaking the personal health improvement programme. Authenticated observation records must be kept for verification purposes.

Criterion 4.1 could be evidenced through feedback provided by the tutor and a personal reflective log compiled by the learner. It is important for the learner to feel a sense of achievement of their personal goals and be able to identify areas for improvement.

Suggested resources

Book

Bean A – *Food For Fitness, Third Revised Edition* (A & C Black Publishers Ltd, 2007)
ISBN 9780713681284

Journals

Fire – Pavilion Publishing and Media

Police Review – Jane's Information Group

Prison Service – H M Prison Service

Soldier Magazine – British Army

Websites

www.army.mod.uk	British Army
www.baa999.co.uk/	Ambulance Service Association
www.army.mod.uk/infantry/regiments/12078.aspx	Army Look at Life
www.fireservice.co.uk	Fire Service
www.fireservice.co.uk/recruitment	Fire Service Recruitment
www.food.gov.uk	Food Standards Agency
www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively	Police Service Information (Home Office)
www.gov.uk/government/organisations/ministry-of-defence	Ministry of Defence
www.hmrc.gov.uk	HM Revenue and Customs
www.raf.mod.uk/rafhome.html	Royal Air Force
www.royalnavy.mod.uk	Royal Navy/Royal Marines

Unit 7: Personal Skills for the Public Services

Unit reference number: D/600/2397

Level: 1

Credit value: 4

Unit aim

The aim of this unit is to introduce learners to the skills they will utilise in their future careers in the public services. Learners will develop skills in a number of practical and innovative ways, which can be used as 'stepping stones' for their future.

Unit introduction

This unit will help the learner identify and develop skills required by individuals for work in the public services. The unit will provide the learner with a number of opportunities to develop written communication, verbal communication, interpersonal and personal effectiveness skills and time management skills.

Where possible these skills should be developed by learners preparing for, participating in, and reporting on a visit to a public service organisation.

On completion of this unit, learners will appreciate the variety of skills required by public service organisations. They will have had the opportunity to identify and practise developing some of these skills.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the communication and interpersonal skills required by the public services	1.1 Describe, using examples, the main types of communication skills used by the public services 1.2 Outline the need for good interpersonal skills in the public services
2 Understand the need for time management skills within the public services	2.1 Explain how effective time management skills can assist with specific public services issues
3 Be able to demonstrate effective communication and interpersonal skills as used in the public services	3.1 Present information clearly and in an appropriate language 3.2 Present information in a logical sequence 3.3 Use interpersonal skills in a given situation

Unit content

1 **Know the communication and interpersonal skills required by the public services**

Communication skills: types eg writing letters, reports, note-taking, emails, memorandums, accuracy, giving orders, writing instructions, giving evidence, use of acronyms and short codes, scene of crime; using technology eg radio, email, fax, SMS, radio, digital camera, satellite navigation, video camera

Speaking: types eg verbal reporting, discussions, presentations, giving evidence, radio procedures, phonetic alphabets, questioning skills

Listening skills: types eg radio messages, repetition of information, in person, via telephone

Non-verbal skills: types eg body language, gestures, facial expression

Reading: following orders, receiving directions, map-reading, following instructions, analysing witness testimony

Interpersonal skills and personal effectiveness: acceptable language and behaviour when on duty eg body language; interviewing skills, stress management, assertiveness, accountability, enthusiasm, teamwork, leadership skills, dealing with groups

2 **Understand the need for time management skills within the public services**

Time management: types eg being punctual, setting goals and priorities, prioritising urgent and important tasks, making time to plan, delegating and focusing time on key activities to become more productive

Public services issues: types eg working long hours, the need to be on duty at weekends and night, limited planning time, frequent interruptions eg in person, by telephone by email etc, heavy workload, shift patterns

3 **Be able to demonstrate effective communication and interpersonal skills as used in the public services**

Emergency services: fire service; police; paramedics; coastguard

Armed services: types eg Royal Navy, Royal Marines, Army, Royal Air Force

Office workers: types eg civil service, Ministry of Defence, local government, social services, planning department; other services: types eg prison service, security services, HM Revenue & Customs, National Health Service (NHS) education

Voluntary sector: types eg Mountain Rescue, Royal National Lifeboat Institute (RNLI), Air Ambulance, St Johns Ambulance, Red Cross

Types of skill: including professional and technical skills eg job-specific skills developed during training; practical, academic, teamwork, communication, decision-making skills, interpersonal and personal effectiveness skills, reasons why specific skills are important

Essential guidance for tutors

Delivery

Tutors delivering this unit have a variety of opportunities to use a wide range of delivery techniques. Case studies, outside speakers, outdoor activities, sporting events, paper-based exercises, videos, role plays, external visits, residential activities, direct consultation with selected areas of public services and live data can all be used to enhance the delivery and learner-centred learning within this unit. This approach can be applied to all learning outcomes of the unit.

This unit has elements that should be delivered practically; the other elements should encourage supervised and assisted research and contact with both human resource management practitioners and personnel from various public services in order to develop understanding and provide support for the knowledge base established within the unit.

Learners need to become aware of the different types of decision making used by the public services and examples of when these types of decisions would be made. The nature of the decision and how to make decisions should be discussed, as well as the different factors that affect decision making. The activities used can be varied and contact with public service organisations is highly encouraged. Some public services, for example Army and the RAF provide visiting teams who will give learners a practical insight into problem-solving activities and decision making using the type of activities that would be beneficial to the learners. However, the learner's knowledge of decision making relating to the public services need be theoretical only at this level.

Learners should understand the importance of good time management within the public services, with consideration of the specific issues they face. The delivery of this learning outcome could take the form of group discussions and presentations by learners. It would be expected that various examples associated with time management within the public services would be discussed during this learning outcome.

The use of case studies and role plays should be incorporated into the delivery of communication skills. The use of visiting speakers could provide learners with a realistic insight, eg Royal Navy personnel might discuss the types of communication skills they use on a daily basis and whether they have to use any specialist types of communication equipment.

The learner needs to be able to demonstrate effective communication skills in order to resolve problems. These can be demonstrated through a wide range of activities and learners could be given the opportunity to participate in a range of group problem-solving activities. Learners should be encouraged to keep a logbook that records their participation in such activities and the communication skills they have demonstrated.

Overall delivery of the unit should allow learners to practise and develop appropriate personal effectiveness related to a realistic working environment.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

- Introduction to unit and programme of learning.
 - Discussion session to produce examples of writing skills, eg recording skills, what needs to be captured etc.
 - Learners practise these writing skills using various case studies to show their relevance in the public services.
 - Learners watch a variety of public service programmes and make notes on the different ways the service personnel communicate and the forms this takes.
 - Tutor-led delivery on the phonetic alphabet, giving evidence and questioning skills.
 - Tutor provides learners with a case study. Learners ask questions, giving evidence and statements reinforce the importance of good written skills.
 - Learners visit a public service where learners observe the personal skills used between the staff.
 - Learners work in pairs, passing information etc to test their listening skills.
 - Tutor-led session on the use of language in radio messages.
 - A practical session – learners are working in pairs and given two-way radios.
 - Non-verbal skills to be observed throughout these sessions.
 - Learners keep a log of another learner's body language that could then be discussed and analysed in a tutor-led session to help learners to read non-verbal skills more easily.
 - Tutors sets up a treasure hunt with written clues for learners to follow to help them with a number of reading skills identified in the unit content.
 - Tutor-led session looking at technology.
 - Likely to be a more tutor-led session but learners could be given 'hands on' use of some elements such as email, fax, SMS and digital camera.
 - The tutor sets up interviews for learners to observe with the interviewees exhibiting very different interpersonal skills.
- or
- The tutor comes in dressed differently using poor body language etc to see how the learners react then discuss how and why it changed their behaviour and therefore why these skills are crucial for employment in the public services.
 - Assessment: learners produce some main points could be done in a practical way or in a one-to-one discussion with the tutor, Learners could produce a presentation or poster. (Learning outcome 1)

Topic and suggested assignments/activities

- Tutors set learners a number of timed targets to help them understand the importance of time management and be the consequences if time is not managed well. Timed team challenges that can be used to see if the learners have developed their personal skills in the way they execute the tasks. Penalties could be incorporated into the tasks to help learners understand the importance of good time management and the consequences of bad time management.
 - Feedback – public service issues are linked to the previous activity by looking at how a lack of time management has a knock-on effect of the work of the public services. Case studies can be used to help learners apply this in a number of public service situations.
 - Assessment: learners tell the story of an incident that has occurred and explain how effective time management skills were used by a particular public service to avert disaster or deal with the incident. This type of assessment could be acted out as a short play, drawn as a cartoon or a written piece by learners. (Learning outcome 2)
-
- Tutor-led session to assist learners with their understanding of the importance of personal skills across a number of public services.
 - Guest speakers discuss how personal skills are vital within their organisation using practical 'real life' examples.
 - For example, an overnight residential with some teambuilding activities to demonstrate teamwork, communication, practical and decision-making skills, practical case studies which could be developed in a similar way to the case study used to develop learners' understanding of the need for time management.
 - Other suggested activities could include role plays. This could be a number of timed role plays with learners taking on a different role in each scenario.
 - Assessment for this would be naturally gathered evidence from the activities described above. This evidence could be captured via photos, video, and tutor/peer/witness observation records. (Learning outcome 3)

Assessment

Assessment evidence may be in the form of assignments, practically assessed activities, paper-based exercises, case studies, group research projects, production of class notes, presentations, the production of a handbook or role plays exploring the use of elements of personal effectiveness within the public services. Other activities may include using both media information and information selected by learners for research, followed by a group discussion or presentation. Evidence is likely to be produced at learning outcome level, although opportunities exist for covering more than one learning outcome in an assignment. Evidence of learning outcomes may be in the form of research documentation, posters, video, oral presentation, observed discussions, appropriate role plays or a series of practical exercises and witness testimony. All evidence produced must be carefully assessed and validated in order to ensure compliance with the requirements of the stated learning outcomes.

To achieve 1.1 and 1.2, learners should describe, using appropriate examples, the different forms of communication skills used by the public services. For this level a broad view should be taken of different communication uses across the sector as a whole. It may be helpful for learners to relate their findings to the different types of situations where these skills could be used within public service organisations. Learners should show evidence of understanding all the types of communication skills that the public services need to use in all kinds of situations. This could include simple case studies and presentations.

For 2.1, learners should undertake sufficient assisted and supervised research to enable them to provide realistic examples of specific public services time management issues. Examples could include the long hours that service men and women have to work when on operational duties, being frequently interrupted in the line of duty, having insufficient time for planning, which could lead to serious problems, and not having the correct logistics or resources for the task. Learners must go on to describe effective time management skills and why these are important to the public service sector.

In order to achieve 3.1, learners could participate in a number of problem-solving activities in order to cover and demonstrate all of the essential content. The activities should be related to those used by the public services, for example command tasks, outdoor skills and role plays. Suitable assessment by the tutor could be in the form of observation records completed by the assessor. The learner could be encouraged to keep a logbook to log their participation, the roles of team members and communication skills used.

Within the outline learning plan there are also a number of assessment strategies that can be adopted to ensure the assessment for the learners is as practical as possible.

Essential resources

Due to the nature of the public services sector, learners should have access to the most up-to-date information. This should include internet facilities and access to newspapers and relevant trade journals.

Indicative resource materials

Textbooks

Fleming I – *The Time Management Pocketbook* (Management Pocketbooks, 2003) ISBN 1903776082

Institute of Management – *Personal Effectiveness and Career Development* (Hodder Stoughton, 1999) ISBN 0340742941

Websites

www.army.mod.uk	British Army
www.asa.uk.net	Ambulance Service Association
www.fireservice.co.uk	Fire Service
www.fireservice.co.uk/recruitment	Fire Service Recruitment
www.hmrc.gov.uk	HM Revenue and Customs
www.homeoffice.gov.uk/police Office)	Police Service Information (Home
www.raf.mod.uk/rafhome.html	Royal Air Force
www.royal-navy.mod.uk	Royal Navy/Royal Marines

Unit 9: Forensic Detection

Unit reference number: L/600/3951

Level: 1

Credit value: 4

Unit aim

This aim of this unit is to develop learner's skills, understanding and knowledge of scientific procedures by applying biological, chemical and physical analytical techniques to forensic science case studies.

Unit introduction

Scenes of crime officers (SOCO) work within the public services. They are officers who gather forensic evidence for the police service from crime scenes. In this unit learners are provided with the opportunity to learn about different types of biological, chemical and physical forensic evidence, how evidence is detected, collected and documented at the crime scene, and how to use scientific techniques to detect and identify evidence in the laboratory. Learners are also introduced to the role and responsibilities of the SOCO, the forensic scientist and the forensic science laboratory. It is important during the delivery and assessment of this unit that learners take on the role of, or work towards, being employed within the forensic science industry. The unit should be largely practical, and scenarios should be used to provide work-related forensic science detection experience and skills.

The unit introduces and develops the skills, understanding and knowledge of analytical scientific detection processes and their application to forensic science. The skills developed are essential for forensic science practitioners working in the forensic science workplace.

If the learner wants to develop further in this area the unit is part of – and links up with – the Applied Science qualification.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know roles and responsibilities of employees and laboratories in forensic detection	1.1 List roles and responsibilities of employees and laboratories involved in forensic detection
2 Be able to recognise types of forensic evidence	2.1 Recognise types of forensic evidence
3 Be able to detect, record and collect evidence at the crime scene	3.1 Follow given methods to detect forensic evidence 3.2 Follow given methods to record forensic evidence 3.3 Follow given methods to collect forensic evidence
4 Be able to demonstrate scientific procedures used to analyse and identify evidence	4.1 Follow given scientific procedures used to analyse evidence 4.2 Follow given scientific procedures used to identify evidence

Unit content

1 **Know roles and responsibilities of employees and laboratories in forensic detection**

Employees involved: types of employees eg forensic scientist, forensic analyst, scene of crime officer, pathologist, toxicologist, odontologist, detectives, police officers, archaeologist

Forensic scientist and scene of crime officer: role; evidence reporting; expert witness; ethics; interviewing techniques

Science detection laboratories: eg DNA, firearms, fingerprint and photographic units, Environmental Protection Agency, Food Standards Agency

Role of science detection laboratories: analytical techniques; evidence and its interpretation; health and safety; operating procedures

2 **Be able to recognise types of forensic evidence**

Biological evidence: eg fingerprints, hair, body fluids, DNA profiling, environmental profiling (soil, seeds, pollen, pollutants), entomology, odontology, archaeology

Physical evidence: blood pattern analysis eg height, direction and angle; marks and impressions eg footprints, vehicle tyre prints, toolmarks, casting; electronic evidence, eg computer crime, CCTV, mobile phone technology; document analysis eg handwriting, ink analysis

Chemical evidence: toxicology eg drugs, alcohol, poisons, identification, weight and purity, body fluid tests; trace evidence eg fibres, glass, paint and ink, types, components, identification and comparison; types of firearms and bullets

3 **Be able to detect, record and collect evidence at the crime scene**

Health and safety: hazards and risks at the scene, eg presence of suspect, biohazards, sharps

Scene and evidence: personal protective equipment (PPE); securing the scene; searching for evidence; prevention of contamination

Recording and documenting: measuring the scene and evidence; note taking; sketching; photography; video; collection, packaging and labelling

4 **Be able to demonstrate scientific procedures used to analyse and identify evidence**

Physical techniques: size; melting point; boiling point; density; matching analysis; tyre and footprints

Scientific techniques: eg flame tests, microscopic analysis, colour tests, chromatography, colorimetry

Essential guidance for tutors

Delivery

This unit is an introduction to forensic detection and the forensic science workplace. The purpose of the unit is to develop knowledge and skills in the underlying concepts of biological, physical and chemical analysis, applying them to the science of detection. The material contained in this unit should be introduced through a programme of tuition, guided learning and practical activities.

The unit should be delivered (wherever possible) using a practical investigatory approach, to enable learners to develop their skills and understanding of the fundamental concepts developed in the area of forensic and analytical science. Delivery strategies should reflect the nature of the practical investigative work involved in the forensic detection workplace by using applicable crime scenarios and case studies. The knowledge gained about the different types of evidence in learning outcome 2 can be applied to examples of applications in the crime scene in learning outcome 3 and to using analytical techniques in learning outcome 4. Learning outcome 1 should be referred to throughout the unit.

A range of teaching and learning methods can be used including:

- processing of a 'mock' crime scene
- industrial visits and guest speakers
- individual, pair and group practical investigations
- use of IT to produce reports and analyse results
- use of internet sites and books for research
- group oral presentations
- case study seminars
- trace evidence workshops
- class and group discussions
- interview and court role play
- producing posters and information leaflets
- use of videos and DVDs.

Suggested skills activity

Learners should carry out a number of formative developmental activities and practical case scenarios in order to prepare for summative assignments.

The activities that learners could carry out include:

- using ink to record their fingerprints and determine the frequencies of patterns within the class population
- microscopic examination of different class members' hair
- simulated blood typing activity available from commercial suppliers
- examination of a 'mock' burglary scene, collecting different types of relevant evidence
- analysis of ink using chromatography
- analysis of spiked drinks using colorimetry.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<ul style="list-style-type: none">• Introduction to the unit and programme of learning.• Tutor-led discussion on health and safety requirements.• Tutor-led discussion on the roles and responsibilities of employees and laboratories, including the different employees and, eg forensic scientists and SOCO, and the different laboratories.• Assessment: learner produces a presentation on the roles and responsibilities of employees and laboratories. (Learning outcome 1)
<ul style="list-style-type: none">• Tutor input on different types of evidence and how to detect it.• Practical activity on recognising different types of evidence at a crime scene. A mock crime scene is set up and learners aim to recognise what evidence there is.• Assessment: observation of learners recognising different types of evidence and detecting it at a mock crime scene. (Learning outcomes 2 and 3)
<ul style="list-style-type: none">• Tutor input on how to record and collect evidence at a crime scene.• Practical activity on collecting and recoding the evidence from the mock crime scene (linked to previous practical activity).• Assessment: observation of learners recording and collecting evidence at a mock crime scene. (Learning outcome 3)

- | |
|--|
| <ul style="list-style-type: none">• Tutor delivery on how to analyse the evidence collected to correctly identify what it consists of.• Practical activity to analyse and identify the evidence collected from the mock crime scene (link to previous practical activity).• Assessment: laboratory report of the analysis and identification of evidence collected from a mock crime scene. (Learning outcome 4) |
| <ul style="list-style-type: none">• Assessment debrief and feedback on unit. |

Assessment

The assessment strategies used in this unit need to reflect the evidence required for the assessment criteria and should use scientific investigative practicals, where communication can be considered through the learner's presentations, scientific laboratory reports, posters, graphs etc. It is essential that a variety of assessment methods used, in order that learners are given the opportunity to achieve all the outcomes and the full range of grades.

The assessment strategies used should address the need for learners to develop practical and investigatory skills, and to collect, interpret and evaluate data to explain scientific detection. They should also cover the importance of health and safety during science investigations, the validity/reliability of data, interpretation of data, and quality and ethics in science. The applications of biology, chemistry and physics to forensic science need to be considered, wherever possible, throughout the unit.

A pass-grade learner will require significant assistance from the teacher to achieve all the outcomes of this unit.

To carry out the investigative work the learner will require a brief which will guide them through the practical or case study/assignment work and give ideas about how to obtain information to complete straightforward problems.

The teacher will also need to be present during practical investigations to supervise learners and provide additional guidance for the pass-grade learner. These learners will be able to follow simple scientific procedures, be able to use scientific symbols, use relevant terminology and identify errors.

Essential resources

Indicative resource materials

Textbooks

Bowers V – *Crime Science: How Investigators Use Science to Track Down the Bad Guys*

(Re-bound by Sagebrush, 2000) ISBN 189568868X

Genge N E – *The Forensic Casebook: The Science of Crime Scene Investigation* (Ballantine, 2003) ISBN 0345452038

Lyle D P – *Forensics for Dummies* (Hungry Minds, 2004) ISBN 0764555804

Moore P – *The Forensics Handbook* (Eye Books, 2004) ISBN 190307035X

Platt R – *Crime Scene: The Ultimate Guide to Forensic Science* (Dorling Kindersley, 2003) ISBN 0751345768

Pratt R – *Crime Science* (Dorling Kindersley, 2003) ISBN 0751345768

Raninis K – *Crime Solving Science Projects: Forensic Science Experiments* (Enslow Publishers, 2000) ISBN 0766012891

Schulz K – *Crime Scene Detective: Using Science and Critical Thinking to Solve Crimes*

(Prufrock Press, 2005) ISBN 1593630638

Journals

Crime Magazine – an Encyclopaedia of Crime (crimemagazine.com)

Forensic Science International (Elsevier)

The Forensic Scientist World – A Booklet of Science (Pfizer)

Journal of Forensic Science (ASTM International)

New Scientist

Real-life Crimes Magazine (Eagle Moss Publications Ltd)

Science and Justice (Forensic Science Society)

Websites

www.focuseducational.com

Focus on Science Investigations

www.nifs.com.au/Factfiles/fact_files.html

National Institute of Forensic
Science Australia

www.school.discovery.com/lessonplans/forensics.html Discovery school

www.unt.edu/scope/book.pdf

SCOPE crime investigations –
a science workshop for teachers

Unit 10: Introduction to Security Work in the Public Services

Unit reference number: T/600/3295

Level: 1

Credit value: 4

Unit aim

This unit helps learners identify the skills required of individuals who may be seeking a career as a security worker in the public services.

Unit introduction

A secure working environment is essential for public service work to proceed efficiently and effectively. Learners will identify some of the main risks and the threats that exist to the security of people, information, property and premises.

Some of the consequences of what could happen when security fails will be identified to show learners the impact these might have on individuals, businesses, our public services and the wider community.

Learners will explore the type of personal qualities and skills required of individuals engaged in public security work as well as looking at the main types of physical security measures and the technical equipment that might be used in support of an effective security regime.

Some of the public services will be involved in ensuring the safety and security of their colleagues and members of the public who are visitors to their organisations, as well as protecting the property and premises within their workplace. Therefore, learners will explore the basic principles of maintaining efficient and effective security including situational crime prevention, looking after people's personal safety and security, why premises are patrolled and the control of entry and exits to premises.

Learners will be shown how to plan and conduct basic security searches of people and their possessions to look for prohibited items in a way that is thorough, systematic, safe and legal.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know why public services seek to maintain the security of people, information, premises, and property	1.1 Identify security threats 1.2 Describe the potential consequences of failures in security
2 Know personal skills required of individuals working in public security work	2.1 Identify job roles of people engaged in security duties in the public services 2.2 Describe skills and qualities required of a person working in security duties in the public services
3 Know security measures used in maintaining the physical security of people, information, premises and property	3.1 Describe measures that are used to maintain the security of people, information, premises and property
4 Be able to participate in search in a thorough, systematic, safe way according to legal requirements	4.1 Identify the reason for conducting searches 4.2 Demonstrate a search using a method that is thorough, systematic, safe and legal

Unit content

1 **Know why public services seek to maintain the security of people, information, premises, and property**

Security threats: terrorism, crimes against property eg burglary, theft, arson, damage; loss of information; crimes against people eg assaults, threatening behaviour, theft from the person

Identify the consequences of a failure in security: loss of life, injury to people, damage to property, loss of use of facilities and amenities through theft or damage, loss of consumer confidence in the organisation, loss of income to commercial operations

2 **Know personal skills required of individuals working in public security work**

Identify the type of personal qualities and skills required: skills eg negotiation, managing conflict, observation, physically fit; qualities eg reliable, courteous, alert, tactful, cooperative, honest, approachable, trustworthy, hospitable, inquisitive, fair

Objectives of public services security worker: eg the protection of life, protection of property and premises, prevention of loss and waste, prevention and detection of crime

3 **Know security measures used in maintaining the physical security of people, information, premises and property**

Types of security measures: basic situational prevention measures, eg perimeter fencing, lighting, door and window locks, secure file cabinets, key management procedures, physical patrolling of premises, control of entry and exits, CCTV surveillance and loss reduction measures eg property marking, booking in and out procedures

4 **Be able to participate in a search in a thorough, systematic, safe way according to legal requirements**

Reasons for conducting searches: reasons eg to find prohibited items, to find stolen property, to protect people, their property and premises, to deter illegal activity, hiding places

Procedures for searches: preparation and planning; dialogue with person eg obtaining permission to search; legal limitations of search; use of witnesses; documentation; conduct of searcher; search methods eg equipment and/or rummage; reacting to finding something, confidentiality requirements, health and safety

Essential guidance for tutors

Delivery

This module is an introduction to security procedures in the public services and its primary purpose is to help learners identify the skills required of individuals who may be seeking a career in maintaining security in the public services. It is not therefore intended that the learner should have any in-depth knowledge of procedures but that they should gain a broad understanding of why delivering security is necessary, the type of personal skills and qualities a person needs to become involved in security and what is involved in delivering security.

Tutor input should focus on the background to security and why it is increasingly important in view of the threat from organised crime and terrorism while emphasising the consequences of what could happen when security fails, with its impact on individuals, businesses, our public services and the wider community. The use of archived media material of local, national and international events can enhance understanding, with the tutor facilitating discussions on the balance of the risks and the financial costs of providing efficient security.

The specialist nature of the subject will probably require a reliance on inputs from outside speakers, hosted visits to public events and buildings with embedded security. Case studies arising from these visits are a useful learning tool. There are opportunities for learners to begin to think about situational crime prevention issues and complete a security audit or survey of premises. There are internet resources available that can assist tutors in this regard.

The subject matter lends itself to role playing and learners can practise and develop appropriate skills, using case studies and role plays. Video recordings would help in debriefing sessions and as feedback on learner performance.

Learners are not expected to know any legislation in depth but need to know that there are constraints placed upon security staff when conducting searches of persons and their property. These are primarily concerned with respecting the rights and dignity of the individual. If body searches are performed during role play, tutors will have to ensure that they conform with current standards, eg requirement for consent (unless empowered by law to conduct without-consent searches) same sex only searches, restriction to outer clothing only. The guidance relating to the searching of learners and pupils for offensive weapons issued by the HM Government Department for Children, Schools and Families can be an appropriate benchmark for tutors.

Outline learning plan

The outline learning plan demonstrates how the credit value for the unit has been assigned.

Topic and suggested assignments/activities and/assessment
<ul style="list-style-type: none">• Introduction to unit and programme of learning.• In groups learners look at specific public events and try to identify security threats and risks to chosen event.• Alternatively, learners choose a public service organisation and look at the reasons they undertake specific security activity.• Learners present findings to class.• Learners visit a public service organisation to see security measures in progress eg high-profile sports event, concert, local magistrates court premises, local authority CCTV control room.• Tutor input on the consequences of a failure in security.• Learners research and identify an example of when a failure in security has had consequences (eg the 9/11 World Trade Centre attack in New York highlighted failure in search procedures at airports – other examples may be less high profile or fictional).• Assessment: learners produce an assignment or presentation based on a given scenario identifying security threats and describing potential failures in security. (Learning outcome 1)
<ul style="list-style-type: none">• Learners visit public service security operations to explore diverse applications of security work in the public services. Learners talk to employees about their work to clarify the objectives of the security worker. <p>or</p> <ul style="list-style-type: none">• Visit from speaker from public services with security role to talk about own skill base or employer's requirements.• Tutor-input or visiting speaker to talk about the types of job roles of people engaged in security duties in the public services.• Learners carry out role-play exercises to highlight the personal qualities and skills required of individuals employed in security roles in the public services.• Debriefing sessions for the tutor to emphasise positive and negative qualities and skills displayed.• Assessment: learners identify different job roles of people engaged in security in the public services and describe the skills and qualities required of a person working in security in the public services, through a presentation, or discussion with the tutor. (Learning outcome 2)
<ul style="list-style-type: none">• Tutor input and talk by the local police crime reduction officer on typical types of security that might be considered for public buildings.• In groups, learners look at the security of a particular college building and with a fictitious VIP visit in mind identify the security procedures that

could be implemented.

- Learners visit a CCTV control room, locksmith or alarm installer.
- Assessment: learners produce a presentation or assignment describing the measures used to maintain the security of people, information, premises and property. (Learning outcome 3)

Topic and suggested assignments/activities and/assessment

- Learners visit and observe a search regime at a public services organisation.
 - Talks by the police, HM Revenue & Customs, MOD Police, Military Provost Guard Service or others engaged in searches of people and their property, with an emphasis on what is being looked for and why.
 - Assessment: learners produce a presentation or project on a specific public service and their reasons for conducting searches. (Learning outcome 4)
- Two security professionals (eg suitably trained and qualified in-house or contracted college security workers) to demonstrate giving a security search.
 - Learners carry out role-play activities based on various scenarios provided by the tutor, involving security searches. For example, representations of prohibited items are concealed in bags; these are then searched by the other learners playing a security role.
 - Assessment: learners are observed conducting a search in a thorough, safe, systematic and legal manner using equipment to hand (eg metal detectors). (Learning outcome 4)
- Assessment debrief and feedback on unit.

Assessment

In order to achieve criteria 1.1 and 1.2, learners must choose an event subject to security provided by a public service organisation or premises protected by them and outline the risk to the organisation, the consequences of failure and why security is needed. This can be evidenced through a poster, a presentation or a short written assignment.

For criteria 2.1 and 2.2, learners must identify the type of job roles and personal qualities and skills required of a person employed in security in a public service organisation. This can be assessed through a one-to-one discussion with the tutor, through a poster, a presentation or short written assignment.

For criterion 3.1, learners need to demonstrate an awareness of basic crime prevention measures evidenced by the completion of a simple security audit or survey. This need not be an in-depth knowledge of the security systems that can be applied to make premises, an event or particular building secure.

For criteria 4.1 and 4.2, assessment is looking to see whether learners can conduct a search in a thorough, systematic, safe and legal manner. There are several techniques of searching. It would be wrong to concentrate on one particular technique, all the tutor is looking to see is if the learner is being thorough and systematic and working within the guidelines given. There may be difficulties with learners searching each other and this could be demonstrated instead by professional security staff, ideally from a public

service organisation. Search techniques can be practised on bags and other objects and containers.

Essential resources

Learners should have access to the most up-to-date reference material and this should include internet facilities and access to newspapers and relevant trade journals.

Indicative reading for learners

Textbooks

Bolz A et al – *The Counter-terrorism Handbook: Tactics, Procedures and Techniques, Second Revised Edition* (CRC Press Inc, 2001) ISBN 10 0849309646, ISBN 13 9780849309649

Clarke R V – *Situational Crime Prevention: Successful Case Studies* (Harrow and Heston) ISBN 139780911577389

Gill M – *The Handbook of Security* (Palgrave Macmillan Ltd, 2006) ISBN 0230006809

Journals

Professional Security Magazine Monthly (www.professionalsecurity.co.uk)

Quest – monthly magazine (www.questonline.co.uk)

Security Management Today – online only www.info4security.com

Security Officer and Team – monthly publication by Live Wire Medic

Websites

www.aoc.co.uk	Association of Colleges (Search Training)
www.army.mod.uk	Army
www.army.mod.uk/agc/provost/1238.aspx	Military Provost Guard Service
www.bsia.co.uk	British Security Industry Association
www.connexions-direct.com/jobs4u	Information on careers and job roles, including security roles
www.costsofcrime.org	EC Community Study Situational Crime Prevention
www.crimereduction.homeoffice.gov.uk	Understanding situational crime prevention
www.homeoffice.gov.uk	Information on emergency services and terrorism
www.ico.gov.uk	Information on CCTV Codes of Practice
www.jsic.org.uk	Joint Security Industry Council

www.liverpoolmuseums.org.uk/customs	Information about the HM Revenue & Customs National Museum
www.nhs.uk/careers	Information on NHS careers
www.mod.policeofficers.co.uk	Police
www.police.homeoffice.gov.uk	Police service information
www.skillsforsecurity.org.uk	Skills for Security
www.the-sia.org.uk	Security Industry Authority
www.raf.mod.uk	Royal Air Force
www.royal-navy.mod.uk	Royal Navy/Royal Marines

Unit 12: Map Reading Using Ordnance Survey Maps

Unit reference number: L/502/0278

Level: 1

Credit value: 2

Unit aim

In this unit, learners will be introduced to the basics of map reading. The unit will enable the learner to become familiar with Ordnance Survey maps and to apply the concepts to practical situations.

Unit introduction

The armed forces and search and rescue services make frequent direct use of Ordnance Survey maps. Other public services, such as the police and ambulance services, also sometimes need to use Ordnance Survey maps. Furthermore the navigation skills taught in this unit will benefit learners carrying out training expeditions, which serve to teach skills of leadership, communication and initiative that are useful in all the public services.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about the features of Ordnance Survey maps	1.1 State the use of scale on an Ordnance Survey map 1.2 Identify the meaning of four conventional signs on an Ordnance Survey map 1.3 State the use of contour lines on an Ordnance Survey map
2 Be able to use the grid referencing system to find a location	2.1 State the use of the grid referencing system used on Ordnance Survey maps 2.2 Demonstrate the use of the grid referencing system to locate a point on an Ordnance Survey map 2.3 Calculate the distance between the start and finish points of a designated route
3 Be able to use Ordnance Survey maps for navigation	3.1 Demonstrate how to relate visual geographical features to an Ordnance Survey map 3.2 Demonstrate how to set a map to ground to identify north without a compass 3.3 State how to estimate the time required to complete a designated route

Unit content

1 Know about the features of Ordnance Survey maps

Use of scale on Ordnance Survey maps: scale as a ratio; scale as a statement eg '1 cm to 1 km'; when to use 1:50 000 scale OS maps and when to use 1:25 000

Use of the key: conventional signs used on Ordnance Survey maps; point symbols, line symbols eg railway, road; area symbols eg marsh; abbreviations eg 'PO.', 'Sch.'

Contour lines: each line of equal interval, intervals for 1:25 000 and 1:50 000, closer lines means steeper slopes, cliffs, reading the heights marked on contour lines, recognising real life topographical features on maps

2 Be able to use the grid referencing system to find locations and distances

Grid lines: eastings and northings; four figure and six figure references; order of reading the digits eg 'along the corridor and up the stairs'; accuracy of four and six figure references; finding the grid reference of a point on the map; finding a point on the map when given a grid reference

Distance along actual route rather than distance as the crow flies: estimating eg getting a feel for the amount of accuracy that is possible and optimum in an estimate; methods of measuring on a map eg string, paper, measuring wheel

3 **Be able to use Ordnance Survey maps for navigation**

Relating visual geographical features to OS map: eg hills and mountains, water features etc; when to expect features to be visible from a distance and when not; setting map to ground to identify north; identifying location from visible features; ground to map; use of features as an aid to navigation; 'direction, distance and time', estimation of timings to complete a route taking into account speed of walking; introduction of Naismith's rule for height gained to estimate time taken

Essential guidance for tutors

Delivery

The delivery of this unit should be practical and participative. It is best if short presentations by the tutor are followed immediately by practical exercises in the classroom, and these should soon be followed by outdoor exercises. Elements could also be delivered as part of an expedition or similar outdoor activity. Learners should be reminded that the skills acquired in this unit will be of direct practical use in a public services career, sometimes in life or death situations.

Learning outcomes 1 and 2 could initially be delivered via guided discussion, exercises on paper, or making use of internet resources such as the quizzes and flashcards available on the Ordnance Survey website (see below). It is important that these learning outcomes are 'made real' by means of outdoor map reading and navigation exercises.

There is a danger that a theoretical understanding of scale can remain stuck as merely paper knowledge in the minds of learners. It is very valuable to have learners make visual estimates of distances to objects such as a tree or house on the next hill. This skill ties in with the more general skill of relating visual geographical features to what is seen on the map, as mentioned in learning outcome 3.

For assessment criterion 1.2, tutors must ensure that learners know what such things as a 'marsh' or a 'church with spire' (as opposed to a church with tower) actually mean when teaching the symbols. Some learners from urban areas may need extra explanation of rural features.

Learners should become aware of the meaning of contour lines and the features indicated, eg hill or valley.

Tutors ensure that learners have a basic understanding of the points of the compass in order to teach assessment criteria 2.1, 3.1 and 3.2 and must discuss the difference between 'turn left' and 'turn west'.

Tutors must reinforce the importance of grid references with examples of their day-to-day use by the public services – particularly the armed forces, police, fire service or the ambulance service. Visits to service establishments or visiting speakers could reinforce this.

Although the groundwork to learning outcome 3 can be laid in the classroom, this learning outcome particularly lends itself to teaching and assessment in the field, whether on an expedition or on a walk close to school or college. An orienteering style course involving clues or instructions left at one point for the next point is also a possible means of delivery.

There could be two outdoor exercises, first a briefer and less demanding one held in more settled countryside near the school or college, followed by a second more demanding one perhaps held in more open country.

For the above idea, the first, more local exercise could make use of the Ordnance Survey

Get-A-Map feature to download a map based on an area well known to learners, either centred on their home or on the school or college. Using a map (whether local printed Ordnance Survey maps or downloaded ones) of an area already familiar will naturally help learners to gain the initial understanding needed to achieve assessment criteria 3.1 in particular. However, learners must then progress to confident map reading and navigation of an unfamiliar area.

In A.C. 3.3 criterion, tutors must discuss the difference that gradients make to speed of walking, and the fact that some gradients are too steep to be walked. Tutors could also mention the various rules of thumb relating to stride length in addition to Naismith's rule. Learners should be aware that Naismith's rule applies to fit adults and does not allow for rest periods. This could be extended to discuss the need to allow leeway for contingencies, getting lost etc.

At this point mention could be made of case histories from military or search and rescue situations where steep gradients have made tasks vastly more difficult – for instance soldiers on patrol, or the difficulty of getting a fire appliance to a fire in steep countryside.

In the practical exercises, resist the temptation to give the learners too much help in getting oriented. They should be able to open the map and find some easy-to-define feature.

Care should be taken in practical activities that all learners are given an opportunity to demonstrate their skills rather than relying on the skills of one or two team members. The tendency for one or two learners to take charge and for the rest of the group to merely copy them can be a particular issue if some learners have relevant experience from cadets, guides, scouts etc.

Safety precautions will need to be taken depending on the environment in which the teaching takes place. These may include:

- adequate clothing for warmth and rain protection
- sunscreen and clothing for protection against sun
- suitable footwear
- water bottles and snacks
- emergency rations (separate from snacks)
- mobile phones available – or radios if these can be obtained
- trained supervising adults
- first aid kit
- possibly tents/bivvi bags/survival bags.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning.</p> <p>Tutor-led review of background knowledge necessary for map reading.</p> <p>Tutor-led delivery on:</p> <ul style="list-style-type: none">• scale• conventional signs• contour lines. <p>Learners do exercises to estimate distances to objects.</p> <p>Quiz on map symbols.</p> <p>Assessment: learners state the use of scale, the meaning of conventional signs and the use of contour lines through a question and answer session or written quiz. (Learning outcome 1)</p>
<p>Tutor-led delivery on grid references.</p> <p>Learners do a grid reference exercise in classroom.</p> <p>Tutor-led discussion of how to calculate route distances.</p> <p>Learners undertake an outdoor exercise relating real-life features to map, using map to find north, and estimating scale.</p> <p>Review of first outdoor exercise.</p> <p>Consolidation of identifying North by the map.</p> <p>Tutor-led explanation of selecting a route by estimating the time required to complete it.</p> <p>Route timing and Naismith's rule.</p> <p>Tutor briefing on second outdoor exercise.</p> <p>Second outdoor exercise: orientation exercise to practise map-reading skills and interpreting Ordnance Survey map.</p> <p>Writing up results of second outdoor exercise showing how learning outcomes have been covered.</p> <p>Review of own performance.</p> <p>Assessment: learners are observed relating visual geographical features to Ordnance Survey map, setting map to ground to identify North without compass and estimating time required to complete designated route. (Learning outcome 2)</p>

Assessment

The emphasis is on assessment mainly through recorded observation of learner performance and oral questioning rather than written evidence.

Assessment methods could include:

assessor observation of the demonstration of practical skills
written and oral questioning, including multiple choice
internet/downloadable quizzes or exercises (these can be marked using the computer).

Although they are not specifically covered in this unit, route cards can be used as evidence for assessment. Learners could also photograph their group or pick up tokens as proof of having reached certain points.

If an orienteering-style course involving clues or instructions left at one point for the next point is used, the fact that learners have reached each point in the course itself demonstrates that they have successfully navigated thus far.

Adequate supervision should be ensured during outdoor activities.

As mentioned in the section on delivery, assessment must ensure that each individual in the group has fully understood. Groups should not be too large and learners should be questioned separately.

Ordnance Survey maps in 1:50 000 scale and 1:25 000 scale are essential. 1:10 000 scale maps of training areas may also be available if the school has a CCF or a good relationship with an ACF.

Laminated maps are particularly useful. Chinagraph pens/wipe-clean pads can also be useful.

Memory Map software is very helpful.

The Ordnance Survey website (www.ordnancesurvey.co.uk/oswebsite) has a number of good resources under its 'Education' tab, including downloadable conventional symbol charts and symbol flashcards. The Get-A-Map service allows users to download map squares centred on a particular postcode or place name. The section on what is meant by a Geographical Information System (GIS) is also informative. The leaflet 'Map Reading Made Easy-peasy' can be downloaded.

GPS devices could be useful for staff to confirm results. However, learners should be taught to do without them.

Several of the resources provided by the MOD for use by army, air and sea cadets are on open access and would be useful to all learners, not just cadets. For instance, Air Cadet Publication (ACP) 32, Volume 1 is available from the Air Cadets website (www.aircadets.org/acps.html) and is an excellent introduction to map reading.

See the list of equipment for expeditions in the section above.

Indicative reading

The following are key texts on practical navigation of use to both staff and learners:

Textbooks

Keay W and Gair N – *Land Navigation, Routefinding with Map and Compass* (Duke Edinburgh's Award Scheme, 1998) ISBN 0905425057

Langmuir E – *Mountaincraft and Leadership* (Sport Scotland and MLTB, 2002) ISBN 1850602956

Websites

www.aircadets.org	Air Cadets (contains information of general interest on map reading as well as material specific to air cadets)
www.bbc.co.uk/weather	BBC Weather
www.dofe.org	Duke of Edinburgh's Award Scheme
www.ordnancesurvey.co.uk/oswebsite	Ordnance Survey – within the Ordnance Survey site, 'Getamap' offers free downloadable map squares centred on a particular postcode
http://scouts.org.uk	For those with access the Scout Association website has useful resources

Unit 17: Introduction to Expedition Skills

Unit reference number: D/600/2402

Level: 1

Credit value: 4

Unit aim

The aim of this unit is to encourage learners to develop a spirit of adventure and discovery by introducing them to the challenge, benefits and enjoyment of a full day expedition, away from the familiar surroundings of their studies.

Unit introduction

In this unit learners will be introduced to the basics of planning and carrying out a full day expedition. The unit will enable learners to understand the importance of preparing correctly and ensuring safety before venturing out either by foot, wheel or on water. It is designed to provide essential skills relevant to all the public services as well as equipping learners with other important skills transferable to other practical and potentially hazardous situations. It will also make learners aware of the environmental issues to be considered while on the planned route.

This practical unit will provide learners with the necessary knowledge and skills to plan, prepare and complete a full day expedition safely. It will establish the need for teamwork skills and the opportunity for learners to show some leadership potential and develop their outdoor skills. Expedition training is used by all the public services to develop personal skills and qualities, and test physical efforts within a team, as well as challenge in terms of purpose, planning and achievement, careful attention to detail and organisational ability.

It is essential when carrying out this expedition unit that full health and safety requirements have been adhered to as it remains the responsibility of the centre to ensure all risk elements have been carried out.

On completion of the unit learners will understand the importance of choosing the correct clothing and footwear, ensuring the safety precautions required, being able to follow a straight-forward route effectively and safely and reviewing the expedition in relation to its purpose.

In order to pass this unit the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the benefits of expedition skills within the public service	1.1 Identify the skills required for a day's expedition 1.2 Explain the benefits of expedition skills within the public service
2 Know what needs to be considered when planning a full day group expedition	2.1 Describe the considerations for planning an expedition 2.2 List the equipment required for a day expedition 2.3 List the safety requirements for an expedition 2.4 Describe the environmental issues to be considered on your expedition
3 Be able to positively participate in a full day group expedition	3.1 Plan a route for an expedition 3.2 On the expedition demonstrate the following: 3.3 Wear kit to ensure own safety 3.4 Take suitable equipment for the expedition 3.5 Follow instructions 3.6 Work as a team in a positive manner 3.7 Take part in a planned expedition
4 Be able to review the expedition	4.1 Review the expedition with constructive feedback from peers and staff 4.2 Make recommendations for future planned expeditions

Unit content

1 **Understand the benefits of expedition skills within the public service**

Skills: types eg map-reading, preparation and planning, physical fitness

Benefits: types eg communication, improving own learning and performance, problem solving and working with others, increased fitness levels, planning and achievement

2 **Know what needs to be considered when planning a full day group expedition**

Considerations: cost; weather forecast; maps; compass; route and destination; terrain; transport; access approved; group equipment; food and drinks; journey times; inform centre of plan; emergency contacts

Equipment: layered clothing; footwear; waterproofs; backpack

Safety requirements: emergency procedures; first-aid equipment; safety equipment eg survival bag, whistle, emergency rations, sun screen, insect repellent, torch; health and safety regulations eg risk assessments; consent forms; centre guidelines

Environmental issues: countryside code; minimal impact on the environment eg footpaths; cycle trails; flora and fauna; CROW Act 2000 eg rights of way; open countryside

3 **Be able to positively participate in a full day group expedition**

Plan a route: route card eg route description, groups, legs, grid references, distance travelled, height gained, rest stops, time taken, details

Personal ability; complete the full day expedition with personal belongings; wearing correct kit; teamwork; leadership; navigation skills; use of map and compass; speed of travel; teamwork; consideration of others; follow instructions; refer to route card

4 **Be able to review the expedition**

Review: feedback from peers and staff; personal and group strengths; areas of concern and improvement

Recommendations for future expeditions: specific, measurable, achievable, realistic, time bound (SMART) targets; training required

Essential guidance for tutors

Delivery

This unit emphasises personal development and developing responsibility through a structured activity. It is important that learners understand the importance of precise planning before venturing out, being aware of safety and environmental considerations throughout the expedition.

The expedition can be taken from the learner's place of study but it would be much more exciting and beneficial for them to travel to an unfamiliar environment where they can enjoy and appreciate the countryside. However, before venturing out into the country-side it is imperative that the learners understand the basic requirements of a full day expedition.

Equipment, including clothing and footwear, are of the utmost importance and a great deal of time should be spent covering the criteria of the personal and safety equipment required. The different types of clothing and footwear must be explored and this could be done using catalogues from outdoor stores or using their websites and by visits or guest speakers from the public services who use expeditions on a regular basis.

Planning the location and route will require the deliverer and learners to study a variety of suitable maps and to use a compass in order to complete the obligatory route card, a copy of which should be left at the centre.

Learners must be given the opportunity to develop their outdoor skills, learn about the environment, make decisions as a group, recognise the needs and strengths of others and share the responsibility of planning and carrying out the expedition. Upon returning from the full day out the learners are expected to review the experience and feed back on the strengths of the expedition and also the areas where improvements could be made for future ventures. The use of evidence collected on the day will prove invaluable in recalling the day out and could be used in presenting their findings to the group.

If possible, this unit is best carried out after *Unit 12: Map Reading Using Ordnance Survey Maps* as the skills of reading Ordnance Survey maps will be put into practice in the planning of the route card and throughout the expedition.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to the unit and programme of learning.</p> <p>In groups, learners consider:</p> <ul style="list-style-type: none">• basic considerations – cost, transport, weather, destination• personal and group equipment – kit list• health and safety recommendations and safety equipment issues surrounding the expedition on the environment. <p>Assessment: learners identify the skills required for a day's expedition and explain the benefits of expedition skills in public services through a leaflet, poster or presentation. (Learning outcome 1)</p>
<p>Tutor-led delivery on planning the full day expedition to include:</p> <ul style="list-style-type: none">• map and compass – choice of route and destination• blank route card – each group to complete a card. <p>Assessment: learners add to leaflet, poster or presentation to include equipment required, safety and environmental requirements. (Learning outcome 2)</p>
<p>Learners take part in a full day expedition which must cover the following factors:</p> <ul style="list-style-type: none">• correct clothing and navigation skills• teamwork and leadership• working in a positive manner• rest periods – food and liquids.
<p>Learners collect evidence from the expedition such as photographs.</p> <p>Assessment: tutors complete observation record/witness statements of individual or group performances. (Learning outcome 3)</p>
<p>Assessment: learners review the full day expedition and consider personal and group achievement and make recommendations for future expeditions, in one-to-one discussion with tutor. (Learning outcome 4)</p>
<p>Assessment debrief and feedback on unit.</p>

Assessment

This unit is primarily practical, with some theoretical input on the planning and preparation of the expedition. Therefore the assessment could have a majority of practical components such as a log, photographs, observation sheets etc.

To achieve 1.1 the learner is required to identify skills that are required for a full day expedition. Alternatively learners could design a poster or leaflet which advertises the benefits of taking part in an expedition. This would cover the requirements for both 1.1 and 1.2.

Learners could develop the leaflet, poster or presentation proposed for criteria 1.1 and 1.2 to include evidence for criteria 2.1, 2.2, 2.3 and 2.4. This would include what needs to be considered when planning an expedition, the equipment required, health and safety issues and the impact on the environment.

Criteria 2.1 and 3.2 requires the learner to participate in planning and carrying out an expedition. The learner must work with other team members to decide on an appropriate destination and a suitable route. The learner must then carry out the expedition wearing suitable kit and taking relevant equipment. They should also be able to demonstrate their ability to follow instructions and work as a member of the team. This could be evidenced through a witness statement.

To achieve criteria 4.1 and 4.2, learners must review the expedition. Evidence of feedback from their peers and tutor should be available. This could include information on how successful they felt the expedition was, what they felt their strengths and weaknesses were, and recommendations for future expeditions. This evidence could be provided in the form of a presentation, written record or tutor discussion.

Centres must ensure that reasonable and appropriate steps are taken to create a safe and secure environment when selecting a location for the expedition in support of the learners.

Essential resources

Correct clothing and footwear for all participants – waterproofs, climbing boots, blister-free socks.

Route card, consent forms and emergency contacts left at the centre.

Centres will also be required to have the appropriate safety equipment, personal protective equipment (PPE) and qualified staff for the chosen activity.

Indicative resource materials

Textbooks

HMSO – *Safety in Outdoor Education* (The Stationery Office Books, 1989)
ISBN 0112706908

Mccann, Erickson, Windsor – *The Duke of Edinburgh’s Award Manual* (Duke of Edinburgh’s Award, July 2000) ISBN 13 9780905425153

Ogilvie K – *Leading and Managing Groups in the Outdoors* (Institute for Outdoor Learning, 2005) ISBN 1898555095

The Countryside Code (HMSO, 1971)

Websites

www.asa.uk.net	Ambulance Service Association
www.army.mod.uk	British Army
www.army.mod.uk/infantry/regiments/12078.aspx	Army Look at Life
www.countrysideaccess.gov.uk	The Countryside code
www.dofe.org	The Duke of Edinburgh’s Award website
www.fireservice.co.uk	Fire Service
www.fireservice.co.uk/recruitment	Fire Service Recruitment
www.hmrc.gov.uk	HM Revenue and Customs
www.homeoffice.gov.uk/police	Police Service Information (Home Office)
www.ordnancesurvey.co.uk	Ordnance Survey
www.policecouldyou.co.uk	Police
www.raf.mod.uk/rafhome.html	Royal Air Force
www.royal-navy.mod.uk	Royal Navy/Royal Marines
Other	
<i>Ordnance Survey Interactive Map Explorer</i> CD ROM	

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about the main features of leadership	1.1	Identify different types of leadership	<ul style="list-style-type: none"> Types of leadership: born leaders, leaders who arise out of a situation, trained leaders, leaders in the widest context e.g. prime minister, managing directors of large companies, heads of public service organisations, managers of sports teams; familiar leaders who have formal responsibility for others, e.g. head of school/college, tutor, line manager/supervisor, community leaders; informal leadership, e.g. sports team captains, leaders of project teams within the public services
		1.2	Outline the main features of leadership	<ul style="list-style-type: none"> Main features of leadership: responsibility for others; ensuring they and others carry out tasks or meet goals; giving instructions, e.g. allocating tasks to others; telling people what they need to do; giving feedback, e.g. telling someone they have done something right or that they need to do something differently, listening to others' opinions; time management, e.g. conveying a sense of urgency when the task is urgent; making decisions, e.g. deciding on what the others need to do and how they should do it
2	Know how to make decisions	2.1	Identify a decision that needs to be made about a task or situation	<ul style="list-style-type: none"> Types of decisions to be made: e.g. making a decision in order to solve a problem, deciding on the best way of doing a task or activity, deciding which team member will do which activity
		2.2	Outline steps needed to make the decision	<ul style="list-style-type: none"> Steps needed to make decisions: e.g. identify the purpose of a decision, gathering information, dealing with conflicting priorities, determine the pros and cons, put decision into action

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to give instructions to members of a group	3.1	Identify the instructions needed by members of a group to carry out an aspect of their tasks or activities	<ul style="list-style-type: none"> □ <i>Types of instructions:</i> allocating tasks or work to team members; showing someone how to carry out a task; telling someone what they need to do and how to do it, giving deadlines for completion of task □ <i>Giving instructions to others:</i> ensuring instructions are clear and correct; using most appropriate and timely method of communication – written, verbal, presentation; giving instructions in an appropriate way, e.g. at correct time and in a polite manner
		3.2	Give instructions to group members	
4	Know how to give and receive feedback about a task or activity	4.1	Give examples of when feedback was given about a task or activity to another group member	<ul style="list-style-type: none"> □ <i>Types of feedback:</i> formal, eg written reports, appraisal; informal, eg verbal to individual, feedback to team on task performance
		4.2	Give examples of when feedback was received about a task or activity from another group member	

Information for tutors

Delivery

Learners may find it helpful to be introduced to what leadership means through a wider context — anyone from politicians and well-known figures from business or industry to sports captains. This could be done in a group discussion in which the tutor asks learners to identify different types of leader. Tutors could then encourage learners to think about leadership in more familiar contexts, for example in their immediate workplace (their team manager, line manager or supervisor) or in their school or college (the head teacher or principal, their tutors). They could also be encouraged to discuss leaders in their local community or that they know socially.

Learners would benefit from opportunities to discuss what they think a leader does (for example, what do all the people mentioned above have in common that makes them leaders?) and the skills required to become a good leader in a team, group or company. This could be about the job or responsibilities leaders have towards their employees, learners or other people (for example, the safety and wellbeing of others, having the right skills or knowledge when making important decisions, giving instructions and giving and receiving feedback).

Learners may need support in preparing to demonstrate some of the most basic and obvious features of leadership. These features are probably best demonstrated within an informal or small-group setting. Tutors may wish to give the group a simple, structured activity to carry out, for example a defined project or task in which each member can be allocated a particular job and which has a defined timescale for completion.

In understanding how to make decisions, learners need to demonstrate that they can make decisions about straightforward issues, for example deciding which team member should do which piece of work, or how long to spend on any given activity. Tutors might need to support the learner in identifying a decision to be made and then agree with them how it will be made – the step or steps they need to take in order to make the decision. For example, thinking about the skills or talents of a team member would help the learner to decide which task should be allocated to that team member. Learners could be encouraged to make at least one independent suggestion about the step or steps needed to arrive at the decision and be able to describe the step or steps.

In giving instructions to group members, learners could be encouraged to show that they can deal with relaying basic and non-complex information to others in an appropriate way. In this sense, the learner would be demonstrating communication skills and also appropriate behaviour and attitude skills. Learners may well need support in identifying what needs to be done and how to structure this into appropriate instructions to the team. The instructions could be given either verbally or via some other means, for example by email or flipchart, but would need to be clear and understandable to the recipient or recipients.

In giving and receiving feedback about a task or activity, as with giving instructions, learners need opportunities to demonstrate appropriate behaviour in dealing with other members of the group. They would benefit from being able to practise giving straightforward feedback to others in an appropriate way using inoffensive language. They would also benefit from the opportunity to receive feedback from others by showing that they are listening to what others have to say.

Visits to a public service establishment could be beneficial, for example personal development activity (PDA) days run by army youth teams involve practical leadership tasks. A visit to RAF stations and naval establishments often include similar activities.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning.</p> <p>Small-group discussion to identify leaders; explore features of leadership in public services.</p> <p>In small groups, learners research types of leaders and features and present to the group.</p> <p>Assessment: in one-to-one discussion with the tutor, the learner identifies different types of leadership and outlines the main features of leadership (learning outcome 1).</p>
<p>Leadership skills; visiting speakers from public services; design posters, etc.</p> <p>Assessment: in one-to-one discussion with the tutor, the learner identifies a decision that needs to be taken about the task or situation and describes the steps needed to make the decision (learning outcome 2).</p>
<p>Learners prepare to practise identified skills; write-up of skills.</p>
<p>Learners practise role-play scenarios; each learner to have opportunity to demonstrate leadership skills in a worthwhile context.</p> <p>Assessment: in role-play activities, learners are observed identifying instructions needed for members of a group to carry out tasks and activities and giving instructions to group members (learning outcome 3).</p>
<p>Giving and receiving feedback; reviewing performance; discussion on what went well and what could be improved.</p> <p>Assessment: learners are observed giving feedback to another group member and receiving feedback (learning outcome 4).</p>
<p>Assessment debrief and feedback on unit.</p>

Assessment

Evidence for 1.1 and 1.2 should come from a group discussion or group activity which shows the individual contribution of the learner, or from an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video evidence etc. It may also be supported by written notes from the learner or the tutor/line manager. The learner needs to identify at least two different types of leadership and outline at least two main features of leadership.

In achieving 2.1 and 2.2, the tutor/line manager could support the learner in identifying a decision (and how to make the decision) via individual discussion between the learner and the tutor/line manager or in a group discussion. Evidence for 2.1 and 2.2 may take the form of a taped discussion, video evidence etc or copies of written documents (flowcharts, lists etc) in which the learner identifies a

straightforward decision that needs to be made and outlines the step or steps they will take in arriving at an appropriate decision. The learner is not expected to deal with complex decision making that requires a sophisticated series of steps to be taken.

Evidence for 3.1 and 3.2 can either come from an observation of the learner by the tutor, line manager or other designated person or from written evidence. With support from the tutor, line manager or other appropriate person, the learner needs to identify the necessary instructions and give the instructions to the group. The instructions are likely to relate to a simple task or activity. The instructions need not be detailed, but they must be clear and accurate. The observation can take the form of a witness statement, observation notes or a video of the learner giving instructions to the group with supporting notes. If in a written format, evidence of the written communication should be provided (for example copies of emails, memos, charts or letters) with a supporting commentary from the tutor/line manager if appropriate.

Evidence for 4.1 and 4.2 could come from either an individual discussion between the learner and the tutor/line manager or in written format. Evidence may take the form of a taped discussion, video evidence etc or copies of written statements by the learner with examples of them giving and receiving feedback related to a task or activity. It may also be supported by written notes from the learner or the tutor/line manager. The learner should be able to give at least two examples of giving feedback to others and at least two examples of when they received feedback (the learner may have received feedback individually or as part of a group of people). The feedback given and received need not be complex or detailed.

Suggested resources

Book

Adair J – *Develop your Leadership Skills (Creating Success)* (Kogan Page, 2013)
ISBN 9780749467005

Biographies of famous leaders – e.g. Churchill, Martin Luther King

Websites

www.army.mod.uk	British Army
www.army.mod.uk/infantry/regiments/12078.aspx	Army Look at Life
www.baa999.co.uk/	British Ambulance Service Association
www.fireservice.co.uk	Fire Service
www.fireservice.co.uk/recruitment	Fire Service Recruitment
www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively	Police Service Information (Home Office)
www.hmrc.gov.uk	HM Revenue and Customs
www.lifecoachexpert.co.uk	Provides advice on improving life, including life skills

www.policerecruitment.homeoffice.gov.uk

Police

www.raf.mod.uk/

Royal Air Force

www.royalnavy.mod.uk

Royal Navy/Royal Marines

www.tellmehowto.net

Provides advice on many areas including personal development and careers

Unit 11: Practical Teamwork in the Public Service

Unit reference number: H/600/2398

Level: 1

Credit value: 4

Unit aim

The aim of this unit is to explore elements of teamwork using practical activities. This unit will support learners in understanding what the benefits are and the importance of working in teams within the public services.

Unit introduction

This unit focuses on a practical introduction to the concept of teambuilding and a consideration of the importance of teams and teamwork within the public services. Working in teams is fundamental to the effective working of each of the public services and the ability to work effectively within a team is a skill transferable to most areas of employment.

Learners will have the opportunity to contribute to a number of practical team activities, which will support them in the development of their knowledge and understanding of the characteristics that contribute towards the effective working of a team. Learners will also be able to investigate how these characteristics relate to the public service environment and consider how the concept of 'team' is generated and encouraged as part of the public service ethos. Finally, learners will consider teams that can be found in a wide range of public services, both uniformed and non-uniformed.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the characteristics of an effective team	1.1 List the characteristics of an effective team 1.2 Identify own team skills
2 Know the importance and benefits of teamwork in the public services	2.1 Outline the importance of teamwork in the public services 2.2 List ways in which teamwork benefits the public services
3 Understand the types of teams that exist in the public services	3.1 Explain with examples the types of teams that exist in the public services
4 Be able to contribute as an effective member of a team	4.1 Demonstrate characteristics of effective team members 4.2 Complete agreed tasks according to a given brief

Unit content

1 Know the characteristics of an effective team

Characteristics of an effective team: clear purpose eg goal, vision, action plan; participation, listening to others, clear roles eg fair workload, civilised disagreements, commitment, professionalism, concern for other team members, loyalty to the team, openness and honesty, development of identity; trust, cooperation, good communications, team identity

2 Know the importance and benefits of teamwork in the public services

Importance of teamwork within the public services: type eg motivation, effective working relationships, camaraderie, trust in colleagues, support of colleagues, development of discipline, sense of duty serving the public

Benefits of teamwork within the public service: type eg team identity, efficiency, best practice, sharing skills, increased productivity, safety

3 Understand the types of teams that exist in the public services

Different teams in public services organisations: type eg day-to-day teams, inter-agency teams, specialist teams including divisional, sub-divisional, departmental, sectional, geographical, shifts and watches

4 Be able to contribute as an effective member of a team

Characteristics of team members: characteristics eg contribute; listening skills, decision making; practical skills, considerate, support team members, offer solution to a problem, suggest alternative ways of doing something

Types of tasks: type eg competitive such as association football, basketball, cricket, hockey, netball, rugby union, rugby league, rounders, volleyball, lacrosse; non-competitive such as charitable events, expeditions, community projects, fund-raising, community, treasure hunt; paper-based activities such as problem-solving exercises, class-based activities including word searches, quizzes

Essential guidance for tutors

Delivery

This unit should primarily be practical, with a mixture of classroom and outdoor teaching assessment. The unit will require learners to take part in a variety of practical exercises so that the necessary skills can be learned to a sufficient level that they may be readily applied under any circumstances. In essence, the cohort of learners should become a team and learn from their own experiences, highs and lows as the unit and course progress. It is recommended that, from the start, learners are encouraged to develop a team identity.

It is essential that the learners should experience a wide range of practical teambuilding activities, as much of the theory will devolve from these. Many of these activities will require forward planning, the acquisition of equipment and the use of sports facilities and outdoor areas. It would not be appropriate for this unit to be delivered in a theory-based manner.

At least one visit to or by a public service organisation would be appropriate in order to allow learners to relate general teamworking principles to the public service environment.

A residential visit may be used in order to achieve some of the criteria and, if this is felt suitable, assistance in this area could be sought from the local Army Youth Team, or similar.

Staff must be alert to the health and safety implications of participating in a range of teambuilding activities. Risk assessments should be prepared and it would be appropriate to encourage the team to share in the determination of the health and safety factors implicit in any given activity.

Learners need to know the characteristics of effective teams. All the content should be covered, with descriptions of how this results in, and is representative of, effective teams. Learners should consider successful teams within the public service context and determine what makes them successful.

Learners will have the opportunity to expand on their knowledge of effective teams practically by experiencing what it is like to work within a team. A variety of teambuilding activities of different types should be attempted and learners should have the opportunity where possible to contribute to the planning of the activities. In order to assist learners and to ensure that they gain the most from each practical session, there should be a period of reflective evaluation following each activity, so that conclusions can be drawn.

Learners are directed to the study of teams found within the public services and to relate principles learned earlier on in the unit to this area. Learners should consider the teams that exist in specific public services.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
In small groups learners discuss the elements that can make a team effective such as commitment and loyalty to the team, and then feed back to the group.
In teams, learners identify the importance of professionalism within a team by working through a practical case study provided by the tutor. For example, a recent case from the news that has evoked a large amount of discussion from the media could be used.
Tutor-led discussion on why it's important to be concerned for other team members and the importance of loyalty to the team. A recent case from the media could be used with a discussion activity.
Group activity on how and why good communication is key in the development of an effective team and how communication can and does vary.
Two groups have the same materials to build an object but only one member of each team has a photo of the finished object and they have to relay good communication to their team in order for their finished object to resemble the photo.
Visit from speaker from any public service to talk about their specific team and how team identity develops eg any nicknames they have for their team and what the team identity means to them on a day to day basis.
Assessment: learners describe the characteristics of effective teams as a written piece, production of a poster or a presentation. (Learning outcome 1)
In groups learners look into why and how teamwork is important in the public services looking at <ul style="list-style-type: none">• motivation• effective working relationships (camaraderie)• trust between colleagues• a sense of duty• serving the public.
Learners watch DVDs such as 'Ross Kemp in Afghanistan' to identify these elements.
Learners look at a case study of a recent high-profile case that involved a number of public services and how they supported each other in dealing with the situation.
Group discussion of the benefits of working within a structured team to

include efficiency, good practice, sharing skills and improving productivity. Learners look at how high-profile teams are recruited (such as footballers or pop bands) and see how each element above is important to ensure the right team exists at the end.

Topic and suggested assignments/activities
<p>Assessment: learners describe the importance and benefits of teamwork in public services, as a written piece, production of a poster, a presentation or a one-to-one discussion with the tutor. (Learning outcome 2)</p>
<p>Different types of teams in public service organisations – learners visit a public service to establish the teams that are working from that location.</p>
<p>Assessment: learners identify teams working in public services through a poster, presentation or discussion with the tutor. (Learning outcome 3)</p>
<p>Tutor-led introduction to different types of teambuilding activities and their aims – what is meant by competitive team activities?</p> <p>Learners contribute to a competitive teambuilding activity. This is an opportunity for learners to actively get involved in a competitive team activity such as football, basketball, cricket, hockey, netball, rugby union, rugby league, rounders, volleyball, lacrosse.</p> <p>Tutor-led discussion on what is meant by non-competitive team activities.</p> <p>Learners contribute to a non-competitive teambuilding activity. This is an opportunity for learners to actively get involved in a non-competitive team activity such as charitable events, expeditions, community projects, fund raising, community, treasure hunt.</p> <p>Tutor-led discussion on what is meant by paper-based team activities.</p> <p>Learners contribute to a paper-based teambuilding activity. This is an opportunity for learners to actively get involved in a paper-based team activity such as problem-solving exercises, class based activities including word searches, quizzes.</p> <p>Assessment: learners gather evidence on the activities they have taken part in and present this eg as a written piece, production of a poster, a presentation or even a one-to-one discussion with the tutor. More evidence could be captured via photos, and tutor/peer/witness observation records. (Learning outcome 4)</p>

Assessment

Assessment should be both recorded, eg written, audio, digital, and practical, with recorded work emerging where possible from practical experience. Early creative consideration should be given to the nature of the evidence that is appropriate for this unit, eg digital records, written/spoken word, reports, diaries, presentations, records of discussions, observation sheets on practical performance.

To achieve 1.1, learners must correctly describe characteristics of effective teams; this should be within a public service context and may include examples, but at this level this is not essential.

For 2.1, learners must describe the importance of teamwork in the public services.

For 2.2, learners need to explain ways in which teamwork benefits the public services.

For 3.1, learners must identify teams that exist in the public services. Case studies to show this might be helpful. However, although this should be public services teams, this can be generalised.

To achieve 4.1, learners should take part with their peers in at least three teambuilding activities to cover the specified types in the content. To be successful they must demonstrate their contribution to the team while participating in one competitive activity, such as a football match, and in one non-competitive team activity, such as a teambuilding activity to build a raft that will cross a stream and carry all team members safely to the other side, or a longer expedition activity such as orienteering and one paper-based activity such as a quiz.

Essential resources

Due to the nature of the public services sector, learners should have access to the most up-to-date information. This should include internet facilities and access to newspapers and relevant trade journals.

Indicative resource materials

Textbooks

Adair J – *Adair's Leadership Development Activities* (Chartered Institute of Personnel and Development, 2006) ISBN 1843981319

Adair J – *The Concise Adair on Teambuilding and Motivation* (Thorogood, 2004) ISBN 1854182684

Glover D – *Teambuilding Through Physical Challenges* (Human Kinetics Europe Ltd, 1992) ISBN 0873223594

Snow H – *Indoor/Outdoor Teambuilding Games for Trainers* (McGraw-Hill Education, 1997) ISBN 0070595321

Websites

www.army.mod.uk	British Army
www.asa.uk.net	Ambulance Service Association
www.fireservice.co.uk	Fire Service
www.fireservice.co.uk/recruitment	Fire Service Recruitment
www.hmrc.gov.uk	HM Revenue & Customs
www.homeoffice.gov.uk/police	Police Service Information (Home Office)
www.raf.mod.uk	Royal Air Force
www.royal-navy.mod.uk	Royal Navy/Royal Marines

Unit 14: Public Services: Assisting the Public

Unit reference number: R/600/2400

Level: 1

Credit value: 4

Unit aim

This unit enables learners to understand the ways in which the public services assist members of the public. The unit focuses particularly on the different public services that meet the needs of members of the public.

Unit introduction

Understanding the everyday needs of members of the public in terms of the way they are treated is at the very heart of the work involved in the public services. The unit focuses on how public service workers interact with the public in a range of situations. It will enable learners to identify and develop their skills in assisting the public.

Learners will have the opportunity to investigate aspects of customer service, both in public service organisations and through their experiences as a member of the public. Each public service needs to be able to deal with customers in a number of ways. This may be, for example, a member of the public wanting to join one of the armed services or emergency services, or a member of the public wanting to report a crime. The member of staff dealing with the customer must know how to identify their needs and how best to assist them.

This unit is intended to develop learners' understanding of how public service staff should conduct themselves when assisting the public, both in their appearance and in their conduct. Learners will look at ways in which customer complaints are handled. As with any public service organisation, customers will complain from time to time. Complaints could involve a member of the public complaining about the way they have been dealt with by one of the emergency services. Through this unit learners will begin to develop the skills necessary to deal with members of the public.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the importance of good relationships with the public	1.1 Explain why it is important for public services to have a good relationship with the public 1.2 Compare methods used by public service organisations to maintain a good relationship with the public
2 Know how to assist members of the public in different situations	2.1 Identify the personal skills and qualities required to assist the public in emergency situations 2.2 Identify the personal skills and qualities required to assist the public in non-emergency situations
3 Know how to deal with complaints from members of the public	3.1 Describe how a public service deals with complaints
4 Be able to assist members of the public effectively	4.1 Demonstrate the personal skills and qualities required to assist the public in different situations 4.2 Review own effectiveness when assisting the public in different situations

Unit content

1 **Understand the importance of good relationships with the public**

Relationships: promotional literature; community awareness event eg open days, attending school fetes, career advice sessions; fundraising eg rescue demonstrations, car washes, drugs awareness sessions; educational activities eg safety sessions in schools, visits by fire engine crews

Importance: awareness, transparency for members of the public; funding by taxpayers; accountability; recruitment; building trust and confidence

2 **Know how to assist members of the public in different situations**

Personal skills and qualities: skills eg organisational, negotiation, managing conflict, effective communicator, team player, observation, physically fit; qualities eg reliable, courteous, alert, tactful, cooperative, honest, approachable, trustworthy, hospitable, inquisitive, fair

Emergency situations: skills eg remaining calm; following correct procedure; working as part of a team; reliable; manage conflict; alert; tact; physically fit; problem solver; time management

Non-emergency situations: time management; courteous, approachable; effective communicator, organised

3 **Know how to deal with complaints from members of the public**

Complaint handling procedure: taking details of customer's problem; recording details accurately; identifying reason/s for complaint; dealing with customer and problem; ensuring appropriate action is taken

4 **Be able to assist members of the public effectively**

Face-to-face scenarios: types eg police station front desk; armed forces careers office; front desk of local authority; at an event

Face-to-face communication skills: types eg confidence; open gestures; positive body language – appropriate eye contact, clear speech; personal presentation

Written communication skills: selection of appropriate style eg format, layout, presentation, grammar, spelling; selection of appropriate medium eg letter, email or text communication

Essential guidance for tutors

Delivery

Tutors delivering this unit have many opportunities to use a wide range of delivery techniques. Case studies, outside speakers, paper-based exercises, videos, role plays, external visits, direct consultation with selected areas of the public services and tutor observations can all be used to enhance the delivery and learning within the unit. This approach can be applied to all learning outcomes of the unit.

This unit has elements that can be delivered practically; the other elements should encourage supervised and assisted research and contact with members of the public services and also members of the public, in order to develop understanding and provide support for the knowledge base established within the unit.

Learners need to understand methods that the public services use to build good relationships with the public and the importance of these. Learners could discuss methods that they are aware of in their area and what can be achieved by the public services engaging in them. Tutors should guide learners to consider the wide importance that a good relationship has, such as building trust and confidence in the public services, and the need for public services to be accountable to the communities they serve as they are funded by taxpayers' money.

Learners should have the opportunity to develop communication skills for both written and face-to-face scenarios in order to gain an understanding of how to deal effectively with members of the public. This should be emphasised in the context of the public services for the purpose of this unit; however, learners should appreciate the transferability of good personal skills and qualities in any area of employment. Following theoretical knowledge to cover the content of the unit learners must have the opportunity to practise their skills in role-play scenarios.

Learners will also gain an understanding of how the public should be assisted in emergency situations; this should be primarily theoretical and group discussions can highlight the personal skills and qualities required and why they are necessary in this area. Role play may aid understanding but learners are not required to demonstrate this knowledge practically at this level for emergency situations. Group work and posters could pick out main themes, to consolidate learning.

The use of visiting speakers may assist learners with a realistic insight into different types of complaints experienced in the public services and introduce them to specific complaint handling procedures. Tutors should also assist learners in their task to research existing complaint procedures for specific public services. Learners should begin to understand the common reasons why and how the public may complain and the correct way to handle these. Overall delivery of the unit should allow learners to practise and develop the appropriate knowledge and understanding to assist the public on an introductory level.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to the unit and programme of learning.</p> <p>Tutor-led discussion about how public services assist the public.</p> <p>Visits from members of a number of public services, describing how they build and maintain good relationships with the public.</p> <p>Learners research ways in which different public services build good relationships and compare the methods used by different public services in maintaining relationships.</p> <p>Assessment: learners explain why it is important for public services to have a good relationship with the public through a presentation or written piece of work. (Learning outcome 1)</p>
<p>Learners investigate the ways in which members of the public services use skills and qualities necessary to assist the public in different emergency and non-emergency situations.</p> <p>Learners view and analyse documentaries eg Airline, 'Traffic Cops'.</p> <p>Assessment: learners write up notes identifying personal skills and qualities required to assist public in emergency and non-emergency situations. (Learning outcome 2)</p>
<p>Learners investigate the ways in which a public service organisation deals with internal complaints.</p> <p>Learners investigate the ways in which a public service organisation deals with complaints from the public.</p> <p>Assessment: learners describe how a public service deals with complaints according to a scenario provided by the tutor. This can either be a written piece of work or a one-to-one discussion. (Learning outcome 3)</p>
<p>Learners practise role-play situations where learners may practise the skills required to assist members of the public, in a variety of simulated situations.</p> <p>If possible, a work placement is provided so learners may transfer these skills to actually assisting the public.</p> <p>Assessment: learners take part in role-play scenarios provided by the tutor and are observed demonstrating personal skills and qualities required to assist the public. Learners then review their own effectiveness in a one-to-one discussion with the tutor. (Learning outcome 4)</p>
<p>Assessment debrief and feedback on unit.</p>

Assessment

Assessment evidence for this unit may be in the form of assignments, practically assessed activities, paper-based exercises, case studies, group research projects, presentations and the use of role-play. All evidence produced must be carefully assessed and validated in order to ensure compliance with the requirements of the stated learning outcomes.

To achieve 1.1 learners will be expected to provide an explanation of why it is important for public services to have a good relationship with the public. For 1.2 they will need to compare ways in which different public services maintain good relationships with the public. Assessment could be as a written assignment or a presentation to the group and learners may like to use examples from the local community to describe the measures, applying their general understanding gained in this unit to explain their importance and how they work to build and maintain good relationships with the public.

To achieve the second learning outcome learners will need to show that they understand the skills and qualities needed by members of the public services in assisting members of the public. Learners should also be able to explain why it is necessary to hold these skills and qualities. 2.1 relates to assisting with emergency situations and 2.2 is linked to assisting in non-emergency situations. Viewing of video documentaries would be useful, and a group discussion could facilitate the evidence needed for this. It must be emphasised that all learners need to take part in the discussion, and each learner could write up their own discussion notes.

For 3.1 learners should describe the ways in which a member of a public service may make a complaint against that organisation. The complaint handling procedure will need to be investigated; this could be through group research and presentation. Finally 3.2 require learners to describe the ways in which a public service organisation investigates complaints from members of the public. An example scenario at this level could be an ambulance not arriving for 30 minutes and a person making a complaint about this. To achieve this criterion the learner should describe how the ambulance service would typically deal with this complaint.

Role-play scenarios should be utilised for learners to be able to demonstrate their ability to assist with the public in a face-to-face situation for 4.1, and scenarios could focus on public service situations. Learners must be able to put theoretical general skills into practice to deal with a simple situation effectively for 4.2. An example at this level could be a learner assisting a member of the public who wants to report a stolen bicycle; learners at this level are not expected to know how to record the loss or crime, but should be friendly and approachable and take down the correct information to enable them to pass on so the member of the public can be assisted effectively. Learners need to be able to demonstrate that they can respond effectively in written format; this could be by responding to a letter that is set by the tutor.

Essential resources

Learners should have access to suitable books, journals and the internet. DVDs as outlined should be available and a suitable space to allow all learners to view the material should be accessible. Role play of simulated situations should be provided, so learners may develop the skills described in assessment criteria 2.1 and 3.2.

Indicative resource materials

Textbooks

Boden A – *Handling Complaints Pocketbook* (Management Pocketbooks, 2001) ISBN 1870471911

Newby T and McManus S – *Customer Service Pocketbook* (Management Pocketbooks, 2002) ISBN 1903776007

Journals

Customer First Magazine – Institute of Customer Service (ICS)

Fire – DMG World Media (UK) Ltd

Health Service Journal – Emap

Police – Vathek Publishing Limited

Police Review – Jane’s Information Group

Websites

www.asa.uk.net	Ambulance Service Association	
www.army.mod.uk	British Army	
www.army.mod.uk/infantry/regiments/12078.aspx		Army Look
www.customernet.com	Customer Service Network	
www.fireservice.co.uk	Fire Service	
www.fireservice.co.uk/recruitment	Fire Service Recruitment	
www.hmrc.gov.uk	HM Revenue and Customs	
www.homeoffice.gov.uk/police	Police Service Information (Home Office)	
www.instituteofcustomerservice.com	Institute of Customer Service	
www.keepcustomers.com	Provides information on resources to help with communication and customer care	
www.policecouldyou.co.uk	Police	
www.raf.mod.uk/rafhome.html	Royal Air Force	
www.royal-navy.mod.uk	Royal Navy/Royal Marines	

www.worketiquette.co.uk/VerbalCommunicationcategory.html
category.html
communicating in the

Provides advice on
workplace

Unit 16: Public Service Project

Unit reference number: Y/600/2401

Level: 1

Credit value: 3

Unit aim

The aim of this unit is for the learner to identify, research and discuss a public service related project area, compiling all findings into a report.

Unit introduction

This unit is all about learners investigating an area that they are interested in, related to the public services. They will be given the opportunity to choose their own focus for the project and then undertake the research needed to put together a report on this topic.

The public services cover such a wide area that the learners will be able to choose from a range of topics. They will then be shown how to set aims for the project, so that they can really focus on relevant and interesting ideas. The learners will then be able to undertake relevant research, accessing a range of information sources that will give them information about the project area.

Once learners have gathered together their research they will be shown how to relate all of this to the project aims they set themselves and how to compile their work into a report, including all of the relevant sections.

This is a really practical unit that is led by the learner and their interests. It allows them to develop some skills that are essential for working in public services, including time management, self-discipline in keeping to deadlines that they set themselves and independent enquiry through the undertaking of research.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to select an appropriate project topic	1.1 Produce a proposal for a public service-related project 1.2 Set aims for a public service project
2 Be able to investigate the project area	2.1 Plan the public service project using appropriate methods of research 2.2 Carry out research into the public service project area
3 Be able to produce a project report	3.1 Present a public service report including: <ul style="list-style-type: none">• introduction• aims• findings• discussion• conclusion

Unit content

1 **Be able to select an appropriate project topic**

Identification of project topic: investigation into ideas for project, methods of ensuring that public service project is viable including availability of information and secondary research, methods of rejecting invalid project ideas

Setting aims: identifying appropriate and achievable aims, ensuring aims are realistic, positive and negative examples of aims, SMART goal setting

2 **Be able to investigate the project area**

Project planning: scheduling actions to achieve project; time-management skills, planning time for tasks and activities including prioritising most important activities and allocating an appropriate amount of time to do them; understanding that tasks and activities should be prioritised according to given daily objectives

Carrying out research: methods of secondary research available ie books, journals, reports, web-based research; methods used to ensure that the research is valid and appropriate to the project aim; primary research and methods that can be used including questionnaires, interviews and surveys; aspects to be considered if undertaking primary research ie confidentiality and appropriate behaviour

3 **Be able to produce a project report**

Guidelines in structuring a report: relevant sections of a report including title page, acknowledgements, abstract, methodology, findings, discussion and bibliography; use of pictures and graphs in a report; methods used to ensure aims are clearly met, importance of proof-reading a report

Essential guidance for tutors

Delivery

This unit allows learners to integrate and apply knowledge from many other units across the specification. It is important that the research topic is of personal interest to the learner and that the learner possesses or acquires a knowledge and understanding of the topic and related areas.

Although a major part of the delivery focuses on the learner practically conducting their research project, the unit must be supported by theoretical input from the tutor. Learners must understand concepts related to the research proposal and design as well as research skills, techniques and methodologies before they can consider, explore and produce a valid research proposal. At the research proposal stage, the tutor may, if necessary, provide support to help shape the proposal and provide direction to the learner to ensure an original and valid research proposal is presented. A PowerPoint, development of a poster or a video could be used as more creative methods of presenting their report.

The research proposal will require learners to adopt an investigative approach and will include a statement of the area of research and background factors related to it. Tutors should direct learners to consider at this stage. Why is the proposed project worthwhile? Who would the results, be useful to? What does the literature say? What would the project contribute to the public services? If support from the tutor is required at the research proposal stage it must be provided in order to ensure the proposal and design are valid. Once the area to be investigated has been established by the learner and agreed with the tutor, the learner may commence their full research proposal. The learner will then be able to independently, or with support, move onto their research project.

Possible research project titles include:

- armed service in the community
- safety campaign
- history of the police or fire service
- special equipment used by the fire, police, coast guard, search and rescue etc.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor-led discussion on how to select appropriate topics for a public service related project.
Learners undertake investigation into possible public service related project.
Learners draft aims for the chosen public service project.
Learners prepare a project plan to ensure the project is completed.
Learners investigate research methods available.
Learners undertake appropriate research into the public service project.
Learners examine research and how to discuss this within the project.
Learners identify sections required in a public service report.
Assessment: series of one-to-one meetings with tutor to discuss proposal and set aims, plan project and carry out research. Learners produce public service report with sections indicated in criterion 3.1. (Learning outcomes 1, 2 and 3)
Review own performance and their completed project.
Assessment debrief and feedback.

Assessment

To achieve criteria 1.1 and 1.2, the learner must produce a proposal for a public service-related research project. In order to do this successfully the learners may or may not require support from the tutor. The amount of support that they require should not influence their success. The aims of the project should be clearly stated and should originate from the learner.

For criteria 2.1 and 2.2 the learners need to plan and carry out the research as detailed in their research project. They should be given the opportunity to carry out this research, and will require access to the necessary resources.

Criterion 3.1 requires the learners to gather the information from their research and compile this into the report as described in the unit content and the assessment criteria. It is important that the learners produce a report that clearly introduces the project, showing how and why the aims had been set. The findings of the research will then be included in the report along with a discussion as to what the learners have found out about the area that they have researched. The final section of the report will define how the research has met the aims that the learners have set for themselves.

The learners may require support in the setting of the aims and the compilation of the report, which is appropriate for the tutor to provide.

Indicative resource materials

Journals

Air Power Review

Fire – Keyways Publishing Ltd

Police Review – Jane’s Information Group

Prison Service

Soldier Magazine

Websites

www.airpowerstudies.co.uk	Centre for Air Power Studies
www.asa.uk.net	Ambulance Service Association
www.army.mod.uk	British Army
www.fireservice.co.uk	Fire Service
www.fireservice.co.uk/recruitment	Fire Service Recruitment
www.hmrc.gov.uk	HM Revenue and Customs
www.homeoffice.gov.uk/police (Home Office)	Police Service Information
www.raf.mod.uk/rafhome.html	Royal Air Force
www.royal-navy.mod.uk	Royal Navy/Royal Marines

Others

Selected TV documentaries depending on subject.

Access to library facilities with internet access is essential for delivery of this unit. Learners must have access to a wide range of information sources including relevant texts, journals, newspapers, CD ROMs and DVDs.

Unit 13: Public Service Incidents

Unit reference number: K/600/2399

Level: 1

Credit value: 4

Unit aim

The aim of this unit is to develop and apply knowledge of how the public services work when attending emergency incidents.

Unit introduction

This unit aims to inform learners who want to work in a public service, why the need to respond effectively to incidents is one of the main purposes of the public services.

This unit aims to give learners a general awareness of the factors that cause incidents, as well as those involved in achieving a successful resolution.

They will also learn about key equipment, what it can be used for and where it is located. The characteristics of incidents will be studied so that learners become aware of how each incident may be unique and will need to be dealt with accordingly.

Alongside this learners will consider how the public services' conduct of incidents may be judged, measuring the immediate results, as well as how judgments may change in the longer term. The command structures and systems that support services' incident response capabilities will be examined.

Finally learners will have the opportunity to use their knowledge in a practical manner when they look at how the public services work during incidents.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand factors that determine the nature of incidents	1.1 Explain factors involved in public services incidents 1.2 Assess the impact of factors involved in public services incidents
2 Know equipment used by public service personnel to respond to incidents	2.1 Outline the key operational response public service personnel 2.2 Identify equipment that allows public service personnel to respond to incidents
3 Know the command and control systems used in the public services at incidents	3.1 Describe command and control systems used in the public services
4 Be able to work as a team member in a public service incident scenario	4.1 Maintain health and safety 4.2 Respond to superiors 4.3 Contribute ideas 4.4 Help other team members 4.5 Complete all set tasks

Unit content

1 Understand factors that determine the nature of incidents

Types of incidents: eg non-routine, emergency, accidents, fire, disasters, terrorism

Key factors: eg people and materials involved, impact of weather conditions, location and access, scale, duration

Incident measures: speed of services' response; inter-service cooperation where applicable; implications of incident, including disruption, loss of life

2 Know equipment used by public service personnel to respond to incidents

Key equipment: personal issue eg personal protective equipment; team or unit equipment eg police car, communication equipment, specialised equipment eg urban search and rescue, large weapons; capabilities and availability of equipment

Operational response personnel: eg police officers, operational firefighters, ambulance and healthcare workers, local authorities

Responding to incidents: eg response times (expected, actual), need for support staff to enable effective operational response, location and access to incident

3 Know the command and control systems used in the public services at incidents

Command: inter-agency structures and hierarchies eg role of local authority, emergency services, health care services; organisational staffing structures and hierarchies, including their responsibilities

Control: eg methods of receiving information on incident, procedures to pass information to operational response staff, methods of communication at incidents, leadership roles at incidents, public services working together

4 Be able to work as a team member in a public service incident scenario

Work as a team member: communication skills including listening, questioning; help other team members; contribute ideas; cooperate; respect others; complete all set tasks

Contribute to a public service incident: importance of participation, listening to instructions, maintaining safe working practices, ensuring the safety of themselves and others attending the incident

Essential guidance for tutors

Delivery

The services' present response capabilities (type and quantity of equipment and staff) are the main theme of this unit. It should be based on actual incidents and contact with relevant services. Learners' awareness of other factors that determine operational realities should start to be developed. Learning should be active and delivered in as practical a way as possible, through the study of actual equipment, systems and incidents. Appropriately briefed visiting speakers can provide real background to all the learning outcomes, while many public services welcome visits where equipment and techniques may be seen first hand, for example, arranging a visit to coincide with a scenario drill or exercise. Visual aids, such as DVDs, training CD ROMs and news reports will enliven delivery. However, caution must be exercised in the use of possibly emotive material. Content should be carefully considered in relation to the age of the learner.

In order to understand the factors that determine the nature and outcome of incidents, delivery should be based on exploring and interpreting generic incident characteristics by relating these to actual incidents and discussing what constitutes success or failure. Consideration may be given to external pressures eg public expectations and equipment shortages. Visits to the site of actual/potential incidents could support delivery and enhance understanding.

Details of key items of equipment should be provided as far as possible through information packs, speakers or by tutors. Learners should concentrate on relating how equipment functions and is used in incidents, ideally using real case studies. When focused on incident command and control, while general details of command structures may be obtained from service websites, more specific information on how a service approaches incident communication may need to be provided by tutor input, visits or speakers from a public service. This should apply to both the human aspects eg spans of control and expected discipline, and the 'technical' aspects of the hardware employed. An effective way to develop understanding could be to consider a case from the start of an incident to its conclusion, looking at the communication methods used, the chains of command, spans of control and inter-service links.

Learners should be given the opportunity to participate in a minimum of one public service-related incident scenario. Public service organisations are often willing to invite groups to attend exercises like this, or to visit centres to provide these opportunities, but this outcome will require some advance planning to ensure learners are given the best opportunities to achieve.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor-led introduction looking at a range of incidents that public services attend and the nature of these incidents.
In groups, learners examine different types of incidents to develop understanding of the nature of incidents and how they are measured.
Assessment: learners explain factors and assess their impact on public service incidents based on a case study provided by the tutor, either as written work or through a discussion. (Learning outcome 1)
Learners investigate equipment used when responding to incidents.
Learners identify operational response personnel.
Review of how public services respond to incidents through the use of case study and video observation.
Assessment: Learners identify key public service personnel and key equipment used when responding to incidents through written work or discussion. (Learning outcome 2)
Tutor introduction to command and control systems used at public service incidents.
Learners examine the command and control systems used in public services through the use of case study and video evidence.
Assessment: learners describe command and control systems. (Learning outcome 3)
Tutor introduction to expectations when working at a public service incident and review of safe working practices.
Learners develop understanding of importance of maintaining own safety and the safety of others attending a public service incident.
Tutor introduces learners to scenario to be used as assessment.
Assessment: learners are observed working as a team in a public service incident scenario. Learners review performance at scenarios. (Learning outcome 4)
Assessment debrief and feedback on unit.

Assessment

This unit can be assessed through one carefully constructed assignment or a range of assessments that take the learners through the assessment criteria in a logical order. For criteria 1.1 and 1.2, the learners should be given the opportunity to view a range of actual incident case studies and then explain the key factors of these. Case studies to be used for assessment are readily available on internet news sites, in newspapers and journals.

For criteria 2.1 and 2.2 the assessors could relate the work from the first assessment to identify the equipment that was used by the public services and also the response personnel that were in attendance at the incident.

Criteria 3.1, 4.1, 4.2, 4.3, 4.4 and 4.5 will allow the learners to extend their knowledge of the given incident to identify the command and control systems used. They will be expected to show an understanding of the roles that are played by the various public services attending the incident. The learners will have the opportunity to demonstrate the knowledge and understanding that they have developed while studying this unit to a practical incident scenario. It is important that learners are in small enough groups to allow the assessor to fully assess each individual's contribution to the team dealing with the scenario, as the assessor must ensure that all bullet points have been addressed by each individual learner. Assessment could come in the form of a video or a checklist, peer group assessment or a witness statement from the tutor.

Indicative resource materials

Journals

Fire – Keyways Publishing Ltd

Police Review – Jane's Information Group

Prison Service

Soldier Magazine

Solicitors Journal

Websites

www.asa.uk.net

Ambulance Service Association

www.army.mod.uk

British Army

www.fireservice.co.uk

Fire Service

www.fireservice.co.uk/recruitment

Fire Service Recruitment

www.hmrc.gov.uk

HM Revenue and Customs

www.homeoffice.gov.uk/police
(Home Office)

Police Service Information

www.raf.mod.uk/rafhome.html

Royal Air Force

www.royal-navy.mod.uk

Royal Navy/Royal Marines

Others

Selected TV documentaries depending on subject.

Visits to and from public services and service providers from all three sectors will be invaluable in assisting learners in acquiring the knowledge required to understand the public services. Learners can compare and contrast between each public service after each visit.

Unit 11: Taking Part in Exercise and Fitness

Unit reference number: M/501/7248

Level: 1

Credit value: 4

Unit introduction

This unit will introduce learners to a range of exercise and fitness classes and ways in which a person can keep fit. The main aim of the unit is for learners to participate actively in these exercise and fitness sessions so that they understand what each entails. The unit should also give the learner the confidence to participate in exercise and fitness sessions by themselves in the future.

Learners will be asked to research exercise and fitness activities and facilities either in their local area or nationally. Whilst undertaking a range of exercise and fitness activities the learner will need to demonstrate work-related skills, for example, time management, appropriate dress code, ability to follow instructions and health and safety issues. After practical participation in a range of exercise and fitness activities, learners will be able to reflect on their performance. From this, learners can then select exercise and fitness classes that they would like to continue with.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know about different exercise and fitness activities and facilities	1.1 Describe different exercise and fitness activities 1.2 Identify different exercise and fitness facilities
2 Know how to take part in exercise and fitness safely	2.1 Describe an induction process for an exercise and fitness activity 2.2 Describe warm-up and cool-down activities
3 Be able to demonstrate work skills through participation in exercise and fitness activities	3.1 Actively participate in exercise and fitness activities and demonstrate: <ul style="list-style-type: none">• time management skills• appropriate dress for the activity• following instructions provided by the activity leader• following health and safety guidelines before, during and after activities
4 Be able to review own performance	4.1 Identify own strengths and areas for improvement in exercise and fitness activities 4.2 Suggest ways of improving own performance in one activity

Unit content

1 **Know about different exercise and fitness activities and facilities**

Exercise and fitness activities: swimming; classes, eg aerobics, spinning, yoga, Pilates, step, circuits, boxercise, low impact aerobics, body pump, toning classes (legs, bums and tums), aqua aerobics; equipment, eg treadmill, free weights, resistance machines, exercise bike, rowing machine

Exercise and fitness facilities: type; location; access; public, private and voluntary

Gathering information: sources of information, eg local papers, Yellow Pages™, internet, posters; visits to local health and exercise facilities

2 **Know how to take part in exercise and fitness safely**

Responsibilities of staff: lifeguards; dry-side staff, eg coaches, leisure attendants, first aiders; induction process; warming up; cooling down

Induction: correct use of equipment; health screening

3 **Be able to demonstrate work skills through participation in exercise and fitness activities**

Active participation: enthusiastic; motivated; willing to try; body language; positive attitude

Time management: arrive on time and ready to begin

Dress code: wearing appropriate clothing and footwear

Safety issues: following instructions; health and safety, eg safe environment, clothing, use of equipment

4 **Be able to review own performance**

Review: types of feedback, eg self-assessment, peer assessment, supervisor report, video recordings, questionnaires

Improving own performance: goal setting, eg short-and long-term targets; selecting appropriate activities

Essential guidance for tutors

Delivery

Learners can be given studio timetables and leaflets from local fitness centres in order to find out about the many different types of exercise and fitness classes. Learners should also explore ways in which to find out about the local provision of exercise and fitness facilities. The tutor could supply a range of materials such as local papers, Yellow Pages™ and access to the internet. Learners can then list the range of facilities in their local area. Learners could also be taken to a range of fitness centres and explore their facilities and prices.

For the induction process, the tutor or learners could select a facility and go through its induction process. Alternatively, if the centre has their own exercise and fitness facilities, learners can go through an induction process at their learning centre. This will allow learners to understand the correct procedures for using exercise and fitness equipment and basic health and safety policies. Learners should complete some form of health screening process as part of their induction. This may be as simple as a PAR-Q or could include further practical screening such as taking blood pressure readings and basic fitness tests. Learners should also have the opportunity to experience a range of warm-up and cool-down exercises and have a basic understanding of their importance.

Learners should participate in a variety of exercise and fitness sessions. These can be held at the teaching centre or off site at exercise and fitness centres. The greater the range of classes and exercise sessions offered, the better. This will allow learners to determine which classes they enjoyed and would like to pursue. It should also give learners the confidence to go into a health facility on their own in the future. Learners will also gain an insight into how potential clients might feel when faced with new situations, for example, nervous, anxious. Learners have the opportunity to demonstrate work skills throughout this learning outcome, for example they should arrive on time and ready to begin, participate with enthusiasm, follow instructions. Peer group observations may be a valuable tool for providing feedback to colleagues in the group.

The unit has been designed to give learners confidence and practical experience to encourage them to take part in accessible exercise and fitness sessions. Learners should be encouraged to reflect on their performance and identify strengths and areas for improvement for the future.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Introduction to unit content and programme of learning.</p> <p>Group work – learners list different exercise and fitness activities for people of different needs eg age, fitness levels, time constraints.</p> <p>Investigative work – in small groups learners research exercise and fitness facilities in the area. The information gathered could include type, location, access. Learners could present the information gathered to other group members.</p> <p>Assessment: in one-to-one discussion with the tutor, learners describe different exercise and fitness activities and identify different exercise and fitness facilities. Alternatively, the group presentation may be used to assess learning outcome 1, but individual learners would need to demonstrate knowledge. (Learning outcome 1)</p>
<p>Tutor-led discussion on health and safety considerations.</p> <p>Group induction to cardio-vascular gym.</p> <p>Tutor-led discussion on the meaning of induction, warm up and cool down.</p> <p>Using own experiences and/or visiting speakers, discuss different type of induction procedures for different purposes.</p> <p>Learners to participate in an induction to an exercise activity.</p> <p>Tutor-led discussion or visiting speakers to talk about the roles of instructors, life guards, coaches, managers, first aiders.</p> <p>Home study task – learners research the expectations of activity class attendees.</p> <p>Assessment: learners write instructions for the induction process for an exercise and fitness activity and warm-up and cool down activities. (Learning outcome 2)</p>
<p>Tutor-led discussion – methods of reviewing own performance and devising recording methods for learners to use in practical sessions.</p> <p>Practical activities – learners should have the opportunity to participate in a range of exercise and fitness activities. They should demonstrate:</p> <ul style="list-style-type: none">• active participation• time management• following dress code• following instructions. <p>Home study task – learner reviews own performance.</p>
<p>Assessment: learner is observed participating in fitness and exercise activities demonstrating time management, appropriate dress, following instructions and health and safety guidelines. (Learning outcome 2)</p>

Assessment: in one-to-one discussions with the tutor, learners identify own strengths and weaknesses and areas for improvement. (Learning outcome 3)

Assessment feedback and review of unit.

Assessment

To achieve 1.1, the learner needs to describe four exercise and fitness activities and what each entails. This can be evidenced through group or one-to-one discussion with the tutor.

To achieve 1.2 learners should find out about three local exercise and fitness facilities.

For 2.1, learners should describe an induction process. The description may be oral or written but the learner should be able to describe what happens during an induction process. For 2.2, the learner needs to describe two different warm up exercises and two different cool-down exercises. The descriptions should be provided in such a way that other learners would be able to follow the instructions given.

3.1 requires the learner to have actively taken part in two different exercise and two different fitness classes/sessions, for example, a high impact aerobics class and a weight training session. The tutor or fitness instructors can evidence this process by completing an observation record or a witness statement.

4.1 requires the learner to review their performance in two exercise and fitness classes/sessions and to identify own strengths and areas for improvement. This can be done via an interview with the tutor and evidenced through an observation record.

To achieve 4.2, learners should devise a plan to improve their performance for one fitness or exercise class/session. For example, the plan may be a weekly timetable showing which classes the learner intends to attend in order to improve their performance at a body pump exercise class. This may include resistance session in the gym per week plus one beginners' body pump class per week which will then progress to two advanced body pump classes per week.

Essential resources

Learners will need access to a local health and fitness facility. They will also need to be able to access a range of exercise and fitness classes and a suitably equipped gym.

Indicative resource materials

Textbooks

Dagleish J et al – *The Health & Fitness Handbook* (Longman, 2001)
ISBN 0582418798

Harris et al – *BTEC Introduction to Sport and Leisure* (Heinemann, 2005)
ISBN 0435460005

Sharkey B – *Fitness and Health* (Human Kinetics Europe Ltd, 2006)
ISBN 0736056149

Websites

www.bases.org.uk

British Association of Sport and
Exercise Sciences

www.eatwell.gov.uk

www.nhs.uk

www.nutrition.org.uk

www.skillsactive.com

www.topendsports.com

Food Standards Agency

National Health Service

British Nutrition Foundation

Website of SkillsActive, the SSC for the Sport and Active Leisure sector

Top End Sports, provides advice on different aspects of sport

Unit 12: How the Body Works

Unit reference number: T/501/7249

Level: 1

Credit value: 4

Unit introduction

When a person takes part in sport and active leisure, their body has to react appropriately in order to supply the energy needed for running and jumping etc. It is important therefore that any sports participant understands the main body systems that are involved with this supply of energy. This will help learners to understand why and how they should prepare themselves for sports participation.

The skeletal system, the muscular system, the cardiovascular system and the respiratory system are all explored in this unit. Learners will gain an understanding of the basic function of each system. They will also learn some of the major bones and major muscles of the body. Knowledge of this anatomical terminology is required for any person who wants to work in the sport and active leisure industry. This unit provides good underpinning knowledge for progression routes.

All of these body systems require good nutrition in order to function properly and this unit also explores the basic requirements of a healthy diet. From this information, the learner will be able to know which foods to choose to eat for a healthy diet.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know the functions of the skeletal and muscular systems	1.1 Identify the functions of the skeleton 1.2 Identify the functions of the muscular system
2 Know the functions of the cardio-respiratory systems	2.1 Identify the structure and function of the heart 2.2 Identify the structure and function of the lungs
3 Know the requirements of a	3.1 Identify the different nutrients

healthy diet	needed for a healthy diet 3.2 Identify functions of each nutrient
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Unit content

1 Know the functions of the skeletal and muscular systems

Skeletal system: structure; major bones (vertebral column, cranium, humerus, femur, tibia, patella, fibula, radius, ulna, hips, ribs, sternum)

Functions of the skeleton: mineral storage; movement; shape; protection; red blood cell production

Muscular system: structure; major muscles (quadriceps, hamstrings, biceps, triceps, deltoids, abdominals, erector spine); function (pumps blood around body)

2 Know the functions of the cardio-respiratory systems

Functions of the cardiovascular system: structure of the heart (atria, ventricles); function

Functions of the respiratory system: structure of the lungs (wind pipe, bronchus, bronchioles alveoli); function (oxygen delivery, carbon dioxide disposal)

3 Know the requirements of a healthy diet

Nutrients: carbohydrates; fats (saturated and unsaturated); proteins

Functions of each nutrient: energy; insulation; growth and repair

Sources of each nutrition: carbohydrates, eg rice, pasta, bread, potatoes; unsaturated fats, eg olive oil; saturated fats, eg meat, cream; protein, eg milk, eggs, soya

Hydration: normal levels of fluid intake; effect of participation in sport and active leisure on hydration levels and fluid intake

Essential guidance for tutors

Delivery

Practical delivery should be used wherever possible. In order to teach learners about the skeleton, skeletal models should ideally be used to show each of the major bones. Learners could also try to identify the location of major bones on each other. All five functions of the skeleton could be taught through the use of the whiteboard and/or PowerPoint presentation and discussion. Alternatively, websites have games which may be used as a tool for learning this information.

The main function of the muscular system is for movement. Learners should be taught that muscles work in pairs to produce movement. The learner needs to understand that one muscle 'pulls' or contracts whilst the other relaxes. The major muscles should be taught with the use of diagrams. Learners do not need to know the concept of antagonistic muscles.

The primary function of the heart is to pump blood around the body and to the lungs. Learners could be shown models of the heart to introduce them to the basic anatomy. The main thing is to show that the heart is hollow which allows the blood to flow through it.

Labelled diagrams and drawings of the structure of the respiratory system can be shown to learners. The function of the lungs is to take oxygen to the blood and remove carbon dioxide from it. Learners do not need to be told about diffusion, unless the tutor feels that it is of interest to the group.

Learners can be taught the names of different nutrients and the main function of each. They can then examine food labels to find out for themselves where each nutrient can be found.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES

Introduction to unit content and programme of learning.

Tutor-led discussion on the skeleton.

Task – learners label bones.

Home study task – learners learn bones and skeletal system.

Quiz to test knowledge of bones.

Tutor-led discussion on muscles.

Task – learners label the muscles.

Home study task – learners learn muscles and muscular system.

Practical – working in pairs, learners list different machines used in a gym and note the main muscles being exercised when using them. Alternatively, learners are given a check list to complete. Using the information gathered the learners then identify the muscles on an illustration of a skeleton.

Quiz – using post it notes learners label each note with the different machines in a gym. The muscles used for different pieces of equipment are labelled on different notes. The learners must then match the equipment to the relevant muscles. They can then check them against the checklist from the previous task.

Assessment: quiz to test the learner's knowledge of the skeleton and muscular systems and the functions of each. (Learning outcome 1)

Tutor-led discussion on the cardio-vascular system.

Task – learners label the cardio-vascular system.

Home study task learners learn the cardio-vascular system.

Quiz to test learner's knowledge of the cardio-vascular system.

Tutor-led discussion on the respiratory system.

Task – learners label the respiratory system.

Home study task – learners learn the respiratory system.

Quiz to test learner's knowledge of the respiratory system.

Practical task – the cardio vascular system and respiratory system in action. Learners record their heart rates before, during and after exercise, and breathing frequency before, during and after exercise.

Assessment: learners label the structure and functions of the heart and lungs.
(Learning outcome 2)

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES

Tutor-led discussion on nutrition, sources and functions.

Tutor-led discussion on the need for hydration.

Group research on the benefits of a healthy diet for sport and active leisure practitioners. This can include research on the internet and sport magazines to see how healthy eating is promoted. Information can be presented in the form of a group display.

In groups learners discussion case studies giving the diets of people participating in different sport and active leisure activities. Learners to suggest correction to diet, and present this to the rest of the group.

Home study task – learners revise nutrition.

Assessment: in one-to-one discussions with the tutor, learners identify different nutrients and functions of each. (Learning outcome 3)

Assessment feedback and review of unit.

Assessment

1.1 can be achieved through the learner discussing the five main functions of the skeleton. The learner could place sticky labels of the major bones over the appropriate location on a model skeleton or the clothes of a partner. Alternatively, the learner could complete a labelled diagram of the skeleton. Where practical assessment is used, the tutor can complete an observation record or witness statement to evidence the assessment process.

1.2 can be achieved through the learner discussing the function of the muscular system. For the structure, the learner could place sticky labels of the major muscles on a picture or over the appropriate location on the clothes of a partner. The tutor can complete an observation record or witness statement to evidence the assessment process.

2.1 can be achieved through the learner labelling a diagram with the four chambers of the heart and then stating the heart's function. This could be evidenced through one-to-one discussion or a question and answer session with the tutor.

2.2 can be achieved by learners labelling a diagram of the respiratory system, to include the windpipe, bronchus, bronchioles and alveoli. They will then need to state the function the respiratory system. This could be evidenced through one-to-one discussion or a question and answer session with the tutor.

To achieve 3.1, learners need to identify each nutrient listed in the unit content and the function of each. To achieve 3.2 learners need to identify the functions of each nutrient. Again, this could be evidenced through one-to-one discussion or a question and answer session with the tutor. The assessor can complete observation records or witness statements to record evidence of the discussion or question and answer session.

Essential resources

Learners will need diagrams of the skeleton and muscular system.

Indicative resource materials

Textbooks

Dalglish J et al – *The Health & Fitness Handbook* (Longman, 2001)
ISBN 0582418798

Haris et al – *BTEC Introduction to Sport and Leisure* (Heinemann, 2005)
ISBN 0435460005

Sharkey B – *Fitness and Health* (Human Kinetics Europe Ltd, 2006)
ISBN 0736056149

Websites

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www.eatwell.gov.uk

Food Standards Agency

www.nhs.uk

www.nutrition.org.uk

www.SkillsActive.com

www.topendsports.com

National Health Services

British Nutrition Foundation

Website of SkillsActive, the SSC for
the Sport and Active Leisure Sector

Top End Sports

Unit 13: Planning Own Fitness Programme

Unit reference number: K/501/7250

Level: 1

Credit value: 4

Unit introduction

In order to take part in sport and active leisure, participants need to have a certain level of fitness. Most participants would like to improve their performance. Increased fitness plays a vital role in improving performance.

This unit introduces learners to the five different components of physical fitness and the training available for each component. Learners will then have the opportunity to participate in training for each component of fitness.

Learners will cover basic fitness testing which will help them to determine if their fitness training is meeting its objectives.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know the components of physical fitness	1.1 Describe the components of physical fitness
2 Be able to assess own fitness level	2.1 Assess own fitness level
3 Be able to plan and use own fitness programme	3.1 With guidance, plan own fitness programme with set targets 3.2 Use own fitness programme over a given period of time
4 Know how to overcome barriers that may affect achievement of fitness goals	4.1 Identify barriers to achieving fitness goals 4.2 Identify ways to overcome barriers
5 Be able to review own fitness programme	5.1 Assess the results of own fitness programme

Unit content

1 **Know the components of physical fitness**

Components: aerobic endurance; flexibility; strength; speed; body composition

2 **Be able to assess own fitness level**

Fitness levels: aerobic endurance, eg cooper run; strength, eg hand grip dynamometer; flexibility, eg sit and reach; speed, eg time for 50 m sprint; body composition, eg waist to hip ratio

3 **Be able to plan and use own fitness programme**

Types of training activities: interval training, eg circuits; resistance training, eg weights; flexibility training, eg static, active, passive; speed training, eg acceleration sprints

Plan: when; where; which activity; short-term goals

4 **Know how to overcome barriers that may affect achievement of fitness goals**

Barriers: time, eg work and family commitments; cost, eg gym membership, equipment; location, eg accessing facilities; motivation, eg targets; injuries

Overcoming barriers: time, eg plan day, use weekends; cost, eg concessions, avoid peak times; motivation, eg involve friends, set goals

5 **Be able to review own fitness programme**

Review: types of feedback, eg self-assessment; peer assessment; supervisor report; video recordings; questionnaires

Essential guidance for tutors

Delivery

This unit could be delivered alongside other units within the qualification for example Unit 13: Taking Part in Exercise and Fitness. Before learners begin to plan their own fitness programme they should decide what goals they want to achieve and the timescale involved. Goals could include participating in a local charity run in three months time, increasing upper body strength or preparing for a 'marathon' in their gym which would involve using different pieces of equipment over a period of time. Learners may find it helpful to set up a group challenge and then develop their own fitness programme around that challenge.

Learning outcome 3 requires the learner to plan and use their fitness programme. Before beginning this process learners will need to consider the different elements for their plan, for example, time, when, for example, different days in the week, rest days, what parts of their body they want to improve etc. Learners may also find that working in a group is a useful way to discuss ideas.

Learners must then be given time to implement their plan. Time constraints may mean that learners need to identify short-term goals as well as having a long-term plan, for example, it may be necessary to suggest that the learner monitors their fitness level after two or three weeks to see how much they have progressed.

A group discussion may be a useful starting point for finding out about potential barriers to achieving fitness goals. Alternatively, learners may be given case studies to consider. These may be obtained from the internet, fitness magazines or true stories of personalities or sportspeople who have overcome difficulties to achieve their goals. Finally learners should be encouraged to examine barriers to their own participation, and the methods that they could follow to reduce these.

Learning outcome 5 focuses on the review of the fitness programme. Learners will need to consider different ways of reviewing, for example, asking a tutor, testing their fitness level at the beginning and end of the programme, making judgements on how effective the programme had been. Learners should recognise that not all programmes will be successful and that this is not a sign of failure.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Introduction to unit content and programme of learning.</p> <p>Tutor-led discussion on the components of fitness.</p> <p>Home study task – learners rank importance of components of fitness for five different activities.</p> <p>Assessment: in a one-to-one discussion with the tutor, the learner describes the components of physical fitness. (Learning outcome 1)</p>
<p>Tutor-led discussion on methods of fitness level assessment.</p> <p>Practical demonstrations and learner practice:</p> <ul style="list-style-type: none">• resting heart rate• cooper run• recovery rates• hand grip dynamometer• paired measures. <p>Home study task – learners revise methods.</p>
<p>Tutor-led discussion on methods of fitness level assessment.</p> <p>Practical demonstrations and learner practice:</p> <ul style="list-style-type: none">• sit and reach• waist to hip ratio• girths• body mass index• vertical jump• standing horizontal jump• paired measures. <p>Home study task – learners revise methods.</p> <p>Assessment: learner is observed undertaking different tasks to assess own fitness level. (Learning outcome 2)</p> <p>Tutor-led discussion on methods of improving fitness level.</p> <p>Practical demonstrations and learner practice:</p> <ul style="list-style-type: none">• resistance training• endurance training.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Tutor-led discussion – methods of improving fitness level.</p> <p>Practical demonstrations and learner practice:</p> <ul style="list-style-type: none"> • flexibility training • speed training.
<p>Tutor-led discussion – barriers to exercise.</p> <p>In pairs, learners consider case studies and how barriers can be overcome.</p> <p>Assessment: learners identify two barriers which relate to their own fitness programme, and how these will be overcome. (Learning outcome 4)</p>
<p>Task – learners design own programme.</p> <p>Learners identify weaknesses from previous task and design programme to improve weaknesses and set goals.</p> <p>Training sessions with on-going monitoring of learner's progress throughout.</p> <p>Assessment: Learners produce plan for training programme and are observed carrying out programme. (Learning outcome 3)</p>
<p>Post training programme measure of fitness levels.</p> <p>Home study task – review training programme.</p> <p>Assessment: in one-to-one discussion with the tutor, learners assess the results of their fitness programme. (Learning outcome 5)</p>
<p>Assessment feedback and review of unit.</p>

Assessment

Where possible, assessment of this unit should be holistic rather than having a specific task for each learning outcome.

To achieve 1.1, learners need to describe each of the five components of physical fitness. This can be assessed through group or one-to-one discussions with the tutor. Where a discussion has been used, an observation record or tape recording of the discussion will need to be provided as evidence of the assessment process. Alternatively, the learner may provide a written description of the components.

To achieve 2.1, the learner should be able to assess their own fitness level. Different tasks may be used to achieve this, for example identifying minimum and maximum heart rate.

Having assessed their fitness level they should then set goals and plan a fitness programme around those goals to achieve 3.1 and 3.2. If a learner chooses a long-term goal they would also need to include short-term goals to assess progress. An example of this could be to run 5 km in under 30 minutes in three months time. However, in two weeks time the learner would aim to run 1 km in seven minutes.

To achieve 4.1 and 4.2, the learner must identify two barriers and describe ways of overcoming those barriers. The barriers should relate to their own fitness programme.

To achieve 5.1, the learner must be able to assess the results of their fitness programme. This could be in a one-to-one discussion with their tutor or through written evidence. Observation records will be required throughout practical activities.

Essential resources

Learners will need access to exercise and fitness facilities and equipment, as well as access to suitable groups that can be, or act as, clients.

Indicative resource materials

Textbooks

Dalglish J et al – *The Health & Fitness Handbook* (Longman, 2001)
ISBN 0582418798

Sharkey B – *Fitness and Health* (Human Kinetics Europe Ltd, 2006)
ISBN 0736056149

Journals

Health and Fitness (Hubert Burda Media)

Running Fitness (Natmag-Rodale Ltd)

Runners World

Websites

www.bases.org.uk

British Association of Sport and
Exercise Sciences

Unit 13: **Assisting a Leader of Sports or Active Leisure Activities to Plan and Deliver an Activity**

Unit reference number: F/504/9153

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to give learners experience in helping to plan and implement a sport or active leisure activity.

Unit introduction

This unit gives learners an introduction to planning and leading sports and active leisure activities. It provides them with what could be their first step into leadership and making sports and active leisure sessions structured and exciting for the participants. Leadership skills play a key role in working in the sports sector as a coach or exercise instructor. In such roles, a person will need to be able to identify the skills and qualities of a leader, and some of this knowledge and experience can be gained from this unit. Learners will identify these qualities by studying real examples of sport and active leisure leaders, possibly those they have worked with or observed in the community.

The unit introduces the planning process involved in sports and active leisure leadership, and learners are given the opportunity to put this into practice by assisting the organisation and delivery part of a sport or active leisure sessions.

Essential resources

Learners need access to a range of sports and recreational facilities and equipment required for the activities that they will be supporting and leading, as well as access to suitable groups that can act as participants.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the qualities and responsibilities needed for assisting a leader of a sports or active leisure activity	1.1	Identify the qualities needed to support a sports or active leisure leader	<ul style="list-style-type: none"> □ <i>Qualities</i>: personality e.g. confident, outgoing, able to build up a working relationship with people; motivation e.g. being able to take initiative, being proactive; behaviour e.g. being professional, setting an example, being a role model, being friendly, polite; communication skills e.g. being able to listen, instruct, observe
		1.2	Identify the responsibilities of supporting a sports or active leisure leader	<ul style="list-style-type: none"> □ <i>Responsibilities</i>: professional conduct; health and safety, e.g. warm up cool down, risk assessment, insurance; child protection, e.g. legal obligations (Criminal Record Bureau checks), equality; ethics and values
2	Know the different parts of a sports or active leisure activity	2.1	Suggest what would be included in the plan for a sports or active leisure activity	<ul style="list-style-type: none"> □ <i>Components of a sports or active leisure session</i>: warm-up; main body e.g. technical development, skill development, tactical development, fitness development; cool-down; feedback
3	Be able to assist in planning a sports or active leisure activity	3.1	Contribute to a plan for an activity for part of a sport or active leisure activity	<ul style="list-style-type: none"> □ <i>Session plan</i>: location; timing of activity; health and safety; equipment; expected outcomes; number of participants; warm up; main part, e.g. technical development, skill development, tactical development, fitness development; cool down; feedback □ <i>Activity selection</i>: activities for each component of the session; warm up, e.g. dynamic stretching, pulse raiser, skill familiarisation; main component e.g. technical development, skill development, tactical development, fitness development, cool down e.g. stretching, pulse lowerer; method of evaluation

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to assist delivery of part of a sports and active leisure activity	4.1	Help to deliver activity according to agreed plan	<ul style="list-style-type: none"> □ <i>Deliver</i>: demonstration of a range of skills, qualities and responsibilities appropriate to leading a sport or active leisure session; communication skills e.g. clear demonstration of skills and techniques; professional conduct; consideration of health and safety; ensuring action plan is followed □ <i>Parts of a sports or active leisure session</i>: warm up; main body, e.g. technical development, skill development, tactical development, fitness development; cool down; feedback

Information for tutors

Delivery

It is important that learners develop an understanding of the qualities and responsibilities of a sports or active leisure leader. Practical situations, either through role play or observations, should be used to support knowledge gained in the classroom. Leadership skills should be developed through experience, guided and supported by the tutor. Learners should be given the opportunity to view various sports coaches in action and to observe the methods used by these experienced coaches when working with a variety of sports participants from all ages and of all abilities.

Before learners lead the session, the tutor should provide examples of specific activities that are appropriate for leading sport and active leisure sessions. The emphasis at this level should be on fun and enjoyment and not skill or technical development.

At an early stage in the course each learner should be given the opportunity to support the tutor in delivering sport and physical activity sessions to the group or other groups. This is an ideal way for each learner to experience the role and encounter the difficulties that may arise when leading sport and physical activity sessions.

When assisting in the planning and delivery of sport and active leisure sessions, learners could take part of the session under the supervision of an experienced coach or tutor. A hands-on approach should be more enjoyable and beneficial to the learner, and more interesting and relevant for the tutor to deliver. This should allow learners to develop confidence and organisational and personal skills. Tutors should check activity plans before learners' deliver their parts, so as to judge the appropriateness and give guidance accordingly. Any experience of working with a sports leader will benefit learners immensely.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit content and programme of learning.</p> <p>Tutor-led discussion on leadership in sport, and past and present examples of effective and less effective leaders.</p> <p>Task – learners to rank the qualities and responsibilities of a leader.</p> <p>Home-study task – learners assess own leadership qualities.</p> <p>Assessment: in a one-to-one discussion with the tutor, learners identify the qualities and responsibilities of a sports or active leisure leader (learning outcome 1).</p>
<p>Tutor-led discussion – the components of an activity session.</p> <p>Demonstration of warm-up session.</p> <p>Practical task – learners design warm up with appropriate instructions for an activity session.</p> <p>Home-study task – learners practise warm up routine, giving instructions.</p>
<p>Tutor-led discussion – the components of an activity session.</p> <p>Demonstration of components of main session.</p> <p>Practical task – learners design main section for an activity session with instructions to be given.</p> <p>Home-study task – learners practise warm up and main activity, giving instructions.</p>
<p>Tutor-led discussion – components of an activity session.</p> <p>Demonstration of cool down.</p> <p>Practical task – design cool down with instructions for an activity session.</p> <p>Home-study task – learners practise warm up, main activity and cool down, giving instructions.</p>
<p>Demonstration of and participation in components of main session – fitness development.</p> <p>Practical task – learners design main source for an activity session with instructions to be given.</p>
<p>Demonstration of and participation in components of main session – skill development.</p> <p>Practical task – learners design main section for an activity session with instructions to be given.</p>
<p>Demonstration and participation in components of main section – tactical development.</p> <p>Practical task – learners design main section for an activity session with instructions to be given.</p>

Topic and suggested assignments/activities

Tutor-led delivery on paperwork, session plans, group details, health and safety, goals.

Home-study task – learners design session plan for chosen activity session.

Assessment: learner describes the different parts of a sport or active leisure session and then selects activities to complete a session plan (learning outcomes 2 and 3).

Practical – learners practise own sessions ready for assessment.

Assessments: group participation in activities designed by group members (learning outcome 4).

Assessment feedback and review of unit.

Assessment

To achieve 1.1 and 1.2, learners need to identify the qualities and responsibilities of a sports or active leisure leader. These criteria could be evidenced through group discussions, one-to-one discussions with the tutor, or question and answer sessions. Learners could base their findings on the research and observations they carried out supporting an experienced coach or leader.

To achieve 2.1, the learner must suggest what would be included in a plan for a sport or active leisure session. The learner must be able to break down each part of a particular session and comment on the function of each part of the session for the participants. There is a clear link between 2.1 and 3.1.

Assessment criterion 3.1 requests that the learner must contribute to a plan for a sport or active leisure session. Learners could demonstrate this through completing a session plan that clearly identifies the appropriate parts of the session, for example an appropriate warm up for a football match may include dynamic stretches, a pulse raiser and ball familiarisation skills that are appropriate to the main activity of the session.

Finally, after the planning stage learners should be given the opportunity to support the delivery of a part of a sport or active leisure session to achieve 4.1. The coach or tutor should give the learner appropriate guidance to support the development of the session. If appropriate, the coach may allow learners to lead the delivery of these parts of the sessions. When allowing learners to lead, the experienced coach should always be present to offer support when required. However, it is not a requirement of the criterion for the learner to deliver the session alone. The learner must be observed using appropriate communication skills and demonstrating a professional conduct and awareness of health and safety. Signed witness statements or observation records must be retained for verification purposes.

Suggested resources

Textbook

Harris B – *Entry 3/Level 1 BTEC Sport and Active Leisure Student Book* (Pearson, 2010) ISBN 9781846909221

Websites

www.sportandrecreation.org.uk

Sport and Recreation Alliance

www.youthsporttrust.org

Youth Sport Trust

Unit 15: Working in Sport and Active Leisure

Unit reference number: T/501/7252

Level: 1

Credit value: 4

Unit introduction

The principal aim of this unit is to help the learner develop the work-related skills required in the sport and active leisure industry.

Customer service is of primary importance in the sport and active leisure industry, virtually all personnel are required to work with customers in some way. This unit will introduce learners to the basic concepts of customer service and its importance and ensure they understand how to deliver good customer service.

Most people working in sport and active leisure will be required to set up and take down sporting equipment. This unit will teach learners the principal requirements of these activities.

The sport and active leisure industry also requires personnel to be able to work as part of a team and the unit gives the learner the opportunity to work as a team member. Employees in the sport and active leisure industry sometimes need to work unsociable hours, so this unit helps the learner to work out how they would manage the practicalities of shift work.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know about customer service in sport and active leisure	1.1 Describe good customer service 1.2 Demonstrate communication skills when dealing with customers
2 Be able to work as a team member to set up and take down equipment for a sport or active leisure activity	2.1 Work as a team member to set up the equipment for a sport or active leisure activity 2.2 Work as a team member to take down the equipment from a sport or active leisure activity
3 Understand the work patterns for sport and active leisure	3.1 Identify the different shift patterns for two people working in sport and active leisure 3.2 Describe how to manage own time effectively when working shift patterns in sport and active leisure

Unit content

1 **Know about customer service in sport and active leisure**

Personal presentation: dress/uniform; manner; personal hygiene

Communication skills: verbal, eg tone of voice, polite, clear, confident; non-verbal, eg negative/positive body language, eye contact, posture

Importance of good customer service: repeat business; customer satisfaction; job satisfaction

2 **Be able to work as a team member to set up and take down equipment for a sport or active leisure activity**

Work as a team member: communication skills, eg listening, questioning; help other team members; contribute ideas; cooperate; respect others; complete all set tasks

Setting up equipment: correct equipment for activity; procedures for setting up equipment; following guidelines; health and safety

Taking down equipment: taking down equipment safely; health and safety; following guidelines, storage

3 **Understand the work patterns for sport and active leisure**

Work patterns: hours of work; shift work, eg early starts, late finishes, night work, weekend work, bank holiday work; irregular work pattern; flexitime; days off during week; annual leave

Time management: preparation for work; location; transport to and from work; costs

Essential guidance for tutors

Delivery

This unit should be delivered as a practical unit where ever possible. If learners have access to a sports facility in their centre they may be able to spend time there developing the skills and knowledge required for the unit, for example if the learner has access to a gym they may have the opportunity to work as part of a team to set up and dismantle equipment. They may also get the opportunity to meet the customer and demonstrate their communication skills.

Learning outcome 1 can be introduced by asking learners to discuss what they think is meant by good customer service. Learners may then be given the opportunity to visit a sport or active leisure venue and witness for themselves different methods of providing good customer service. Learners could be given a checklist to investigate such as:

- 1 how were you greeted?
- 2 was the receptionist friendly/have good manners?
- 3 ask the staff a question about the location of a facility such as the toilet and note how the question was dealt with
- 4 personal presentation of staff.

A question and answer session with a member of staff could also be set up so that learners can ask a variety of other questions that relate to the learning outcome.

Learning outcome 2 can be delivered by learners taking part in team building activities. They will need to be shown how to set up, take down and store sport and/or active leisure equipment in line with the centre and equipment guidelines. Learners should be able to do this as part of a team. When learners have demonstrated good team-work skills, it may be an idea to ask learners to set up, take down and store equipment that usually requires more than one person, for example equipment for trampolining.

Learning outcome 3 can be delivered through presentations by, or interviews with, guest speakers. People working in the sport and active leisure industry can discuss their shift work patterns and how they overcome the practicalities of this such as public transport and how they manage their time, for example public transport timetables change at weekends and bank holidays.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Introduction to unit content and programme of learning.</p> <p>Tutor-led discussion on:</p> <ul style="list-style-type: none">• what is meant by customer service?• who are the customers?• what are their needs?• what types of information do customers need?• what types of problems do customers have?• personal presentation• communication skills. <p>Assessment: learners design a 'good customer service' check list. Learners are observed communicating with customer in given role-play activities. (Learning outcome 1)</p> <p>External visit to a leisure centre to take part in an activity and observe overall level of customer service.</p> <p>Review the visit and the customer service offered.</p>
<p>Tutor-led delivery on working as a team.</p> <p>Task – in small groups learners design an activity session which uses equipment, decide on individual responsibilities for putting up and taking down equipment.</p> <p>Practical – learners practise putting up and taking down equipment for an activity.</p> <p>Assessment: learners are observed working as a team and putting up and taking down equipment for a sport or active leisure activity. (Learning outcome 2)</p>
<p>Tutor-led delivery – working within the sports and leisure industry including:</p> <ul style="list-style-type: none">• work patterns• time management. <p>Task – learners identify two different jobs in the sport and active leisure centre. Learners identify the work patterns for the different jobs. If they were to apply for one of these positions, how would they manage their own time to accommodate their own leisure time? Discussion of the advantages and disadvantages of working in the sports and active leisure industry.</p> <p>Assessment: in one-to-one discussions with the tutor, learners identify shift patterns and how to manage own time when working shift patterns in sport and active leisure. (Learning outcome 3)</p>
<p>Assessment feedback and review of unit.</p>

Assessment

1.1 and 1.2 could be evidenced by an observation record completed by the tutor.

To achieve 1.1, learners need to describe methods of good customer service; this could be evidenced through a discussion with the tutor. This discussion could be held at a sport or active leisure facility where the learner observes and describes good customer service and its importance.

To achieve 1.2, learners could take part in a role-play exercise. For example, the learner could take the role of a member of staff delivering good customer service to a fellow peer. They would have to dress appropriately, paying attention to personal presentation and hygiene together with exhibiting good communication skills.

2.1 and 2.2 could be assessed by observing a designated group of learners working together to set up and take down sport or active leisure equipment. For example, they could be told that eight people want to play badminton. Learners would then have to work together to determine which equipment they need and how many different sets they need. They would then need to work together to set the equipment up appropriately. They would then need to demonstrate that they can work together to take the equipment down and store it appropriately.

To achieve 3.1, learners need to identify different shift patterns for two people working in sport and active leisure. This can be assessed through one-to-one discussions or question and answer sessions with the tutor.

To achieve 3.2, learners need to describe how they would manage their own time effectively when working shift patterns in sport and active leisure. This can be assessed through one-to-one discussions or question and answer sessions with the tutor. The learner could be asked to imagine themselves one of the staff from 3.1 and to identify when they would have to get up, travel times and method of travel for each shift and the costs incurred.

Essential resources

Learners should have access to people currently operating within the sport and active leisure industry, for example leisure attendants, lifeguards, receptionists as this will allow learners to gain first-hand experience of customer service. Learners need access to sport and/or active leisure equipment and be able to demonstrate setting it up, taking it down and storing it as part of a team.

Indicative resource materials

Textbooks

Harris et al – *BTEC Introduction to Sport and Leisure* (Heinemann, 2005)
ISBN 0435460005

Stafford-Brown et al – *BTEC First Sport: For Performance, Exercise, Fitness and Outdoor Recreation* (Hodder Arnold, 2006) ISBN 034092604

Website

www.skillsactive.com

Website of SkillsActive, the Sector Skills Council for the Sport and Active Leisure sector

Unit 17: Job Opportunities in Sport and Active Leisure

Unit reference number: R/501/7274

Level: 1

Credit value: 4

Unit introduction

The principal aim of this unit is for learners to develop a plan for starting work in sport and active leisure by being given the opportunity to explore job opportunities across the sport and active leisure sector. The learner will explore conditions of employment and the qualifications and skills required for different jobs within sport and active leisure. The learner will have the opportunity to set realistic short- and medium-term goals for their career pathway in sport and active leisure.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know about job opportunities in sport and active leisure	1.1 Identify jobs in different sectors of sport and active leisure 1.2 Describe the job roles in one sport and active leisure facility
2 Know about terms and conditions of employment within sport and active leisure	2.1 Describe the conditions of employment within sport and active leisure
3 Know about the qualifications and skills needed for jobs in sport and active leisure	3.1 Present information about the qualifications and skills required for selected jobs in sport and active leisure
4 Be able to plan how to start work within sport and active leisure	4.1 Produce a plan to start work within sport and active leisure

Unit content

1 **Know about job opportunities in sport and active leisure**

Job opportunities: responsibilities involved in and skills required for different jobs, eg leisure attendant, fitness instructor, sports coach, physical education teacher, school sports coordinator, sports and exercise scientist, professional performer, sports therapist, sports retailer

2 **Know about terms and conditions of employment within sport and active leisure**

Work patterns: hours of work; shift work, eg early starts, late finishes, night work, weekend work, bank holiday work, irregular work pattern, flexitime, days off during week; annual leave

Pay: eg weekly, monthly, salary scales, increments

Benefits: pension, bonus for overtime, uniform/clothing allowance, subsidised/free meals, training/professional development

3 **Know about the qualifications and skills needed for jobs in sport and active leisure**

Qualifications: essential and desirable, eg GCSEs, NVQs, apprenticeships, BTEC Nationals, Coaching Awards, swimming qualification, First Aid at Work; moving and lifting, first aid, diploma, degree

Skills and qualities: personal qualities, eg ability to relate to others, respectful; work-related skills, eg communication, teamwork, problem solving, self-management; level of fitness; Criminal Records Bureau (CRB) check

4 **Be able to plan how to start work within sport and active leisure**

Career planning: personal skills audit; own abilities; interests; values; personal qualities; lifestyle; constraints

Finding out about jobs: career pathways; experience requirements; methods, eg websites, Connexions, careers fairs; journals, people, eg family, friends, tutor

Making plans: consider options; realistic short-term goals; medium-term goals

Essential guidance for tutors

Delivery

Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, seminars, practical workshops, external trips and guest speakers. Additional learning resources can include journals, videos, DVDs, case studies, learner presentations and group work.

The tutor could start delivery of this unit by inviting guest speakers working in different jobs across the sport and active leisure sector. Learners could prepare questions to ask speakers about their job roles and conditions of employment.

Learners may be able to visit different sport and active leisure settings and interview or work shadow an employee. On return learners could create a leaflet to include information about the job role and conditions of employment which other learners could use as a factsheet.

Videos and case studies may be used to help learners understand the range of job roles in the sector and the difference between different types of facilities.

In groups learners could complete web-based research into job roles in different sport and active leisure facilities and then report back to the rest of the group.

For learning outcome 2, learners could work in groups and use the local and national press and the internet to find a variety of job adverts and list the work patterns, pay and benefits advertised.

The opportunity to analyse real job descriptions, covering a wide range of jobs in sport and active leisure, would help learners to understand the similarities and differences between the work patterns, pay and benefits of different jobs in the sector.

Learners could be grouped with those who are interested in similar jobs to complete web-based research into the qualifications, skills and qualities required for their preferred jobs in the sector and then report back to the rest of the group. Learners may use PowerPoint or flipcharts to present this information.

The learners could visit Connexions or access careers advice from Learndirect to help them begin their career plan. The need for goal setting and the difference between long- and short-term goals could be explored through a question and answer session.

Learners at this level may need support in completing a personal skills audit and identifying and setting long- and short-term goals for themselves for learning outcome 4. This may be achieved through one-to-one discussions or tutorials.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion on job opportunities in:</p> <ul style="list-style-type: none">• sport• active leisure. <p>Small group research – learners select one of the above and gather information about the following:</p> <ul style="list-style-type: none">• range of jobs• working patterns• pay• benefits• qualifications• skills and qualities. <p>Research could involve internet, visits to Connexions, visits to settings, professional journals.</p> <p>Activity – group presentation of information to include a fact sheet for other learners.</p> <p>Activity – learners invite an employee from the sport and active leisure sector to share information about their job. Alternatively, learners may visit an appropriate facility or talk to an employee to gather information.</p> <p>Activity – using the information gathered from the group work on skills, qualities and qualifications, the individual learner carries out a personal skills audit, eg using a template or online assessment.</p> <p>One-to-one tutorial to discuss opportunities in line with skills audit.</p> <p>Assessment – using the information gathered from the activities outlined above, individual learners provide evidence for each of the assessment criteria within the unit. (Learning outcome 1, 2, 3 and 4)</p>
Assessment feedback and review of unit.

Assessment

The assessment criteria for this unit may be combined into one assignment task as a plan to start work. This may take the form of a loose-leaf folder.

To meet 1.1 learners will need to identify three different jobs in the sports and active leisure sector. To meet the requirements for 1.2, learners will need to select one sport and active facility, for example, a community leisure centre or a private health club and describe the different jobs within it, for example, leisure attendant or fitness instructor.

To meet 2.1 learners could select three jobs in different areas of sport and active leisure and compare the work patterns, pay and benefits. This could be presented in table format.

For 3.1, learners will need to give details about the skills, qualities and qualifications required for three jobs. These could be the three jobs selected for 2.1.

To produce the career plan for 4.1 the learner needs to undertake a personal skills audit and identify their interests. This could be recorded using a pro forma.

Learners will need to provide evidence of their research into possible jobs in sport and active leisure, this may be evidenced with leaflets, downloads from websites, documentation from tutorials/discussions with tutors or carers advisers.

The career plan should identify one medium-term goal and two short-term goals.

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Textbooks

Harris et al – *BTEC Introduction to Sport and Leisure* (Heinemann, 2005)
ISBN 0435460

Stafford-Brown et al – *BTEC First Sport: For Performance, Exercise, Fitness and Outdoor Recreation* (Hodder Arnold, 2006) ISBN 034092604

Dalgleish J et al – *The Health & Fitness Handbook* (Longman, 2001)
ISBN 0582418798

Sharkey B – *Fitness and Health* (Human Kinetics Europe Ltd, 2006)
ISBN 0736056149

Journals

Health and Fitness (Hubert Burda Media)

Running Fitness (Natmag-Rodale Ltd)

Runners World

Websites

www.bases.org.uk	British Association of Sport and Exercise Sciences
www.ccpr.org.uk	Central Council of Physical Recreation
www.connexions.com	Advice for 13-19 year olds, including careers advice
www.eatwell.gov.uk	Food Standards Agency
www.learndirect-advice/get_a_job	Careers advice
www.nhs.uk	National Health Services
www.nutrition.org.uk	British Nutrition Foundation
www.skillsactive.com	SkillsActive, the Sector Skills Council for the sport and active leisure sector
www.topendsports.com	Top End Sports
www.youthsporttrust.org	Youth Sport Trust

Unit 8: Customer Service in Travel and Tourism

Unit reference number: M/502/3700

Level: 1

Credit value: 4

Unit aim

The aim of the unit is to give learners a basic understanding of customer service and its importance within the travel and tourism industry.

Unit introduction

This unit will enable learners to practise customer service skills vital for work in the travel and tourism industry. Learners will be introduced to the basics of customer service, including the different types of customer and their needs and expectations. It is vital that learners are able to match needs and expectations in order to give the customer the most suitable product.

The unit aims to develop learners' written and verbal communication skills, which are needed for all aspects of customer service. First impressions are an important aspect when dealing with customers. Learners will develop an understanding of first impressions and the impact they can have on the customer's perception of the service provided. The unit is designed to develop confidence in dealing with a variety of customers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know the needs of different types of customer	1.1 Identify the different types of customer 1.2 Identify customer needs and expectations 1.3 Describe how to meet different customer needs
2 Be able to demonstrate customer service skills in a given travel and tourism scenario	2.1 Give a good first impression to the customer 2.2 Listen for and identify the main points of short explanations 2.3 Speak clearly to be heard and understood 2.4 Ask and respond to straightforward questions 2.5 Produce a short document for a given travel and tourism scenario
3 Understand the importance of providing quality customer service	3.1 Explain the importance of providing quality customer service in the travel and tourism industry

Unit content

1 Know the needs of different types of customer

Types: internal to organisation, eg sales representative, manager, travel agent; external to organisation, eg families, the elderly, single people, couples, business people; existing customers; new customers; people of different ages; people of different cultures and nationalities; people with specific needs, eg disabled customers, hearing or visually impaired customers, people with young children, elderly customers, people who may be lost, angry or confused; domestic or overseas customers

Needs: spending time with the customer; giving the customer attention; specific customer needs, eg enquiries, different types of information, reservations, buying products/services; specific requirements for different customers, eg families with children, the elderly, customers with disabilities

Expectations: a good impression; efficient service; immediate attention; communication skills; efficient service and product; value for money; attentive staff; effective after-sales service

2 Be able to demonstrate customer service skills in a given travel and tourism scenario

Impression of self: personal presentation, eg dress code, personal hygiene, posture; language used; attitude and manner; politeness and friendliness; willingness to help; knowledge of product/service

Impression of organisation: work environment, eg work area, desk tidy and organised, cleanliness of environment; efficiency of service, eg prompt attention; safety of organisation; evidence of effective teamwork; knowledge of products and services; ability to deal with problems and complaints; availability of products and services

Communication skills: appropriate verbal or written language; tone of voice; friendly; welcoming; assisting; good product knowledge; good use of questioning; ability to listen; body language, eg smiling, keeping eye contact, posture, positive hand signals/ gestures, facial expressions; ability to record and relay messages; ability to repeat and review requirements with the customer

Written communication: types of written communication, eg letter, fax, form, email, internet, intranet; purpose of written communication, eg confirmation of holiday payment/holiday reservation; confirmation of flight reservations

3 Understand the importance of providing quality customer service

Providing quality customer service: attentiveness; making customer feel important; knowledge of products and services and their availability; providing assistance; asking for help when needed; keeping up-to-date

records and information; working within organisational limits and guidelines

Recognition of customer service: feedback, eg customer compliments, feedback cards

Benefits to organisation: benefits, eg increased staff morale; lower staff turnover; job satisfaction; increased sales and profits; repeat customers; positive word of mouth; customer loyalty

Delivery

Learners should carry out as much practical-based learning as possible. This should involve the use of role-play exercises and group working and discussion. For learning outcome 1, learners should be given time to research and find out about the different types of customer and their needs. They should be encouraged to think of their own experience of being a customer and the type of service they received. Visiting speakers from travel agencies to discuss issues surrounding customer service, or visits to travel agents may also be helpful. Research can also be carried out through looking at the websites of relevant travel agents or travel organisations. Alternatively, a handout could be produced for learners to complete. Learners can then list the different types of customer and describe their needs.

For demonstrating customer service skills for learning outcome 2, learners could participate in a range of exercises such as planned role-play exercises, planned work placement or group work/discussion. A guest speaker could provide useful input on the importance of providing a positive impression. This would allow learners to develop confidence in using and providing customer service skills. Learners should be encouraged to give a good impression of themselves with regard to their own personal appearance, body language and personal presentation skills. The short document which learners need to produce for assessment criterion 2.5 could be a letter, an email or a form. It can be short, but must include the opportunity for learners to write compound sentences, to meet Functional Skills requirements for Entry Level 2.

For understanding the importance of customer service, learners could watch videos of good and bad customer service practice and then discuss the effect this customer service would have on the organisation. Group discussions and feedback must then take place. From this learners would be able to explain the importance of providing customer service.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Introduction to the unit and content overview.</p> <p>Tutor-led discussion – ‘What are different types of customers?’ ‘What are customer needs and expectations?’ ‘How might their needs vary?’</p> <p>Guest speakers from relevant organisations to discuss different types of customers they deal with, their needs and expectations.</p> <p>Role play – in pairs or small groups learners practise role play where one learner plays the customer and the other the travel agent, resort representative, etc who must decide what the customer’s needs and expectations are.</p> <p>Case studies – tutor provides case studies of customer needs. Learners decide how these can be met, eg recommending suitable holiday destinations.</p> <p>Assessment – tutor to provide learners with worksheet activity – learners must identify three different customers, their needs and expectations and describe how their needs can be met (learning outcome 1).</p>
<p>Tutor-led discussion – ‘what are good customer service skills?’</p> <p>Demonstration – tutor-led role play of customer service skills including providing a good first impression, listening to explanations and asking questions.</p> <p>Learners watch DVD demonstrating good and poor customer service.</p> <p>Practical – learners practise listening to explanations and identifying the main points. Learners to practise asking and responding to questions, speaking clearly.</p> <p>Tutor-led discussion on the types of documents that may need to be completed for customers, eg booking forms, confirmation letters. Tutor to provide examples for learners to look at.</p> <p>Learners to practise writing a short document to or for a customer.</p> <p>Assessment – role play of customer skills according to a scenario provided by the tutor. Learners should be able to give a good first impression, identify the main points of explanations and ask and respond to questions speaking clearly (learning outcome 2).</p> <p>Assessment – learners to produce a short document according to a travel and tourism scenario provided by the tutor (learning outcome 2).</p>
<p>Learners to brainstorm what is meant by ‘quality’ customer service.</p> <p>Tutor-led discussion on quality customer service and why this is important in travel and tourism.</p> <p>Assessment – ask and respond to straightforward questions on the importance of providing quality customer care (learning outcome 3).</p>
<p>Assessment evaluation, unit review and feedback.</p>

Assessment

To achieve assessment criterion 1.1, learners need to identify at least three different types of customer including one internal and one external customer. This could be evidenced through one-to-one discussion or through a written exercise such as a worksheet.

To achieve 1.2, learners need to be able to describe how to meet at least two different customer needs. This can be evidenced through providing learners with scenarios and a pro forma to complete, or through question and answer sessions, group or one-to-one discussions. These would need to have observation records completed.

Criteria 2.1-2.4 can be assessed through one exercise, and evidenced through observation reports or witness statements.

For 2.1, learners need to be able to give a good first impression. This could be completed in a work placement situation or as a role-play exercise with the tutor. Evidence would be through observation reports or witness statements. For 2.2, learners need to listen for and identify main points of a short explanation from a customer. This can be completed during a work placement or through a role-play exercise. At the same time learners could be assessed for 2.3 and 2.4 where they are required to speak clearly to be heard and understood and ask and respond to straightforward questions.

For 2.5, learners are required to produce a short document related to a given travel and tourism scenario. This could be an email, a letter or a form which includes a few compound sentences confirming travelling arrangements or requesting arrangements on behalf of the customer.

Assessment criterion 3.1 requires learners to explain the importance of providing customer service in the travel and tourism industry. The explanation can be presented in a written format or evidence can be produced through a question and answer session or one-to-one discussion with the tutor.

Essential resources

There are no essential resources for this unit. However, learners may benefit from visits to travel and tourism organisations to experience customer service.

Indicative resource materials

Textbooks

Bee F and Bee R – *Customer Care* (Chartered Institute of Personnel and Development, 1999) ISBN 9780852927762

Laing F and Roberts I – *BTEC Introduction to Hospitality, Travel & Tourism* (Heinemann, 2005) ISBN 9780435446314

Smith I – *Meeting Customer Needs* (Butterworth-Heinemann, 1997) ISBN 9780750633918

Websites

www.cse.cabinetoffice.gov.uk

Cabinet Office customer service

excellence page

www.instituteofcustomerservice.com Institute of Customer Service

Unit 9: Displaying Travel and Tourism Products and Services

Unit reference number: T/502/3701

Level: 1

Credit value: 4

Unit aim

This unit aims to give learners knowledge of the products and services offered by the travel and tourism industry. It also covers the important role displays play in offering products and services.

Unit introduction

In this unit learners will identify the types of products and services which the travel and tourism industry has to offer. This is a busy industry and displays play an important role in promotion. Although displays are just one method of promotion, learners will learn about the different types of display and the best way to use them. This may include visits to travel and tourism organisations to look at the products on offer and the promotional material being used.

Learners will need to identify what makes a good display and in doing so produce a display of their own to promote a travel and tourism product or service.

Learners will need to plan what they are going to display and the materials which they will use. Timescales will need to be adhered to so that the display is prepared on time.

In order to produce a good display it will be necessary to look at other displays and compare them. At the end of the unit learners will be expected to review their own display to state how effective it was at promoting the product or service. Through this learners will show a number of work-related skills much needed for work in travel and tourism and other industries.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know the products and services offered by the travel and tourism industry	1.1 Describe products and services offered by the travel and tourism industry
2 Know types of promotions and displays which may be used by travel and tourism organisations	2.1 Name different types of promotions and displays which could be used to promote travel and tourism products and services
3 Know the key features of a good display	3.1 Describe the key features of a good display
4 Be able to create a display to promote a travel and tourism product or service in a given timescale	4.1 Plan a display to promote and sell a travel and tourism product or service 4.2 Produce a display within a set timescale to promote and sell a travel and tourism product or service 4.3 Review the display

Unit content

1 **Know the products and services offered by the travel and tourism industry**

Products: package holidays; attractions, eg theme parks, seaside, scenic areas; accommodation, eg hotels, hostels, bed and breakfast, campsites; transportation, eg air, land, sea; tourist destination; insurance

Services: customer services, eg room service, laundry service, baby sitting service; travel service, eg pre-arranged seating, in-flight meals, speedy boarding, VIP lounges; services for those with specific needs, eg kids' clubs, dietary needs, baby sitting/monitoring services

Travel and tourism organisations: tourist information centres; tourist boards; travel agencies; tour operators; transport operators; visitor attractions and heritage sites; accommodation providers, eg hotels, bed and breakfast, hostels, camp sites, cruise liners

2 **Know types of promotions and displays which may be used by travel and tourism organisations**

Types of promotion: advertising, eg radio, TV, internet pop-ups, posters and displays, billboards, newspapers, magazine adverts, window displays, brochures and leaflets, in store adverts, sponsorship, special offers, competitions, incentives, email, text message, telesales, mail shots

Types of display: window display; billboards; notice boards; point of sale material; stands; cabinets; table; temporary displays, eg exhibitions; local transport; lighting displays; indoors; outdoors

3 **Know the key features of a good display**

Key features: clear purpose; location; eye catching; display of clear, accurate information; attractive; types of materials used; ability to appeal to target market; length of time of display

4 **Be able to create a display to promote a travel and tourism product or service in a given timescale**

Plan: scenario given; target market; type of product or service; location of display; cost of display eg materials; duration of display; legal implications, eg data protection, health and safety, equal opportunities; size of display; information to be included; method of erection, resources required; method for monitoring success

Produce: write and follow plan; meet given deadlines; work safely, promote a travel and tourism product or service

Review display: purpose; target market; location; types of materials used; information provided; clarity of information; attractiveness; type of feedback gathered; areas for improvement; planned length of time for display

Essential guidance for tutors

Delivery

Learners should carry out as much practical-based learning as possible. Group working and discussion may be appropriate even where the learners' assessment evidence needs to be recorded separately.

For learning outcome 1, learners will need to be introduced to the products and services on offer in travel and tourism. This could be through visits to different organisations or input from guest speakers. Alternatively, the class could complete a brainstorm activity and the tutor could advise as to those products and services which they were unaware of, to stimulate ideas.

Learning outcome 2 could involve visits where learners could witness first hand the different types of display and promotion or they could search the internet for information on each of the different types. Learners could be given a pro forma to complete to show evidence that they have witnessed the display. They may also take photos of different types of display. Guest speakers could be used to discuss the different types of display.

For learning outcome 3, learners need to be able to describe the key features of a display. Tutors will need to be able to advise learners of key aspects of display such as clarity, and attractiveness, and could do so using examples of different displays and comparing their strengths and weaknesses. To practise their ability at this the tutor could give a number of displays to learners for them to analyse the features of each and to identify those that best fit their purpose.

For learning outcome 4, learners need to be able to plan, produce and review a display. Practice for this could be completed as small groups in an exercise issued and monitored by the tutor. Alternatively, this could be completed as an exercise on work placement or learners could take part in a visit to an exhibition and question exhibitors about this process.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Introduction to the unit and content overview.</p> <p>Group discussion – what products and services are offered in the travel and tourism industry? Learners to think about own holidays, visits to tourist destinations – what types of products and services did they use?</p> <p>Research – learners to identify the different travel and tourism organisations and find out where these are in the local area, eg through local press, internet research. What products and/or services do they offer?</p> <p>Assessment – record products and services offered by travel and tourism organisations (learning outcome 1).</p>
<p>Group brainstorm – what types of promotion are used in travel and tourism?</p> <p>Learners to visit organisations researched and to look at how products and services are displayed. Learners complete a pro forma on the displays visited.</p> <p>Group discussion – identify the most suitable types of promotional displays for travel and tourism organisations and why.</p> <p>Assessment – record different types and key features of promotion and displays which could be used in travel and tourism industry (learning outcome 2, learning outcome 3).</p>
<p>Tutor to present scenario to learners of travel and tourism products or services to be promoted.</p> <p>One-to-one meeting with tutor to discuss plans, develop ideas and set timescales.</p> <p>Assessment – learners produce a plan to produce a display promoting a travel and tourism product or service. Learners then create a display according to the plan. Learners to answer tutor's questions about the display in order to review it, eg 'what works well, how could the display be improved' (learning outcome 4).</p>
<p>Assessment evaluation, unit review and feedback.</p>

Assessment

For assessment criterion 1.1, learners need to show that they can describe travel and tourism products and services. This could be completed as a poster activity where learners illustrate and describe the products and services on offer.

For 2.1, the learners must name at least four different types of promotions used to promote travel and tourism products and services. At least two products and two services must be included. This could be completed via a simple listing activity. For the second part of the criterion photographs illustrating each of the displays could be presented as either a leaflet or display.

For 3.1, learners need to describe the key features of a good display. This could be completed as a comparison of two different displays, identifying why one is better than the other or learners could describe each of the features, identifying strengths and weaknesses.

For 4.1 and 4.2, learners need to be able to plan and create a display to promote a travel and tourism product within a given timescale. In order to meet these criteria, the tutor could give learners a scenario telling them what it is they need to promote. Learners will need to be guided through the planning stages; it would be useful to give them pro formas to complete and collate as evidence throughout. Learners should be given a strict timeline to adhere to, to produce the display and it is recommended that progress meetings are completed regularly with the tutor. Finally for 4.2, a review of the display could either be completed verbally with the tutor or as a written evaluation.

Essential resources

Learners will need access to materials and equipment to produce their display. This could include coloured card and paper, plain paper, colour printing facilities, photographic paper, coloured pens and pencils, scissors, glue, tape, pins, staple gun. Equipment such as the internet, cameras and scanners could be useful when researching and recording material. They may also need display boards to present their information.

Indicative resource materials

Textbook

Laing F and Roberts I – *BTEC Introduction to Hospitality, Travel & Tourism* (Heinemann, 2005) ISBN 9780435446314

Websites

www.britainandirelandevent.co.uk	Best of Britain and Ireland Trade Forum
www.reedtravelexhibitions.com	Reed Travel Exhibitions – organises travel industry events for trade professionals
www.wtmlondon.com	World Travel Market – promotes four-day business-to-business annual event in London for the travel

industry

Unit 10: Planning a Trip to a Visitor Attraction

Unit reference number: A/502/3702

Level: 1

Credit value: 4

Unit aim

This unit aims to develop learners' understanding of the requirements and processes which need to be followed in order to plan a day trip for customers. Learners will develop their knowledge of visitor attractions both in their local area and in the UK. They will develop work-related skills by planning a trip to a visitor attraction.

Unit introduction

Planning visits to meet customer requirements is an important skill in the travel and tourism industry. In this unit learners will develop the skills needed to plan a day trip.

Learners will need to research which attractions would be appropriate for particular visitors and will produce an itinerary for the planned visit, including transport, accommodation if needed and a schedule to be followed. They will also cost the visit. Learners will be able to develop their planning skills when putting together a schedule for the trip, and their numerical skills when costing the trip.

Once the itinerary has been completed, learners will practise their communication skills by presenting the information. It can be presented in different ways, for example in writing, by email, on the telephone or face to face.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Understand which attraction would be most appropriate for a given visitor	1.1 Assess which would be the most appropriate attraction for a given visitor
2 Be able to plan an itinerary for a day trip showing details and costings	2.1 Plan an itinerary schedule for a day trip 2.2 Calculate the cost of the trip using whole numbers 2.3 Record the cost of the trip
3 Be able to present the itinerary	3.1 Present information about the itinerary demonstrating communication skills for a given customer

Unit content

1 **Understand which attractions would be most appropriate for a given visitor**

Viability: any given constraints; distance; journey time; departure time; arrival time; cost, eg transport, entrance fee; indoor environment; outdoor environment

Visitor type: visitors, eg elderly, school/college groups, tourists, families

2 **Be able to plan an itinerary for a day trip showing details and costings**

Itinerary: date; destination; transport; activities to be completed, eg guided tour, walks, eating, free time; schedule to be followed

Costs: show individual components, eg transport, entry fee, accommodation, group discount, tax, total, deposit needed, balance required and by when; calculations, eg addition, subtraction, multiplication; recording results clearly and accurately

Constraints: types of constraint, eg distance, budget, date, number of people, departure and arrival point, any special requirements; timeline for booking process

3 **Be able to present the itinerary**

Format: types of format, eg PowerPoint presentation, written document, giving information over the telephone

Information to be included: date; destination; transport; timings; scheduled activities; cost

Communication skills: clear; appropriate for customer; accurate grammar, accurate spelling and punctuation (if written)

Essential guidance for tutors

Delivery

Learners should carry out as much practical-based learning as possible. A wide range of delivery methods can be used including tutorials, presentations, videos, worksheets and research using the internet.

For learning outcome 1, learners need to access information about different visitor attractions. This could be completed by researching on the internet, contacting attractions by phone, collecting leaflets or by visiting the attraction or interviewing people who have visited. To save time and to generate ideas the tutor could issue learners with information about a number of visitor attractions. Learners will need to decide which attractions are most suitable for given visitor types, and the use of case studies and/or role-play exercises giving different scenarios might be useful.

For learning outcome 2, learners should be issued with example itineraries and be allowed time to practise producing different itineraries and gain understanding of the different parts. Learners should be able to practise producing itineraries and build confidence in completing a range of itineraries for given scenarios. Learners could word process their itineraries to help them develop their IT skills. This will also help them make changes as they go along.

Time should be allocated for the costings aspect and learners should be able to practise costing a trip using given examples. The costing could be presented using a simple spreadsheet or other types of written format. Learners will be able to understand and use addition, subtraction and multiplication and complete the calculations using whole numbers. Ideally, this should be up to £100 to meet the requirements of Entry 3 Functional Skills in Mathematics.

For learning outcome 3, learners should present information on an itinerary for a day trip to a tourist attraction for a given customer. Learners could look at examples of itineraries from brochures or websites. Learners may choose to present the itinerary for the visit as a PowerPoint presentation or as a written document – both methods of presenting the information require learners to communicate clearly and they may need some practice. For example learners should be given practice time to rehearse the presentation, or role-play exercises could be used to allow learners to practise giving the information over the telephone.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Introduction to the unit and content overview.</p> <p>Tutor led discussion – ‘What are visitor attractions?’ ‘Why are some suitable for different people?’</p> <p>Small group research – research a number of visitor attractions using the internet, local or national press, with visits to tourist information centres to find leaflets if possible.</p> <p>Practical – tutors to provide case studies of different types of customer. In small groups learners identify which attractions would be the most suitable for them. Learners then feed back to the rest of the group.</p> <p>Tutor-led discussion on suitability of different attractions to different visitors to reinforce knowledge.</p> <p>Assessment – learners to recommend a visitor attraction according to a scenario provided by the tutor (learning outcome 1).</p>
<p>Case studies – a number of itineraries for visits for which learners need to comment on what is good and what may cause problems. Who would the itinerary be suitable for, for example children, adults, the elderly?</p> <p>Practical – in small groups learners practise putting itineraries together.</p> <p>Case studies – a number of costings for visits, with different aspects missing. Learners should comment on what is missing, what difference it makes to the overall cost?</p> <p>Practical – in small groups learners practise calculating costings for a day trip based on their itineraries.</p> <p>Assessment – learners produce a plan for an itinerary for a day trip and calculate the cost of the trip. The workings out and final cost should be recorded (learning outcome 2, learning outcome 3).</p>
<p>Assessment evaluation, unit review and feedback.</p>

Assessment

For assessment criterion 1.1, learners need to be able to suggest the most suitable attraction for different visitor types. Learners could do this by completing a table analysing the attractions and the most suited visitor type. Alternatively, question and answer sessions could be carried out with the tutor.

For assessment criteria 2.1-2.3, learners need to be able to plan an itinerary showing details and costings. Having completed practice examples and developed confidence learners will be able to plan an itinerary schedule for 2.1 and cost the itinerary for 2.2 and 2.3. Learners could be provided with pro formas for this purpose. The costings exercise should be presented clearly to show where each calculation type has taken place. This could be presented on a spreadsheet with formulas or presented in other written formats. Learners could complete a self-assessment checklist where they record the contribution they made as a team member and how and when they used group working skills.

For 3.1, learners must be able to present the information from an itinerary – learners could present this using verbal or written methods of communication either in a one-to-one situation with the tutor or in front of the class. Evidence could include witness testimonies or observation reports which will need to be retained for verification purposes. Alternatively, learners can set the itinerary out in writing, for example in a letter or an email.

Essential resources

Learners will need access to the following:

- visitor attraction leaflets
- guides
- access to visitor attraction websites.

Indicative resource materials

Textbook

Laing F and Roberts I – *BTEC Introduction to Hospitality, Travel & Tourism* (Heinemann, 2005) ISBN 9780435446314

Websites

www.expedia.co.uk	Expedia – information on travel, hotels and holidays
www.nationalexpress.com	National Express – information on coach and rail travel in UK
www.nationalrail.com	National Rail – information on rail travel in UK
www.trailfinders.com	Trailfinders – information on worldwide travel
www.tripadvisor.co.uk	Trip advisor – information on travel, hotels and holiday includes free travel guides

Unit 11: UK Travel Destinations

Unit reference number: F/502/3703

Level: 1

Credit value: 4

Unit aim

This unit will introduce the learner to the UK as a destination and the different types of destination in the UK available to the holidaymaker. The learner will be able to identify factors contributing to the appeal of cities, countryside areas, coastal areas and resorts, and be able to identify examples of each in the UK.

Unit introduction

People are travelling more and more and there are many places and destinations on offer to the traveller. Being able to locate key destinations is important for learners. The ability to recognise different types of destination available will assist learners towards a basic travel and tourism geography of the UK. The UK is made up of England, Scotland, Wales and Northern Ireland and it is important that learners can distinguish between these countries and can develop knowledge of the capital cities and major destinations within them. This unit will introduce learners to some of the most popular destinations and enable them to distinguish between the different types of destination; countryside areas, coastal areas, islands and seaside resorts and town and city destinations.

The unit will enable learners to understand the various classifications of beautiful places, including National Parks and Areas of Outstanding Natural Beauty.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know tourist destinations in the UK	1.1 Locate the capital cities in the UK 1.2 Locate given seaside resorts in the UK 1.3 Locate given towns/cities of historical interest in the UK 1.4 Locate given areas of natural beauty in the UK
2 Be able to use research methods to find out information about UK tourist destinations	2.1 Describe the location of a chosen UK tourist destination 2.2 Identify areas of interest to inbound and domestic tourists in and around the chosen UK tourist destination 2.3 Provide evidence of research methods used to gather information about the chosen UK tourist destination
3 Be able to present information about a UK tourist destination	3.1 Plan the presentation 3.2 Use aids to support the presentation 3.3 Present the information to a group 3.4 Review the presentation

Unit content

1 **Know tourist destinations in the UK**

Tourist destinations: countryside areas; seaside resorts; Areas of Outstanding Natural Beauty; capital cities; towns and cities including historical and cultural; National Parks

2 **Be able to use research methods to find out information about UK tourist destinations**

Information: location; what there is to see, what there is to do

Sources of information: using internet search engines, websites, eg for towns, regions; brochures; maps; atlases

Areas of interest: different areas of interest, eg theme parks, museums, stately homes open to public, wildlife parks, zoos

3 **Be able to present information about a UK tourist destination**

Communication skills: different types of communication skills, eg applying literacy skills, able to produce clear and accurate records, listening and questioning skills

Self-management: self-management skills, eg flexibility, organising self, accepting responsibility; meeting agreed deadlines, eg completing all set tasks, completing tasks on time; problem solving, eg recognising problems, making suggestions on how to solve problems, thinking creatively to solve problems

Assess own work: constructive feedback from colleagues/tutors/line managers; areas of strength and weakness; setting targets for further development

Essential guidance for tutors

Delivery

Initial group discussions can determine the degree of geographical knowledge that learners already have regarding the UK as a destination. A tourist destination can be a town or a city, a seaside resort or coastal area or a countryside area.

For learning outcome 1, learners could be introduced to the certain types of destinations in a number of ways, through guest speakers, field trips, videos and DVDs and research on the internet through websites such as VisitBritain and the regional tourist boards.

Some introductory map-plotting activities can help learners familiarise themselves with areas and regions of the UK, starting with the countries that make up the UK and their capital cities.

Practical activities can also be devised to assist learners with using atlases and introducing them to the different information that the atlases hold, from the geographical location of destinations to details of airports, motorways, rail networks and sea/ferry ports. Guidebooks, trade manuals and websites should also be used to help learners become more proficient in research and use of sources.

Learners can also be encouraged to discuss places that they have visited and places they would like to visit. They could provide descriptions of the places and information on what type of destinations they are.

Learners can also be introduced to a variety of destinations through media, with destination videos, DVDs and TV programmes helping learners see the differences between different types of destinations in the UK. A guest speaker from one of the tourist boards would also provide useful information on certain areas for learners.

Working in groups it may be possible for the whole class to cover several local tourist destinations, then produce a display of their findings or give a presentation. This would also help with the development of Functional Skills as well as providing a sound basic knowledge from which to move forward and apply to other units throughout the qualification.

For learning outcome 3, learners should be encouraged to put together a presentation or a role-play that enables them to present the information that they have found on one chosen destination. The presentation can take the form of a PowerPoint or a poster as long as the specified criteria are met. It must be one of the following types of destination: capital city, seaside resort, town/city of historical interest in the UK, area of outstanding natural beauty/ National Park. The group as a whole could put together a display of the UK for an open evening or similar event.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Introduction to the unit and content overview.</p> <p>Tutor-led discussion – ‘Have you been on holiday in the UK?’ ‘Where?’ ‘What did you like about it?’</p> <p>Practical – group game to pin cities and countries on map of UK.</p> <p>Introduction to different categories of destinations, for example National Park, attraction, city, seaside resort.</p> <p>Research – learners to research a number of UK destinations, using internet, brochures, personal interviews with friends and family.</p> <p>Practical – learners to research and make snap cards for resorts and types of resorts, other groups then play with the cards.</p> <p>Assessment – ask and respond to straightforward questions about UK travel destinations (learning outcome 1) [Functional Skills, Level 1: Speaking and Listening].</p>
<p>Tutor-led discussion – ‘What do you want to do when you go on holiday?’ ‘What do your parents/grandparents/friends want to do?’ ‘If you have been abroad what do you like to see in another country, what do you think foreign tourists might want to see in the UK?’</p> <p>Survey – learners to develop and then conduct survey of peers, people on the street of UK destinations, why and what they want to see/do.</p> <p>Practical – learners develop pro forma of information required on a destination.</p> <p>One-to-one tutorials – learners decide on a destination to research and discuss how to research destination.</p> <p>Research – learners individually research UK destination and complete pro forma.</p> <p>One-to-one tutorials – discuss style of presentation, plan, etc.</p> <p>Practical – learners write plan, tasks and deadlines of presentation.</p> <p>Assessment – present information on chosen destination (learning outcome 2, learning outcome 3).</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

For criteria 1.2, 1.3 and 1.4, learners will be required to demonstrate their knowledge of at least four different types of destination for each criterion, for example, four seaside resorts, historical or cultural towns and the four capital cities.

Learners could evidence this knowledge as series of maps or put together a PowerPoint presentation that shows maps, locations and images of the destinations that learners have chosen. Learners could also undertake a series of phase assessments in the form of quick map plotting exercises to determine their geographical knowledge and ability to use an atlas. Learners at this level would not be expected to be able to plot a variety of destinations without resources and they may have access to the resources throughout any phase testing. The maps submitted for assessment should be learners' own work on blank outline maps and not downloaded or previously printed material. For criterion 2.1, where learners are asked to describe the location of a certain destination, they should be able to state whether it is in England, Ireland, Scotland or Wales. They should also be able to locate the destination on a map of the UK and determine what type of destination it is.

For criterion 2.2, learners are asked to identify areas of interest to inbound and domestic visitors in and around the chosen UK tourist destination. Areas of interest in and around the destination can be categorised as areas within a two hour journey of that destination. For example, if learners are talking about the Peak District National Park in central England as an area of natural beauty, they may well want to mention Alton Towers as it is within two hours journey from most major cities within the Peak District and is a national attraction that learners should point out to customers. To mention Thorpe Park or Flamingo Land would be out of the surrounding area of the Peak District and an alternative destination would be a better base for reaching these places of interest.

For assessment criterion 2.3, learners must provide evidence of research methods used to gather information about the chosen UK tourist destination. They could be evidenced through a collage that details all the sources that they have used throughout the unit, with details of what can be found in those sources/on those websites and what they used that source for.

For assessment criterion 3.1, learners must plan the presentation – this can be demonstrated in the nature of the delivery and with a witness statement from the tutor. If the information is displayed as a PowerPoint presentation then that in itself will be evidence of the planning. If learners are presenting orally, then they must also create a script as evidence of their planning. Learners must use aids to support the presentation and these could be in the form of a handout that summarises the information of the presentation to the audience, leaflets on the destination that learners have collected from visits or guest speakers or a quiz that could test the audience at the end of the presentation. Learners could also provide the audience with an evaluation form that they have designed themselves for feedback on the quality of the presentation. This would enable them to achieve assessment criterion 3.4 where learners have to reflect on the effectiveness of the presentation. They could provide oral feedback to the tutor on the results of the feedback questionnaire.

Essential resources

Indicative resource materials

Textbook

Kerr A, et al – *BTEC First Travel and Tourism, 2nd Edition* (Heinemann 2006) ISBN 9780435402198

Journal

Travel Trade Gazette (CMP International Ltd)

Other resources

Guide books on different areas of the UK – eg Eyewitness, Michelin or AA guides

Tour operators' brochures

Brochures from Tourist Information Centres

Road map of the UK, eg Ordnance Survey map, AA

Websites

www.blueflag.org.uk	Website detailing the best beaches and their locations in UK
www.britainexpress.com	Advice on places to go in and around the UK and tour operators
www.discovernorthernireland.com	National tourist boards
www.enjoyengland.com	
www.visitwales.com	
www.visitscotland.com	
www.english-heritage.org.uk	English Heritage properties and information
www.nationalparks.gov.uk	Website detailing the National Parks locations and information
www.nationaltrust.org.uk	Features National Trust properties, locations, information
www.visitbritain.com	National tourist board promoting UK overseas

Unit 12: **Recommending a Package Holiday**

Unit reference number: **J/502/3704**

Level: **1**

Credit value: **4**

Unit aim

In this unit learners will develop their knowledge of the components of a standard package holiday and the types of information required when recommending and booking package holidays.

Unit introduction

The package holiday is one of the main products of the travel and tourism industry. The unit will describe and explain the basic components of the package holiday and enable learners to identify the industry's major players in the mass market package holiday industry. An important tool of the travel and tourism industry is the package holiday brochure and this unit will give learners the ability to read and understand it. This is an essential skill for those learners aspiring to work in the sector and learners must be familiar with the content, structure and pricing elements of the brochure. Learners must also be able to complete booking and enquiry forms accurately. The unit will also introduce learners to the mass market tour operators and the variety of package holidays that they offer.

The unit will develop learners' knowledge of different online organisations in the travel and tourism industry and enable them to recommend package holidays for a variety of customer scenarios. In doing this learners will develop their IT skills. They will also be introduced to online companies that support the industry by offering services such as insurance, car hire and transfers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know the components of a package holiday	1.1 Identify the components of a package holiday
2 Be able to recommend a package holiday for a customer in a given scenario	2.1 From a given scenario, identify holiday options for the customer 2.2 Recommend a package holiday for the customer in the given scenario
3 Be able to present relevant information on a package holiday	3.1 Present information on a package holiday for a given customer in a clear and accurate manner
4 Be able to complete a booking form for a package holiday reservation	4.1 Extract information from simple lists 4.2 Use information to complete a booking form. 4.3 Complete the booking form accurately in a clear and precise manner

Unit content

1 Know the components of a package holiday

Components: transport, eg air, rail, coach, sea; accommodation, eg apartments, hotels, studios, camping, cabins; other services, eg transfers, car hire, insurance, meals, services of overseas resort representative

2 Be able to recommend a package holiday for a customer in a given scenario

Scenarios: customers; family lifecycle (single people, young couples, couples with young children, couples with older dependent children, couples with non-dependent children, retired couples, elderly people on their own); purpose, eg summer, winter, hobbies, coach; destination, eg UK, Europe

Customer needs: types of customer needs, eg age, dietary requirements, board basis, transport (departure airport, destination airport, departure ferry port, arrival ferry port, Channel crossing), holiday duration, hotel apartment standards and ratings, transfers required, in-flight meals required, activities, schedules, services provided, optional extras

Additional information: types of additional information, eg climate, passport, visas and health requirements, local customs, overseas and domestic, currency, insurance

Sources of information: holiday brochures; online organisations, eg online travel agents, tour operators, travel search engines, airlines, car hire companies, transfer companies, organisers of excursions, insurance, car parking companies

3 Be able to present relevant information on a package holiday

Present information: clearly, accurately; method, eg verbally, in writing, using PowerPoint slides, using handouts

4 Be able to complete a booking form for a package holiday reservation

Personal details: name; age; address; contact details; number of people travelling

Holiday specifics: destination; duration; holiday codes; departure and arrival airports; date of departure

Special requests: for accommodation, eg sea view, balcony, ground floor, air conditioning in the room, twin/double beds; on the flight, eg

seats with extra leg room, cot for baby, dietary needs (child meals, vegetarian meals, medical dietary needs, religious dietary needs)

Payment terms: deposit; balance; cancellation fees

Delivery

This unit is designed to introduce learners to a major product of the travel and tourism industry, the package holiday. For learning outcome 1, learners must be aware of the various components that make up the package. The tutor must cover the components of the holiday to include transport, for instance air, rail, road, sea; accommodation, to include apartments, hotels, studios, camping, cabins; other services to include transfers, car hire, insurance, meals and the services of the overseas resort representative. Tutors should use starter activities as much as possible to engage learners and consolidate knowledge from previous sessions. Activities can take the form of word searches, blockbusters, hangman or cloze activities.

An essential skill in the travel and tourism industry is being able to differentiate between different customer types and understand the different needs and requirements of each type, with the purpose of recommending a product to suit their needs. Learners must be able to identify the needs of different types of customers and be aware of the variety of holidays and destinations available both in the UK and Europe, for example, coach, and special interest holidays, and they must be able to match the holiday to the customer. To be able to do this learners may use a variety of resources to research the information that is required in order to recommend package holidays appropriate for given customers. There are also resources available on video that have examples of different customer profiles and the holidays that are researched and chosen for them.

When searching for package holidays to meet customer needs learners do not have to determine the needs and requirements, only to meet them. The customer profiles and details should therefore be given to learners. A range of them should be made available to ensure that learners have ample opportunity to practise and develop the skills needed to interpret information provided to find the products and services that meet customer requirements. Different types of customers should be included and their requirements should incorporate the range presented in the content section of the specification. Learners should be encouraged to take notes of all of their findings so that these can be used later to draw up customers' itineraries in appropriate formats. A visit from a guest speaker or an educational talk at a travel and tourism organisation may be helpful as learners can be given real examples of customer requirements to see how they were met.

As learners have to use travel and tourism industry sources of information to investigate the package holiday, resources such as tour operators' brochures and access to the internet to investigate online products should be readily available within the centre. This will give learners the opportunity to develop their reading skills. Learners can recommend the holiday in a number of different formats such as orally or in written form. For example simple itineraries or holidays could be produced in a letter. Images can be used in all the information produced.

The completion and recording of accurate documentation is an important aspect of the industry, both in forming the contract between the tour operator and customer and in forming a marketing tool in providing information for a customer database. When completing the booking form, learners will find it useful to see examples of forms used by travel agents. Tutors could provide learners with examples of completed forms, and practice forms for learners to complete for given scenarios.

Learners may have the opportunity to fulfil some of the criteria for Functional Skills in English, so learners should use some compound sentences in the form.

Learners would benefit from seeing the different ways that the industry presents itineraries by having real examples used by different types of organisations available, for example from a business travel agent, tour operator, transport operator etc.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Introduction to the unit and content overview.</p> <p>Group discussion 'What do you know about the travel and tourism industry?' 'Have you been on a package holiday?'</p> <p>Video – TV programme on package holiday.</p> <p>Learners thought shower – different components of package holiday, for example accommodation, flights, excursions.</p> <p>Assessment – learners ask and respond to straightforward questions on the different components of a package holiday (learning outcome 1) [Functional Skills Level 1 Speaking and Listening].</p>
<p>Tutor-led discussion – what are the different requirements for different people when booking a package holiday? For example a family with a baby may not wish to make a long journey.</p> <p>Small-group research – using travel agency websites and brochures learners look at different types of package holidays; learners design a pro forma and complete it for three package holidays.</p> <p>In small groups learners are given a number of cards with individuals and package holidays and have to match them up, for example a sporting person and a skiing holiday.</p> <p>Assessment – tutor to provide learners with a customer scenario. Learners should recommend holiday options then a package holiday (learning outcome 2).</p>
<p>One-to-one tutorials – learners to select a package holiday to present.</p> <p>Tutor-led discussion – key components of holiday, how to know what to present.</p> <p>Individual activity – create presentation of package holiday using information produced for learning outcome 2.</p> <p>Assessment – learners present information on a package holiday (learning outcome 3).</p>
<p>Tutor-led discussion – 'Why is it important for forms to be completed accurately?' 'What can go wrong if forms are completed incorrectly?' For example, holiday booked in wrong name and person can't fly, delay in booking.</p> <p>Practical – learners given information on a number of people and highlight necessary information from tutor-prepared checklist.</p>

Practical – learners complete booking form for themselves/making up information.

Practical – learners practise completing booking form for information extracted above.

Assessment – learners to complete booking form (learning outcome 3) [Functional Skills Level 1].

Assessment feedback, review and evaluation of unit.

Assessment

For assessment criterion 1.1, learners could produce a poster which details the components of accommodation, transport and other services, giving at least two examples of each.

To meet 2.1, learners must show their ability to select appropriate products that match prescribed customer needs. They should identify two holidays that may be possible for the given customer, but for 2.2 they must then recommend the most suitable holiday and state how it best meets the prescribed needs. Learners could present this as a PowerPoint demonstration, as a letter or, to enable them to develop oral communication skills of one-to-one discussions, through a role play. These criteria can be assessed and evidenced by the tutor with detailed witness statements.

For 3.1, learners must demonstrate their ability to present information confidently, clearly and accurately, relevant to the task and satisfying the above criteria and specification requirements. The information can be presented either in writing, or verbally, evidenced by observation reports or witness statements.

For criteria 4.1, 4.2 and 4.3, learners must produce a completed booking form that matches the holiday that they have recommended in learning outcome 2 and presented in outcome 3. The form must be completed accurately and confirm that their learners choice of holiday matches closely the prescribed needs set out in the profile from the tutor.

Essential resources

Sample documentation would be useful to assist learners in producing itineraries. Pro formas may be obtained from local businesses, leisure travel agencies and transport operators.

Research facilities such as the internet and brochures are needed for this unit, particularly when learners are required to investigate online package holidays on tour operators' websites.

Indicative resource materials

Textbook

Kerr A, et al – *BTEC First Travel and Tourism* (Heinemann, 2006) ISBN 9780435402198

Websites

www.firstchoice.co.uk	This website of one of the major tour operators with a selection of package holidays for sale
www.holiday.co.uk	A site that offers a selection of holidays from major tour operators websites
www.thomascook.com	Thomas Cook website – major tour operator with a selection of holidays for sale and a time-line of the development of the industry

Unit 13: Schedule, Charter and Low-Cost Airlines

Unit reference number: L/502/3705

Level: 1

Credit value: 4

Unit aim

This unit aims to give learners the opportunity to investigate schedule, charter, and low-cost airlines, the services they provide and their booking procedures.

Unit introduction

This unit focuses on the current-day structure of the airline industry which has undergone huge changes since the introduction of the highly successful low-cost airlines (also known as budget airlines and no-frills carriers). This unit will introduce learners to the different types of airlines, scheduled, charter and low-cost and will also give learners the opportunity to investigate the different types of airlines used by those customers.

Learners will investigate the routes that each type of airline operates and the different levels of service on board the aircraft, including the initial meet and greet of boarding passengers, the safety demonstration, the snack/bar/meal service and the duty free service.

Different airlines also have different booking processes, ways of reaching the customer, ticket procedures and baggage allowances. Learners will investigate the different practices across all three types of airline.

Finally, learners will review the advantages and disadvantages of travelling with each type of airline.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know the types of passenger airline and their services	1.1 Describe the types of passenger airline 1.2 Identify routes for each type of airline 1.3 Describe the in-flight services for each type of airline 1.4 Describe entertainment on board the aircraft
2 Know the booking processes for different types of airlines	2.1 Identify different ways of booking a flight 2.2 Describe the advantages of online air ticket booking 2.3 Describe the advantages of booking an air ticket at a travel agent
3 Be able to review the advantages and disadvantage of each type of airline	3.1 Review the advantages and disadvantages of each type of airline

Unit content

1 Know the types of passenger airline and their services

Different types of airlines: charter, eg Thomsonfly, Monarch, First Choice Airways; scheduled eg British Airways, Virgin Atlantic, Singapore Airlines, Emirates; low-cost eg Ryanair, easyJet, Flybe, bmibaby.

Routes: long haul; short haul; domestic

Service levels: first class; business class; economy; low cost or budget; types of service, eg bar and snack services, in-flight entertainment, meals services, duty free services, different classes of cabin, services for passengers with special needs

2 Know the booking processes for different types of airlines

Booking processes and procedures: online; through travel agents; direct; call-centre; teletext

Ticketing: paper tickets; e-tickets; reference numbers only; photo identification

Baggage allowances: cabin baggage; hand baggage and hold baggage; special baggage such as wheelchairs; sporting equipment; pets

Advantages of booking online: convenience (can be booked from home); cost; seat selection; awareness of additional services, eg onward transfers, hotel, car hire, information about destination

Advantages of booking at a travel agents: convenience, ticket is booked for you; cost; face-face contact; personal support, advice

3 Be able to review the advantages and disadvantage of each type of airline

Advantages and disadvantages: cost; seat configuration; fare structures, eg first class, business class, economy; special fares; booking requirements; level of service on board, eg entertainment, catering; overall value for money; flight schedules; luggage allowance; standard of facilities in airport (lower standard for low-cost airlines); location of airport (more out-of-town locations for low-cost airlines)

Delivery

If possible learners would benefit from a trip to an airport for a presentation from people working in the airline industry on the different airlines that use the airport and the destinations that they fly to. They may also benefit from people who work in the airline industry, either on the ground or in cabin crew, coming into the centre to talk to learners. This would be of particular relevance to assessment criteria 1.3 'Describe the in-flight services for each type of airline' and 1.4 'Describe entertainment on board the aircraft.' Other than these methods of collecting information for the unit, learners can find most of the information required for assessment on the websites of the airlines that they choose to investigate.

Delivery should incorporate airline websites as much as possible and learners must be able to demonstrate clear understanding of the differences between each type of airline and the levels of service that these differences indicate.

A visit to a local travel agency with a talk from a travel agent would be useful. The travel agent could tell them about how the buying and selling of airline tickets has changed over the years; the impact the advent of the online low cost carriers has had on their business and the way they sell to the customer.

Learners can draw on their own experiences if they have flown with any of the different types of carriers and experienced the in-flight service for themselves. For learning outcome 2, learners must demonstrate knowledge and understanding of the booking processes for different types of airlines. Initially, learners could list all the different methods available of booking flight tickets and then focus in more detail on the advantages of booking online compared with the advantages of booking through the travel agent. Learners will be able to access most of the information on the processes and procedures online from the airlines' websites. To help towards learning outcome 3, learners could produce a table that lists them alongside one another for ease of comparison.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Introduction to the different types of airlines: scheduled, charter and low-cost. Introduction to the unit and content overview.</p> <p>Tutor-led discussion – ‘Who has been on a plane? Where to? Talk us through what happens when you fly’ ‘What are different destinations people fly to?’ ‘Which are long haul and which are short haul?’</p> <p>Small-group exercise – game to match destinations and types of flights, for example snap with Los Angeles and long haul being a ‘snap’ and Amsterdam and short haul being a ‘snap’.</p> <p>Activity – in small groups learners prepare questions for guest speaker to answer during visit.</p> <p>Visit – to local airport (if possible) or guest speaker from airline industry to discuss different type of airlines, facilities, in-flight service, entertainment.</p> <p>Practical – learners to design a comparison chart for three airlines, one from each category.</p> <p>Practical – learners to create a map showing different destinations of each airline.</p> <p>Assessment – ask and respond to straightforward questions on different types of airlines, routes, services and entertainment provided (learning outcome 1) [Functional Skills: Level 1, Speaking and Listening].</p>
<p>Visit to or guest speakers from a travel agents – to learn about booking procedures.</p> <p>Research – online research into online booking procedures: learners to practise booking flights up until point of payment.</p> <p>Class debate – split the class into two, one half have to argue for online booking, the other for travel agent booking.</p> <p>Assessment – learners produce a list of advantages for both types of booking (learning outcome 2).</p>
<p>Tutor-led discussion – advantages and disadvantages of each airline; the tutor could use recent or historic news articles on airlines, for example on Ryanair’s proposal to charge for using the toilet to spark more debate.</p> <p>Case studies – small groups provided with a number of case studies, different individuals, with different destinations, circumstances, and reasons for travel – learners must decide which type of airline would be best for each one.</p> <p>Assessment – learners to present orally to the tutor or discuss with the tutor the advantages and disadvantages of each type of airline (charter, scheduled, low-cost) (learning outcome 3).</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

For learning outcome 1 and assessment criteria 1.1-1.4, learners must be able to distinguish between the three different types of passenger airline, their routes and their levels of service. For 1.1, learners must investigate and describe one airline for each type of carrier.

For 1.2, learners must be aware that each type of airline is different in terms of the routes that they fly. Learners must be able to demonstrate understanding of the difference between long-haul, short-haul and domestic routes and identify two routes for each of their airlines, detailing whether they are long haul, short haul or domestic.

For 1.3 and 1.4, learners must show knowledge of the in-flight services and entertainment. Learners should be able to describe what is included in the price of the ticket in terms of in-flight service and entertainment and what the customer needs to pay extra for. For example, some airlines will include in-flight meals but charge for headsets for entertainment, others include all meals, entertainment and bar service. Learners need to demonstrate knowledge of this with the airlines that they choose. Learners must also demonstrate knowledge of which carriers offer different classes of cabin such as economy, business class and first class and any other systems that may be relevant to the airlines that they are investigating. Learners must also show knowledge of the services that the airlines provide for passengers with special needs and how the provision varies across the different types of airlines.

Evidence for assessment criteria 1.1-1.4 can be presented as a completed table or pro-forma giving information about the different types of airline. Alternatively, it can be evidenced through question and answer sessions or discussions with the tutor.

For assessment criterion 2.1, learners must identify at least two ways of booking a flight. For assessment criteria 2.2 and 2.3, learners must identify at least two advantages each for the specified booking methods – this could be achieved through holding a group discussion that can be recorded and witnessed by the tutor for evidence. It will also provide evidence for Functional Skills in speaking and listening.

For 3.1, learners should review the level of service of each of the airlines and the advantages and disadvantages of flying with each. This can include services such as entertainment, seat configuration and value for money. Evidence for this criterion could take the form of an oral presentation witnessed by the tutor.

Essential resources

Learners will need access to the internet to carry out research on different types of airline. Tutors may like to consider using guest speakers, visits to airports and TV programmes such as 'Airline'. BBC iplayer and ITV catch up give the facility to show programmes that have already been screened.

Indicative resource materials

Textbooks

Calder S – *No Frills: The Truth behind the Low-Cost Revolution in the Skies* (Virgin, 2008) ISBN 9780753510445

Creaton S – *Ryanair: how a small Irish airline conquered Europe* (Aurum Press, 2004) ISBN 9781845132934

Hinault-Jambor P – *Everything in Orange Success Story of easyJet* (VDM, 2008) ISBN 9783639037449

Jones L – *easyJet: the Story of Britain's Biggest Low Cost Airline* (Aurum Press, 2005) ISBN 9781845132477

Websites

The following websites give advice on available flights, routes and prices.

www.ba.com	British Airways
www.bmibaby.com	Bmibaby.com
www.easyjet.com	easyJet
www.firstchoiceairways.com	First Choice
www.flybe.com	Flybe.com
www.jet2.com	Jet2.com
www.monarch.co.uk	Monarch
www.ryanair.com	Ryan Air
www.skyscanner.net	Skyscanner flight search
www.thomsonfly.com	Thomson Holidays flights
www.virginatlantic.com	Virgin Atlantic
www.whichbudget.com	Whichbudget.com

Unit 14: The Role of Air Cabin Crew

Unit reference number: R/502/3706

Level: 1

Credit value: 4

Unit aim

The unit aims to give learners an overview of the skills, experience and qualities required by the airline industry when appointing cabin crew. It will develop learners' practical knowledge of health, safety and emergency procedures and their knowledge of the main requirements of the role.

Unit introduction

This unit aims to introduce learners to the world of air cabin crew. The role of air cabin crew has a very glamorous image, travelling the world with the job, seeing different places and meeting many different people. However, in keeping with the customer-focused nature of the travel and tourism industry, the safety, wellbeing and enjoyment of the passenger is the primary concern at all times and the unit will allow learners to investigate the personal skills that are required for the role, and develop their own skills in these areas. The unit will also alert learners to the difficulties associated with the job: long hours, unsociable shift patterns, the impacts of flying across time zones and the level of responsibility involved in the job. Learners will investigate the health, safety and emergency procedures that are part of the everyday role of air cabin crew, and the need for a basic knowledge of first aid.

The unit will focus learners' skills on the vocational and practical nature of the role. Learners will identify the skills, qualities and experience required for entry into the industry. They will also identify the additional duties that the crew must carry out prior to boarding, whilst on board and at the end of their flight shift.

In keeping with the practical and vocational nature of the unit, learners will be required to demonstrate their understanding of the role and responsibilities involved through practical role-play assessments, for example the health and safety demonstration and the delivery of a meal service on board.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know the skills and qualities needed for the role of air cabin crew members	1.1 List the skills required to be a member of air cabin crew 1.2 Identify the qualities required to be a member of air cabin crew
2 Know the main roles and responsibilities of air cabin crew members	2.1 Describe the role of air cabin crew 2.2 Describe the responsibilities of air cabin crew
3 Be able to carry out a health and safety demonstration	3.1 Describe the responsibilities of the air cabin crew in terms of health and safety 3.2 List the emergency procedures on board the aircraft 3.3 Carry out a health and safety demonstration
4 Be able to demonstrate customer service skills used on board an aircraft	4.1 Listen for and identify the main points of short explanations 4.2 Speak clearly to be heard and understood 4.3 Ask and respond to straightforward questions

Unit content

1 **Know the skills and qualities needed for the role of air cabin crew members**

Skills: communication, ability to work under pressure, ability to work as part of a team

Qualities: patience; friendliness; approachability; stamina; ability to use own initiative; personal presentation; assertiveness

Other requirements: height stipulations, weight restrictions

2 **Know the main roles and responsibilities of air cabin crew members**

Roles: positions on board the aircraft, eg senior cabin crew member, first officer, junior crew member, team leader

Responsibilities: pre-flight briefing; on board meals and entertainment; services and end of flight reports paperwork; passenger comfort; safety and security; emergency procedures

3 **Be able to carry out a health and safety demonstration**

Health and safety on-board the aircraft: safety demonstration, emergency equipment, cabin check, safe storage of items

4 **Be able to demonstrate customer service skills used on board an aircraft**

Customer service skills on board the aircraft: situations where customer service skills are used eg bar service, meal service, duty free service selling and handling currencies; listening skills; asking and answering questions; speaking clearly; body language eg posture, eye contact

Essential guidance for tutors

Delivery

The unit aims to introduce learners to the world of air cabin crew. It aims to provide them with an overview of the role and asks them to look at the skills and qualities needed for the role.

The role of air cabin crew is a responsible one and there is a significant amount of training and knowledge required particularly in the area of first aid and emergency procedures. Learners should, where possible, have access to an environment where they can enact the emergency procedures and first aid provision in as authentic surroundings as possible. There are companies that can offer mock aircraft cabins for these activities for the day for a fee per person (see *Websites* section). If this is not feasible for the centre then the classroom should be reorganised so that the layout mimics an aircraft cabin with one aisle as far as possible.

Learners should be made aware of the personal qualities that are required for the role. These can be demonstrated and developed through role play, enabling learners to demonstrate easily the personal qualities required for the role.

Learners can access the information required for learning outcome 1 from job advertisements for cabin crew vacancies or from vocational and educational websites such as www.prospects.ac.uk which has very good descriptions of the role of cabin crew, the job description and personal specification.

The tutor should encourage learners as much as possible to speak at the front of the class and lead presentations wherever possible to develop confidence and professionalism and to map to functional skills in communication.

Customer service skills are a strong focus of this unit and this should be taught in the context of air cabin crew. Understanding can be gained by conducting role plays covering a diverse range of customer service incidents on board the aircraft. The practical sessions provide learners with the opportunity to develop skills essential to working in the industry. To be able to demonstrate a range of skills learners could operate in small teams, observing each others' performance and giving constructive feedback. The emphasis could be on evaluating what they have learned from the observation to improve their standards of performance.

Speakers from the industry would be a valuable resource in the delivery of the unit and would help to motivate learners and increase involvement and participation in the course.

Where opportunities for visits are limited, learners could scrutinise relevant TV or video programmes such as 'CelebAir' and 'Airline' as well as videos of health and safety demonstrations.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Introduction to the unit and content overview.</p> <p>Group discussion – ‘Who has been on a plane?’ ‘What did the air cabin crew do?’ ‘What skills do you need to do those jobs?’ – break down the different aspects, for example, security demonstration, food service, emergency evacuation (tutor will need to lead on this aspect as it is unlikely learners will have experienced that).</p> <p>Video – television programmes, for example Airline, CelebAir, learners to list different responsibilities of air crew and skills needed.</p> <p>Small-group research – using airline websites look at job adverts for air crew – what information is given about the roles and responsibilities. What skills and qualities are required?</p> <p>Brainstorm – what qualities do air crew need?</p> <p>Activity – learners to prepare questions for visit/guest speaker.</p> <p>Visit/guest speaker – air cabin crew member to discuss role, skills, qualities, etc.</p> <p>Assessment – learners ask and respond to straightforward questions about the role, responsibility, skills and qualities of air cabin crew (learning outcome 1; learning outcome 2) [Functional Skills, Level 1, Speaking and Listening].</p>
<p>Tutor led discussion – use real-life scenario, for example Hudson River landing, ask learners to discuss what happened, what air cabin crew would have needed to do and why, ‘How would you have reacted?’ ‘Why is it important they knew what they were doing?’</p> <p>Case studies – learners provided with cases of different aspects of flights and asked to identify the health and safety responsibility of the air cabin crew, for example ensuring people are seated during turbulence, serving food without burning people.</p> <p>In small groups learners practise giving health and safety demonstrations.</p> <p>Assessment – learners create a poster listing the health and safety responsibilities for air cabin crew, use information gained in learning outcomes 1 and 2.</p> <p>Assessment – learners create a checklist of emergency procedures on board an aircraft. Learners then carry out a role-play of a health and safety demonstration (learning outcome 3).</p>
<p>Tutor-led discussion – ask learners for examples of good and bad customer care they have received, how did it make them feel? What do they think makes customer care good?</p> <p>Tutor role play – showing bad customer care – group to discuss what was bad, what should have been done differently, how did the customer feel?</p>

Practical – create poster of good customer care.

Small-group role play – different scenarios of air cabin crew roles, showing good customer care.

Assessment – ask and respond to straightforward questions on what constitutes good customer care (learning outcome 4) [Functional Skills: Level 1, Speaking and Listening].

Assessment feedback, review and evaluation of unit.

Assessment

For assessment criteria 1.1 and 1.2, learners must list and name at least three skills and three qualities required to work in air cabin crew. Learners could produce this as a PowerPoint presentation or in the form of hand-outs one for the qualifications and another for other requirements.

For 2.1, learners must describe three roles within air cabin crew, and at least three responsibilities. For example, they could demonstrate the content and importance of the pre-flight briefing; the duties that the crew perform on board for the passengers when welcoming them on board the aircraft and seating them; the pre-take-off safety checks and securing of the cabin; the duties involved in looking after the passengers throughout the flight in terms of the health and safety demonstration and subsequent meal, drinks and duty free services. Learners could also demonstrate awareness of any other services that the cabin crew have to perform, for example, giving out headsets for in-flight entertainment, helping customers, water, perhaps helping with children's and special meals during the meal service and any medical and emergency situations that may arise.

The tutor could use three different types of assessment methodology for this outcome. For example assessment 2.1 could be a role-play on a pre-flight briefing and another role-play could be carried out for the end-of-flight briefing after their on board role plays for 3.1. Assessment criterion 2.2 could be a poster or a health and safety leaflet given to new staff and assessment 2.3 could simply be a list or a table with the types of emergency that can happen and the remedial action required by the crew.

Assessment criterion 3.1 is very much a practical assessment criterion with learners having the opportunity to demonstrate their presentation and communication skills for their health and safety demonstration. Learners must be witnessed by the tutor and a comprehensive witness statement must be completed to cover all the criteria for the health and safety demonstration as outlined in the content of the specification for the unit.

Assessment criteria 4.1, 4.2 and 4.3 should also be assessed by role play and learners should enact customer service situations as prescribed by the tutor. The tutor should assess the role play by completing detailed witness statements.

Witness statements or observation reports should be kept for observation purposes.

Essential resources

There are no essential resources for this unit. However it would be helpful for learners to have access to videos and TV programmes such as 'CelebAir' and 'Airline' for real-life scenarios.

Indicative resource materials

Textbooks

Creaton S – *Ryanair: How a Small Irish Airline Conquered Europe* (Aurum, 2004) ISBN 9781845132934

Jones L – *easyJet: the Story of Britain’s Biggest Low-Cost Airline* (Aurum Press, 2005) ISBN 9781845132477

Journals

Travel Trade Gazette (CMP International)

Travel Weekly (Reed Business Information Ltd)

Websites

www.careersadvice.direct.gov.uk

Careers advice

www.connexions-direct.com

Information and advice for young people

www.easyjet.com

easyJet

www.raes.org.uk/raes/careers/CabinCrew04.pdf

Gives an overview of the qualities, training, entry requirements and work of air cabin crew

www.ryanair.com

Ryanair

Unit 15: The Role of the Overseas Resort Representative

Unit reference number: Y/502/3707

Level: 1

Credit value: 4

Unit aim

This unit aims to give learners a basic understanding of the role of the overseas resort representative.

Unit introduction

This unit introduces learners to the role of the overseas resort representative. Learners will be able to describe the different types of overseas resort representative, their responsibilities and the different duties they undertake. It is important that learners understand the different locations and working structures that may vary the representative's role.

Learners will have the opportunity to demonstrate giving customers information about a resort, including information about the area, accommodation, attractions, excursions and health and safety. Carrying out these demonstrations will allow learners to develop their Functional Skills in speaking and writing.

It is important that learners are able to investigate the advantages and disadvantages of working as an overseas resort representative.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know the different roles and responsibilities of overseas resort representatives.	1.1 Identify different roles and responsibilities of overseas resort representatives
2 Be able to present a welcome meeting for a resort	2.1 Give a good impression 2.2 Give accurate information 2.3 Listen for and identify the main points of short explanations and instructions 2.4 Speak clearly to be heard and understood 2.5 Ask and respond to straightforward questions
3 Be able to complete a booking form for a customer excursion	3.1 Use written words and phrases to record/present information 3.2 Use correct punctuation and spelling 3.3 Write legibly 3.4 Use compound sentences
4 Understand the advantages and disadvantages of working as an overseas resort representative	4.1 Explain the advantages and disadvantages of working as an overseas resort representative

Unit content

1 **Know the different roles and responsibilities of overseas resort representatives**

Roles: resort representative; head representative; assistant representative; transfer representative; campsite representative; child's representative; entertainer; chalet host

Responsibilities: welcome meeting; customer service; selling excursions; health and safety checks; completion of paperwork; arrival and departure duties; acquiring knowledge about the resort; dealing with accidents; illness and death of customer; lost and stolen property; hotel over booking; keeping an information board; calculating exchange rates; working out commission rates

2 **Be able to present a welcome meeting for a resort**

Good impression: appropriate appearance, eg dress, uniform, personal hygiene; appropriate manner, eg friendly, approachable, helpful

Communicate information: providing clear, accurate, up-to-date information; types of information, eg about resort, accommodation, excursions, health and safety, local culture/customs; listening; asking questions

3 **Be able to complete a booking form for a customer excursion**

Completing booking form: accurate information, eg customer details, correct excursion, date, departure/arrival times; particular needs, eg dietary requirements; correct spelling, punctuation; legible writing; compound sentences

4 **Understand the advantages and disadvantages of working as an overseas resort representative**

Advantages: opportunity to work away from home; experiencing different countries and culture; working and socialising with same people; sharing accommodation; opportunity to speak other languages

Disadvantages: seasonal, temporary work; working away from home; sharing accommodation; being aware of own health when in another country, eg diet, safe sex, personal safety; the need to speak other languages

Essential guidance for tutors

Delivery

To introduce the unit, tutors could stimulate discussion on what overseas resort representatives do. When looking at different resort representative roles and their responsibilities it would be useful to use examples from real organisations to show how they differ in terms of tasks and responsibilities.

As many practical activities as possible should be included to help learners relate to the unit content. A wide variety of delivery methods may be used, including tutorials, presentations, videos, worksheets and internet sources.

Learners need to have gathered information about a particular resort for which they then develop a welcome meeting. Learners could be shown videos of a welcome meeting so they are familiar with what is expected. A visiting speaker may be able to complete the process of a welcome meeting in a resort. Learners should be given time to practise their skills and confidence when delivering a welcome activity; learners should be therefore encouraged to present in front of the class throughout the unit.

For learning outcome 2, learners need to produce information ready for a welcome meeting. Posters could be developed or cue cards to aid them in the verbal presentation to others. The class would act as their customer audience and learners would be expected to deliver accurate information. A question and answer session should be included where learners could be questioned by the tutor or by their peers. A tick sheet based on the assessment criteria could be given to learners to make them fully aware of what they must achieve. A guest speaker may be useful to advise on the importance of personal impression and the information required at a welcome meeting.

Learners should be given scenarios and a pro forma of a booking form to practise completion. These could be given as small-group exercises at first and when confidence has been developed completed individually. Learners should have the opportunity to write sentences, for example when recording complaints from the customer, in order to meet the Entry 2 Functional Skill in writing.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Introduction to the unit and content overview.</p> <p>Group-discussion – ‘Who has been on a package holiday with a representative?’ ‘What did the representative do?’ ‘What are your first impressions of the role?’</p> <p>Small-group research – use the internet and personal interviews to identify a minimum of five roles and responsibilities of representatives.</p> <p>Guest speaker – ask a former resort representative to talk to the group, the group is to use this as part of the research for above.</p> <p>Assessment – present different roles and responsibilities of a resort representative (learning outcome 1).</p>
<p>Tutor-led discussion – ask learners for examples of good and bad customer care they have received, how did it make them feel? What do they think makes customer care good?</p> <p>Group discussion – ‘What do people want from a resort representative?’ Holidaymakers, travel company, hotel owners, etc.</p> <p>Practical – role-play a number of provided scenarios, for example passengers angry at delayed flight, tourist asking for information on excursions, hotel owner complaining about drunk guests.</p> <p>Video – training video of welcome meeting, TV programme on holiday representatives.</p> <p>Tutor-led discussion – key points of welcome meeting, what would you want to know?</p> <p>Small groups – using tutor-prepared scenario (for example Sidari in Corfu, Malaga in Spain) and checklist develop script for welcome meeting.</p> <p>Assessment – with tutor-provided props (map, weather chart) give welcome meeting with other learners asking relevant questions (learning outcome 2) [Functional Skills, Level 1: Speaking and Listening].</p>
<p>Tutor-led discussion – ‘Why is it important for booking forms to be completed accurately?’ ‘What can go wrong if forms are completed incorrectly?’ For example, excursion booked in wrong name and person not allowed on bus, bus overbooked, coach driver unaware of need to collect from certain accommodation.</p> <p>Practical – learners practise completing booking form for information provided in tutor scenario.</p> <p>Roleplay – using information from welcome meeting above learners ask relevant questions so as to complete booking forms correctly.</p> <p>Assessment – learners complete booking form to match new information provided by the tutor (learning outcome 3) [Functional Skills: Level 1 Writing].</p>
<p>Group debate – half the group argue the advantages and half the</p>

disadvantages of working overseas.

Assessment – learners to present their opinion of working as an overseas resort representative; what aspect they would like and what they would not (learning outcome 4).

Assessment feedback, review and evaluation of unit.

Assessment

In order to achieve assessment criterion 1.1, learners must be able to identify at least three different roles and five responsibilities of the different resort representatives. In order to do this learners could produce a table format or be given a pro forma to collate information on the different types, or they could produce a written description of the roles and responsibilities of the overseas resort representative. This could be presented as a report or as a poster for new trainees interested in a career as a representative.

Assessment criteria 2.2-2.5 should be assessed through learners carrying out a simulated welcome meeting according to a given scenario. Learners will be required to present themselves appropriately in terms of dress and appearance, and to present accurate information. In order to achieve 2.3, the tutor could take the part of the customer in order to give a short explanation to learners and to ask questions for 2.5.

For 3.1-3.4, a pro forma could be given to learners. This could be computer or paper based. Given scenarios about customer requirements should be prepared in order for learners to complete this exercise. Learners should have the opportunity to include compound sentences.

For 4.1, learners should produce an explanation of the advantages and disadvantages working overseas. This could be completed as a table but it is important to ensure that learners explain each advantage and disadvantage and do not merely list them. Alternatively, this could be completed as a group exercise where learners feed back to the class, or as a question and answer discussion with the tutor.

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Textbooks

Cooper C, Fletcher J, Gilbert D, Shepherd R and Wanhill S – *Tourism Principles and Practice, 2nd Edition* (Longman, 1998) ISBN 9780582312736

Dale G and Oliver H – *Travel and Tourism for Advanced GNVQ* (Hodder & Stoughton Educational Division, 2000) ISBN 9780340781999

English R – *World Travel Dictionary, 2nd Edition* (Columbus Travel Publishing, 2002) ISBN 9781902221212

Marks S – *Working as a Holiday Rep* (How to Books, 1996) ISBN 19781857033304

Reilly Collins V – *Working in Tourism – The UK, Europe and Beyond, 2nd Edition* (Vacation Work, 1998) ISBN 9781854582188

Yale P – *The Business of Tour Operations* (Longman, 1995) ISBN 09780582277977

Websites

www.prospects.ac.uk Prospects – includes a good section on children's resort

representatives.

www.thomascook.com Thomas Cook

www.thomson.com Thomson Holidays

Unit 16: Planning and Participating in an Event

Unit reference number: D/502/3708

Level: 1

Credit value: 4

Unit aim

This unit aims to give learners the opportunity to work as a team in planning, participating in and reviewing an event, as agreed with their tutor.

Unit introduction

Learning outcome 1 will enable learners to take part in planning an event. They will investigate all aspects of planning events before using this knowledge to plan their own event.

The event will be a small-scale one-off event that requires planning and organisation over a period of time as learners will need to meet specific customer or client requirements. The type of event could be a promotional event, a trip, an end-of-term dance, a Christmas meal, etc.

Learners will review the success of the event using information collected from all of those involved, including the team, tutor, customers and client.

Throughout this unit learners will be able to develop their individual roles as well as being part of a team. They will need to keep records, consider any problems that arise and suggest how to respond to them.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Be able to plan for an event as a team member	1.1 Work as part of a team to plan for a chosen event to meet customer requirements
2 Be able to participate in the organisation of an event	2.1 Participate in the organisation of a chosen event 2.2 Identify risks
3 Be able to contribute to the running of an event	3.1 Contribute to the running of a chosen event
4 Be able to review the success of the event	4.1 Review the event using feedback received 4.2 Outline the success of the event against the original plan

Unit content

1 **Be able to plan for an event as a team member**

Planning process: type of event; size of event; location; target audience; timings; available resources, eg other team members, budget, costs, materials for displays; identifying roles and responsibilities; producing clear and accurate records; health and safety

Events: type of event, eg promotional events; visit or day out, meal, dance

Team member: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others

2 **Be able to participate in the organisation of an event**

Participation: roles; responsibilities; team work; communication, eg discussing activities with colleagues, tutor; health and safety, eg safe use of equipment, setting up to minimise hazards; timekeeping, eg attendance; punctuality; setting up and taking down within agreed timeline

Risks: types of risk, eg weather; change in numbers within team; equipment or materials not available; identifying problem; making suggestions on how to solve problem; creative thinking

3 **Be able to contribute to the running of an event**

Setting up: signs; rooms, eg furniture; equipment, eg for stalls, displays; being aware of health and safety; dealing with problems, eg equipment not available or not working; allowing enough time to set up

During event: welcoming customers; listening to customers; answering simple questions; recording questions not able to answer; ensuring customers complete feedback sheets

Clearing event: disposing of waste; removing signs; clearing room; clearing equipment safely

4 **Be able to review the success of the event**

Review: sources of feedback, eg customer feedback sheets; other team members; tutor

Success: against original plan

Delivery

In order to achieve this unit successfully, learners must be given the opportunity of planning, organising and running an event of a suitable type. Although learners will work in a group to achieve this, tutors must take care to ensure that each learner produces sufficient individual evidence to meet the assessment criteria. Evidence is likely to take the form of checklists, observation reports and witness testimonies.

This unit is predominantly practical in nature and should be delivered to give learners maximum opportunities to take responsibility and ownership for the planning and running of an event. Before they embark on their event, learners will need input on the processes involved in the planning of an event. The purpose of this unit is to develop learners' own planning and organisational skills by working as a team and taking individual responsibility for specific tasks. In planning the event, learners will be expected to keep records of discussions and agreement of roles and responsibilities identified.

Tutors may encourage learners to investigate the planning of local events such as summer fetes. Visits to local venues such as hotels or conference centres give a valuable insight into the planning involved in organising events. Visits to events may help when investigating the requirements of the event-planning process. Guest speakers, such as event organisers, could be invited in to talk about the event-planning process. Learners can use this knowledge to help their own event-planning and the actual running of their event.

For this unit, the event should be regarded as a one-off which requires planning. Examples of events are promotional events for a particular tourist attraction or destination. To meet the learning outcomes, the tutor must provide a client brief for learners to work from, detailing customer or client requirements.

The tutor must take overall responsibility for the event but learners should take responsibility for their own roles and individual responsibilities as identified in the planning process. Communication is vital in the event planning process and each learner is expected to complete a log of the stages involved in the process.

Finally, learners will need to review the success of the event in different ways. This may be by collecting feedback from customer comment cards or from other team members and their tutor, and comparing this against the aims for the event. The tutor should complete an observation report.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Introduction to the unit and content overview.</p> <p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion – What makes a good team? What roles are there within a team?</p> <p>Group activity – ground rules for teamwork.</p> <p>Team-building activities.</p> <p>Learners to create a checklist for themselves on good teamwork.</p> <p>Group activity – learners to research different types of events.</p> <p>Tutor-led discussion on what is involved in a running an event, eg purpose of event, time, location, team roles and responsibilities, timescales, resources needed, budget.</p> <p>As a team, learners choose an event to participate in, and produce a plan showing event purpose, target customers, date, location, resources needed, budget and team roles and responsibilities.</p> <p>Assessment – learners complete their checklist pro forma showing how they have contributed to the planning process as a team member (learning outcome 1).</p>
<p>Tutor-led discussion on how to organise an event.</p> <p>Team meetings with tutor to update on organisation of event.</p> <p>Assessment – learners contribute to organisation of event, carrying out roles and responsibilities according to agreed plan. Learners complete pro forma or checklist to show how roles and responsibilities carried out (learning outcome 2).</p>
<p>Assessment – learners contribute as team members to the running of the event according to agreed roles and responsibilities. To be evidenced through completion of observation record (learning outcome 3).</p>
<p>Tutor-led discussion on how to review the event. What went well? What could have been improved? What sources of information are there to show this?</p> <p>Assessment – learners to review success of event against original plan either in question and answer session with tutor, or through completion of pro forma (learning outcome 4).</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

To achieve assessment criterion 1.1, learners must produce an outline plan for their chosen event. This plan must state the type of event, the aims of the event, resources and budget available, and how learners plan to meet customer requirements. The plan must include roles and responsibilities allocated to members of the team in setting up and running the event and also how the event will be reviewed afterwards.

To meet 2.1, learners must show evidence of their participation in the planning and organisation of their event. This can be evidenced by means of a log completed by learners, together with an observation sheet signed by the tutor. To meet 2.2, the log should include the identification of at least two risks. Alternatively, the tutor could question learners regarding possible risks, and record any answers on the observation sheet.

To meet 3.1, learners must produce evidence to show that they contributed to and participated in running the event. The evidence should include task sheets produced before the event, together with witness statements and observation sheets showing that learners have been involved at all stages of the event during setting up, during the event and during taking down and clearing away.

For 4.1, learners must decide how they are going to review and evaluate their event and its success. They will need to have evidence of collecting feedback from customers, other team members and the tutor. They must also show evidence that they collected feedback following the event.

Essential resources

There are no essential resources for this unit, although learners may need guidance in finding out about and booking a suitable venue.

Indicative resource materials

Textbook

Shone A and Parry B – *Successful Event Management, 2nd Edition* (Thompson Learning, 2004) ISBN 9781844800766

Journal

Event Magazine (Haymarket Publications)

Websites

The following websites give details of organisations providing support in organising professional events, and may provide some ideas.

www.event-management-uk.co.uk Event-Management-UK – provides resources for companies organising events

www.eventsgroup.co.uk Events management – specialises in managing outdoor sporting events

www.penguins.co.uk Penguins, advice on events and conference management, parties,

training

The following websites give ideas for team building:

Businessballs.com

Businessballs – team-building
game ideas

Wildardom.com/games/InitiativeGames.html

Details of team-building
exercises

Unit 18: Work Experience in Travel and Tourism

Unit reference number: Y/502/3710

Level: 1

Credit value: 4

Unit aim

This unit aims to give learners an idea of what it would be like to work in the travel and tourism industry. They will gain experience of the work undertaken and learn the necessary skills, knowledge and understanding required for the industry.

Unit introduction

This unit gives learners the opportunity to complete work experience within the travel and tourism industry. The unit will help learners to understand the demands of the travel and tourism industry and the types of work that may be available to them. Work experience will also focus learners on the industry and help them decide if it is the right industry for them. Learners will be able to develop their communication and customer service skills.

Learners will be encouraged to seek work experience and work together with their tutors and programme coordinators to find a suitable placement within the industry. Learners will develop research skills to find out about the organisation where they are going to complete their placement. Learners will need to discuss their placements with tutors so that achievable objectives can be set.

The placement should be approximately three to four days or equivalent and not usually be a nine to five position. Learners may be introduced to different working patterns to fit in with the industry's working hours.

Learners will be required to review their experiences on their return, identifying the good and bad points and the value of their experiences. This assessment can be presented to the group so that learners find out about each others' placements.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know about the company or organisation where they plan to do the work placement	1.1 Describe the company or organisation where they plan to do the work placement
2 Know what they are expected to do whilst on placement	2.1 With tutor support discuss and set achievable targets for the placement
3 Be able to carry out a period of work experience	3.1 Carry out a period of work experience
4 Understand the purpose of work placement	4.1 Review the placement and present findings to others

Unit content

1 **Know about the company or organisation where they plan to do the work placement**

Placement: type of placement, eg travel agency, tour operator, airport, tourist information centre, visitor attraction, museum, art centre, fun fair, theme park, heritage centre, hotel, gift shop

Other factors: location; journey time/ distance; working hours; availability; appropriate mentor; skills required; own skills; strengths and weaknesses; career prospects/aspirations

2 **Know what they are expected to do whilst on placement**

Objectives: skills to be developed; knowledge to be developed; goals to be achieved

How to achieve objectives: method of placement, eg application process, letter to accept/decline; induction; supervisor; daily pattern; routine/tasks to be undertaken; uniform requirements; visit from school/college scheduled

3 **Be able to carry out a period of work experience**

Duties: tasks to be completed; communication methods; team work; customer related tasks; punctuality; attendance; time keeping; job limitations, eg job role, codes of conduct, legislation

Placement diary: record of placement, eg daily log, diary, portfolio

4 **Understand the purpose of work placement**

Review: suitability, tasks completed, skills developed, knowledge developed, personal development, strengths and weaknesses, conclusion in relation to career aspirations, recommendations for future, benefit to self/employer/organisation

Presentation: type, eg PowerPoint, oral, written, display, OHT slides, other use of IT facilities

Essential guidance for tutors

Delivery

Before going on placement, learners will need to develop their knowledge about the organisation. Learners will need access to the internet to find out about the company where they plan to do the placement. Alternatively, this could be issued from the tutor or work placement provider.

A detailed discussion with the tutor is essential to ensure that learners understand what they are expected to achieve from the placement. This would be a good time to set objectives which can be used in learners' review of the placement. The type of goals that may be set would be daily duties, attendance, punctuality, knowledge and skills development.

Learners should be supported whilst attending placement and a tutor visit would be beneficial. Learners should be encouraged to treat this as a proper job and are expected to report absence to both the placement provider and their centre.

Learners need to review their placement and prepare a suitable presentation for their colleagues.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Introduction to the unit and content overview.</p> <p>Tutor led discussion – ‘What is a work placement?’ ‘What is expected of learners on work placement?’</p> <p>Practical – create a poster of expectations of work placement.</p> <p>Individual research – learners find out about the organisation where they plan to do their work placement.</p> <p>Practical – tutor-supported creation of targets and objectives for work placement.</p> <p>Practical – write a letter to accept or decline placement to the provider.</p> <p>Assessment – ask and respond to questions about placement, their expectations and targets and expectations of them during placement (learning outcome 1, learning outcome 2).</p>
<p>Practical – undertake work placement.</p> <p>Assessment – tutor observations, placement providers report of placement (learning outcome 3).</p>
<p>Tutor-led discussion – review of work placement.</p> <p>Practical – use checklist of targets and objective from learning outcomes 1 and 2 to assess placement.</p> <p>Assessment – presentation of placement and review of placement (learning outcome 4).</p>
<p>Assessment evaluation, unit review and feedback.</p>

Assessment

For assessment criterion 1.1, learners will need access to the internet or to be provided with relevant information from their tutor or work placement so that they are able to describe the company where they plan to complete their work placement. Learners must show evidence of their knowledge of the company through discussion or question and answer session with the tutor, a presentation or written description.

For 2.1, a set discussion time should be allocated where learners meet their tutor to discuss their placement and what it is hoped they will achieve. Clear objectives should be set as a result of the discussion.

For 3.1, learners need to have a secure work placement which they are to attend for a period of three to four days. A tutor visit is recommended to assess learners' progress.

For 4.1, learners need to review their work placement and present it in a suitable format to their colleagues. It could be completed by written description or discussion with question and answer session, either with the tutor or peers so that everyone learns about everyone's experience.

Essential resources

It is essential that learners have access to the internet in order to find information about their work placement. Access to a school or college employer database is also essential.

An interview prior to the placement would be good practice.

Indicative resource materials

Textbooks

Eberts M, Brothers I and Gisler A – *Careers in Travel, Tourism, and Hospitality* (NTC Publishing Group, 2000) ISBN 9780894344329

Ferguson Publishing – *Careers in Focus: Travel & Hospitality, 2nd Edition* (Ferguson Publishing Company, 2002) ISBN 9780894344329

Ferguson Publishing – *Preparing for a Career in Travel & Hospitality* (Ferguson Publishing Company, 2006) ISBN 9780894342530

Laing F and Roberts I – *BTEC Introduction to Hospitality, Travel & Tourism* (Heinemann, 2005) ISBN 9780435446314

Sharon D and Summers J – *Great Careers for People Interested in Travel and Tourism* (Kogan Page, 1997) ISBN 9780749422905

Websites

The following websites are job search websites:

www.fish4jobs.com

www.totaljobs.com

The following two websites are specialist job search websites for the travel and tourism industry:

www.traveljobsearch.com

www.travelweeklyjobs.co.uk

Unit 19: Planning for a Job in Travel and Tourism

Unit reference number: D/502/3711

Level: 1

Credit value: 4

Unit aim

This unit aims to develop learners' understanding of the types of jobs available in travel and tourism and the skills and qualities needed to work within the sector.

Unit introduction

The principal aim of this unit is for learners to develop a plan for starting work in travel and tourism by being given the opportunity to explore job opportunities across the travel and tourism sector.

Learners will explore conditions of employment and the qualifications and skills required for different jobs within travel and tourism. Learners will then have the opportunity to research and present information on the qualifications and skills required for a selected job in travel and tourism and to review their own skills so that they can plan for working in travel and tourism.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1 Know about different types of roles and responsibilities in travel and tourism	1.1 Identify different jobs in travel and tourism 1.2 Identify roles and responsibilities within travel and tourism
2 Know about terms and conditions of employment within travel and tourism	2.1 Describe terms and conditions of employment within travel and tourism
3 Know about the qualifications and skills needed for a selected job in	3.1 Present information about the qualifications and skills required for a selected job in travel and

travel and tourism	tourism
4 Know own skills in order to plan how to start work in travel and tourism	4.1 Review own skills 4.2 Describe how to build on existing skills

Unit content

1 **Know about different types of roles and responsibilities in travel and tourism**

Types of job: travel agents; tour operators; air cabin crew; overseas resort representatives; tour guides

Types of employer: transport operators; tour operator; airport; accommodation providers; tourist information centres; visitor attraction; museum; art centre; fun fair; theme park; heritage centre

Roles and responsibilities: advising customer; making bookings and reservations for customer; providing accurate information, eg about accommodation, visitor attractions; updating customer when things change; welcoming customer; being aware of customer's wellbeing; presenting information

2 **Know about terms and conditions of employment within travel and tourism**

Work patterns: hours of work, work patterns; shift work, eg early starts, late finishes, night work, weekend work, bank holiday work, irregular work pattern; flexitime; days off during week; annual leave

Pay: types of pay pattern, eg hourly, weekly, monthly, salary scales, increments

Benefits: types of benefit, eg pension, season ticket loans, bonus for overtime, uniform/clothing allowance, subsidised/free meals, training/professional development

Other issues: travelling long distances; being away from home for long periods; living in another country with a different culture

3 **Know about the qualifications and skills needed for a selected job in travel and tourism**

Qualifications: essential and desirable, general qualifications, eg GCSEs, GCEs; work-based qualifications, eg NVQs in Travel and Tourism, customer service, management; vocational qualifications, eg BTEC Firsts/Nationals in Travel and Tourism

Skills and qualities: communication, written, verbal, friendly, approachable, social skills, listening, ability to deal with problems and complaints, ability to deal with administration

4 **Know own skills in order to plan how to start work in travel and tourism**

Own skills: personal skills audit; own abilities; interests; values; personal qualities; lifestyle constraints

Finding out about ways to build on existing skills: career pathways; work experience; college courses; sources of information, eg careers websites, travel and tourism journals and magazines

Making plans: considering options; realistic short-term goals; medium-term goals

Essential guidance for tutors

Delivery

Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, seminars, practical workshops, external trips and guest speakers. Additional learning resources can include journals, videos, DVDs, case studies, learner presentations and group work.

The tutor could start delivery of this unit by inviting guest speakers working in different jobs across the travel and tourism sector. Learners could prepare questions to ask speakers about their job roles and conditions of employment.

Learners may be able to visit different travel and tourism settings and interview or work shadow an employee. After the visit learners could create a leaflet to include information about the job role and conditions of employment which other learners could use as a fact-sheet.

Videos and case studies may be used to help learners understand the range of job roles in the sector.

In groups learners could complete web-based research into job roles in different settings and departments within travel and tourism and then report back to the rest of the group.

For learning outcome 2, learners could work in groups and use the local and national press and the internet to find a variety of job adverts. They could then list the terms and conditions associated such as work patterns, pay and benefits.

The opportunity to analyse real job descriptions, covering a wide range of jobs in travel and tourism, would help learners to understand the similarities and differences between the work patterns, pay and benefits of different jobs in the sector.

For learning outcome 3, learners could be grouped with those who are interested in similar jobs to complete web-based research into the qualifications, skills and qualities required for their preferred jobs in the sector and then report back to the rest of the group. Learners could use PowerPoint or flipcharts to present this information.

Learners could visit Connexions or access careers advice from Learndirect (www.learndirect-advice.co.uk) to help them begin their career plan. The need for goal setting and the difference between long-term and short-term goals could be explored through a question and answer session.

Learners at this level may need support in completing a personal skills audit and identifying and setting long-term and short-term goals for themselves for learning outcome 4. This may be achieved through one-to-one discussions or tutorials.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion on job opportunities in travel and tourism.</p> <p>Small-group research – learners select one of the above and gather information about the following:</p> <ul style="list-style-type: none">• range of jobs• working patterns• pay• benefits• qualifications• skills and qualities. <p>Research could involve the internet, visits to Connexions, visits to settings, professional journals.</p> <p>Activity – group presentation of information to include a factsheet for other learners.</p> <p>Activity – learners invite an employee from the chosen sector to share information about their job. Alternatively, learners may visit an appropriate work setting or talk to an employee to gather information.</p> <p>Activity – using the information gathered from the group work on skills, qualities and qualifications, individual learners carry out a personal skills audit, eg using a template or online assessment.</p> <p>One-to-one tutorial to discuss opportunities in line with skills audit.</p> <p>Assessment – using the information gathered from the activities outlined above, individual learners provide evidence for each of the assessment criteria within the unit (learning outcomes 1, 2, 3, 4).</p>
Assessment evaluation, unit review and feedback.

Assessment

For the overall assessment it may be useful for learners to complete a booklet for students who are interested in a career in travel and tourism.

To meet assessment criterion 1.1, learners will need to identify three different jobs within the travel and tourism sector and for 1.2, at least five different roles or responsibilities relevant to work in travel and tourism.

To meet 2.1, learners need to be able to describe the different terms and conditions. This could be completed as a discussion with the tutor with a witness testimony completed or as a written script.

For 3.1, learners will need to give details about the skills, qualities and qualifications required for one job within travel and tourism. This could be selected from one of the three jobs selected for 2.1. Learners could produce a table of the roles and the entry requirements for each. Alternatively, they could complete a pro forma of 'a day in the life of' their preferred job, showing how the different qualities and skills are used within the job.

For 4.1 and 4.2, learners need to complete a review on their own skills and a plan for development. These could be completed on pro formas and presented separately from the booklet as this information is individual to each learner.

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Textbooks

Campbell A and Featherstone A – *How to Get a Job in Hotels and Resorts* (Hospitality Press, 1995) ISBN 9781862504554

Eberts M, Brothers L and Gisler A – *Careers in Travel, Tourism, and Hospitality* (NTC Publishing Group, 2000) ISBN 9780844244624

Ferguson Publishing – *Careers in Focus: Travel & Hospitality, 2nd Edition* (Ferguson Publishing Company, 2002) ISBN 9780894344329

Ferguson Publishing – *Preparing for a Career in Travel & Hospitality* (Ferguson Publishing Company, 2006) ISBN 9780894342530

Sharon D and Summers J – *Great Careers for People Interested in Travel and Tourism* (Kogan Page, 1997) ISBN 9780749422905

Websites

The following websites are general job search websites:

www.fish4jobs.com

www.totaljobs.com

The following two websites are specialist job search websites for the travel and tourism industry

www.traveljobsearch.com Travel jobsearch

www.travelweeklyjobs.co.uk Travelweekly jobs

The following are travel company websites:

www.springboarduk.net/sbuk Springboard UK (promoting careers in hospitality, leisure and tourism)

www.thomson.co.uk Thomson Holidays – includes link to travel jobs

www.virgin-atlantic.com Virgin Atlantic Airways – includes link to careers

www.visitbritain.com British Tourist Authority

Unit 4: Art and Design: Explore Drawing

Unit reference number: M/502/3888

Level: 1

Credit value: 4

Unit aim

Learners will be shown how to use a variety of drawing/mark-making techniques to explore 2 dimensional (2D) visual language. This is a practical unit where learners will practise and develop their skills through observation and experimentation.

Unit introduction

The ability to express ideas through drawing skills is at the root of good design, from the first rough sketches of a clothes designer to the larger-scale aims of architectural drawing. This unit is an introduction to the many ways learners might use drawing or mark-making materials, techniques and processes in creating and developing drawing for different purposes.

Primary and secondary resource material will be used to inspire ideas and build research skills. Learners will investigate the ways in which the formal elements associated with drawing can be used to describe style or design images and objects; give information; explore ideas or personal responses and express feelings or moods. It is not a requirement for learners to produce one final definitive piece of work to complete this unit. Evidence for this unit may be from work produced through a series of practical exercises, samples, studies and experiments, along with written work where appropriate.

This unit will give learners the opportunity to develop work-related skills relevant to the use of drawing to record a range of creative ideas. Learners will practice self- and time-management skills whilst developing their drawing skills, learning about 2D visual language and using appropriate media methods and technologies. The communication of ideas and intentions, and problem solving will be integrated into creative drawing activities. Health and safety requirements will need to be addressed for learners to be aware of safe working practice.

On completion of the unit, this body of work may contribute to a learners' art and design portfolios. It will evidence the appropriate work-related skills and also indicate learners' level of practical skills in a variety of 2D methods and materials.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to develop ideas for drawing(s)	1.1 Demonstrate knowledge of formal elements 1.2 Plan ideas from primary and secondary sources 1.3 Present aims for drawing(s) 1.4 Prepare for and contribute to discussions of ideas and opinions
2 Be able to produce drawings	2.1 Produce drawings using appropriate materials, methods and equipment 2.2 Demonstrate self-management skills 2.3 Describe measures taken to reduce risks in the work area
3 Be able to comment on own work.	3.1 Present information and points of view about their ideas, using appropriate language 3.2 Prepare for and contribute to formal discussions of ideas and opinions.

Unit content

1 **Be able to develop ideas for drawing(s)**

Formal elements: different formal elements eg line, tone, colour, shape, pattern, texture

Primary and secondary sources: planning eg brainstorming, development exercises, materials, techniques, size of work(s); primary sources eg visits to galleries, exhibitions or museums, recording eg sketches, photos; secondary sources eg libraries, websites, scrapbook with photocopies, prints, collected items, clippings, books, magazines, leaflets, TV and other formats; limitations eg time, materials, availability of space

Present aims: methods eg practical and skills based, mood, meaning, skills based trials, maquettes or models, final outcome

Discussions: follow main points; make relevant and positive contributions; respect others' rights to speak; aids eg presentation, thumbnail sketches, ideas worksheets, computer-aided visuals

2 **Be able to produce drawings**

2D materials and equipment: types of materials and equipment eg pencil, pen, ink, charcoal, pastel, crayon, conte, chalk, ink, eraser, ruler, drawing board, easel, brushes, stencils, templates, ICT, computers, printers, scanners, photography, different papers eg thickness, texture, card

Techniques: drawing/rendering techniques eg shading, frottage, cross-hatching, perspective, blending, impressing, wax resist, tracing

Self-management skills: attendance; punctuality; complete tasks within agreed deadlines; flexibility; take responsibility eg gathering materials, setting up, tidying up; self-motivation; assertiveness; readiness to improve own performance based on feedback

Safety: risks and hazards; appropriate dress; personal protective equipment; materials; tools; work area

3 **Be able to comment on own work**

Working methods: materials; methods; processes; correct technical terms

Discussions: own view point eg strengths, weaknesses, improvements; listening skills; responses; methods eg sketchbook annotations, written notes, verbal feedback, recordings, illustrated verbal presentations, informal discussion, tutorials, group discussions; make relevant and positive contributions; respect others' rights to speak

Essential guidance for tutors

Delivery

Tutors delivering this unit have opportunities to use a wide range of 2D materials, techniques and processes. Although the majority of learners' work will be carried out in a studio environment, it will be helpful to include group discussions and visits to galleries or exhibitions. Research using the internet and library resources will form part of the learning programme. Learners should be encouraged to look at the work of other artists to inform and inspire their own work.

Learners will need some direction at this level. They will require support in the research and experimentation stages of their work, as they gain confidence and practical skills, and guidance in the organisation of their work; in folders, sketchbooks and on presentation sheets. Focus may be aided by the introduction of a theme such as natural forms, mechanical structures, movement etc; inspiration can come from any source(s) in the natural or man-made world. The tutor can use the theme to collect a range of appropriate contextual material and possible sources for observational studies such as musical instruments, machinery, the human form or lamps and lights. The initial presentation of the theme to learners should generate a group discussion regarding possible research opportunities, visits, outcomes etc and will help to motivate learners.

It is worth structuring some timed practical exercises – getting learners to log the time on the work – as this gives an understanding of duration. It is important for learners to be aware of time spent on work, and assistance should be given in making them aware of how best to plan work to make the most of time available.

Learners should first explore primary sources to inspire the development of ideas. Secondary sources can be diverse and wide-ranging. The work of historic and contemporary artists and designers will provide valuable inspiration on ways of using drawing or mark-making techniques. Learners should be encouraged to recognise and consider the formal elements in their own work and identify them in the work of others.

The emphasis should be on practical exploration, on learning about the different characteristics of media and materials and the effects that can be achieved through using different methods and processes. Learners should be encouraged to try out a variety of 2D drawing media to evaluate its success, combining media where appropriate to achieve creative and original outcomes. They will also need to comment on the progress of their work for example what they feel has worked well and why. Records should relate directly to methods and processes learners use in their work, rather than being a theoretical exercise. Learners could be encouraged to talk about their work, either on a one-to-one basis or as part of a group discussion as an alternative to a written report. Centre-devised quizzes, writing frames or gapped handouts may also be useful.

Technological media such as computers, printers, scanners and cameras are useful as they often play an intrinsic part in the development and realisation of ideas for example recording work in progress, experiments with colour, manipulation of drawings.

Generic work skills such as self- and time-management, the communication of ideas and intentions, presentation skills and safe practice, should be incorporated by means of relevant, integrated tasks, such as a non assessed group activity of brainstorming on a large piece of paper, with chosen materials made available by the tutor, to a set time. Self-management is essential. Learners will need to collect and record information in an ordered way and review development at each stage of their work.

Delivery should stimulate, motivate and inspire learners. It should be planned to help learners develop knowledge and understanding of working with a variety of 2D drawing media and materials and their associated techniques and processes. Demonstrations of techniques will entertain, encourage and inspire. Experimentation with media and scale should be encouraged. Each medium and material has its own set of rules and methods for use. Learners will need to employ the correct techniques for using the media they choose to work with. Learners also need to be able to select and use suitable 2D drawing materials, techniques and processes appropriate to the task and suitable for their intended outcome.

Regular feedback should be given to learners, both informally in day-to-day discussion and formally via interim cut-off points within the activities. Learners should be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; informal discussion with the tutor, group discussion or individual presentations. It may be written, in notes and annotation in their sketchbooks, or as final comment on their work. Summative feedback and the opportunity for improvement should be given at the deadline of an activity. Formative feedback should be given throughout the delivery of the unit.

Learners will be required to comment on their own work and that of others. Support will be needed to encourage a response to questions such as 'Which formal elements were used? What techniques and processes? What went well and why? What did not work well and why? What new skills have you learned? What could you do to improve your work?'

Group discussions and presentation of work to the peer group and others will have great value. Even if learners are not involved in group projects, the key qualities of support, mutual respect and sharing of facilities and resources are inherent in all activities. The ability to give constructive criticism within the peer group, without negativity or giving offence, is a key skill.

Regarding learning outcome 2.3, working in the studio can be hazardous. Tutors will need to ensure learners are made aware of the health and safety issues relating to the media, materials and equipment they use. Learners should be shown how they reduce risks to themselves and others by thinking and working safely. A common sense approach should be emphasised, rather than merely referring to rules and regulations. Identification of the need for appropriate dress (eg tie long hair back, no hanging jewellery) and protective equipment (eg goggles, face masks,

gloves, aprons, sensible footwear; materials) is important. Learners should be made aware of the necessity of following manufacturers' instructions and guidelines for tools, equipment and materials. Knowledge of good practice in the work area should also be emphasised as this kind of approach is transferable to other work spaces (eg avoid hazards in gangways, trailing leads, not obstructing fire exits, keeping work areas clean and tidy). The keeping of a health and safety logbook by learners may be beneficial.

Outline learning plan

The outline-learning plan has been included in this unit as guidance, and is not meant to be prescriptive. The tutor is encouraged to create outline-learning plans that will suit their own teaching style and also suit their learners.

Topic and suggested assignments/activities

Introduction to the unit

Learners will be given an overview of the unit; what they will be doing, what is expected of them and what it is they are aiming for.

Learners should consider health and safety throughout, notes could be kept in sketchbooks where appropriate, researching the theme for homework.

Quizzes, worksheets and handouts should be used throughout the unit to back up learning. Tutors should give advice on how the learner can file these for later use. It would also be helpful for learners to be shown how to compile their findings, from research and trial work, in accessible way.

To help learners start the tutor should discuss possible themes with them. Suggested themes could be organic forms, geometric forms, structures, water, weather etc. Class to discuss possible research opportunities and starting points.

The initial presentation of the theme to the learners should generate a group discussion regarding possible research opportunities, visits, outcomes etc and will help to generate enthusiasm and focus in learners and get them started.

Discussion of the formal elements used in 2D work and examples of work by artists and designers to exemplify work.

What is drawing? This unit could begin with a class discussion into the many uses of drawing –
eg what things look like, for example life drawings, observation drawings, analytical drawings how things are constructed, for example working drawings, instructional drawings, diagrams information drawings, for example charts, graphs, maps, posters, signs and symbols.

Learners are introduced to mark making and develop skills using a variety of wet and dry drawing materials and techniques. Learners undertake a series of drawings from direct observation looking at effects such as line, texture, tone and pattern. Through these observations learners develop skills and knowledge of various drawing devices and how these can assist representational drawing.

Drawing can be used to express feelings. These could be responses to things experienced, for example music, events, smells or how you feel now or felt in the past, for example happy, sad, confused, excited, angry. An exercise could be how different marks with different mediums and colours can best describe this range of emotions.

Learners look at the work of other artists and designers and learn how they can use similar techniques and ideas in their own work.

Throughout the unit the following questions should be asked and addressed;
Which formal elements were used? What techniques and processes were used?

What went well and why? What didn't go as planned and why? What could improve the work? These are key questions that will build towards summative evaluation.

Topic and suggested assignments/activities

Learners' investigations will show improving awareness and working understanding of the creative potential of drawing techniques. They will be able to work in an organised manner combine knowledge, skills and understanding to produce a range of creative and effective drawings and comment effectively on their work and the work of others'.

Learners drawings will evidence how ideas have been developed using suitable media and techniques. Learners are be given guidance and support when organising and collating their work and the portfolio for the unit must be completed by the set deadline.

At the end of the unit, learners present their favourite three pieces of work to the group – saying why they have chosen the work and why they feel it is successful.

Assessment

Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.

To generate assessment evidence learners will be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; in informal discussion with the tutor, in group discussions or individual presentations, which can be an alternative to written reports. Observation records by tutors and witness statements by others involved in the delivery (such as visiting artists) are permissible forms of evidence for these. Learners' own written and visual evidence for assessment may be in sketchbooks, on worksheets and presentation sheets and in the optional final outcome.

For criterion 1.1 formal elements must be identified in learners' own work. Elements such as line and form, the use of scale, colour and texture are likely to be relevant. This knowledge can be assessed from visual, verbal and written evidence.

Assessment criterion 1.2 requires learners to show evidence of exploring more than one example of both primary and secondary sources. For primary research, assessment will be of learners' own observational studies, supplemented by their own drawings or photographs. All other sources are secondary. For example, learners might first draw and photograph organic and marine forms (primary), then look at books on the subject and the work of artists and designer (secondary). Assessment will be based on how learners collect then use rudiments of the material to plan ideas that meet the needs of the given theme.

For criterion 1.3 aims should be practical and skills based, rather than conceptual, leading to the creation of a body of work and an optional final outcome. Evidence may take the form of a short written statement near the start of a brief, or a short verbal presentation.

Opportunities to assess 1.4 communicate their ideas clearly. Opportunities will occur throughout the unit, both formally and informally. Initially these ideas will be a response to the research material learners have gathered, and will continue within the development and modification of the work as it progresses. Evidence can be visual within the work, verbal or written and relate to all aspects of the brief.

Learning outcome 2 may be evidenced through sketchbooks, studies, worksheets, annotations, action plans, self-assessment checklists, organisation of portfolio, witness testimonies, observation reports, peer group assessment, one-to-one discussions or group discussions, health and safety logbooks.

For criterion 2.1 learners will explore at least three types of 2D materials, techniques and processes, showing some development and understanding from the initial trial stage. Four drawings on different surfaces and sizes need to be produced based on and developed from the original research and ideas generated, one of which needs to be A1 size. An understanding of appropriate tools, material, scale and time given to the work(s) must be evidenced in more than one piece.

Assessment of criterion 2.2 will be on each learner's approach to their practical work and their motivation and desire to succeed. These also relate both to practical activities such as working in a tidy and responsible manner and generic skills such as attendance and punctuality, assertiveness, willingness to respond to feedback and an ability to reflect the set theme. Assessment evidence may be by tutor observation reports, witness testimonies, action plans, self-assessment checklist, organisation of portfolio, peer group assessment, one-to-one discussions or group discussions.

Regarding assessment criterion 2.3, learners will show that they have followed the health and safety guidelines for the materials, techniques and processes used. At this level of study, the ability of learners to identify risks and hazards will be much more valuable than quoting legislation. Observation of safe practice can be documented by tutors, or from records by learners. The keeping of a health and safety logbook by learners may be beneficial; these, and witness statements confirming tutor observation of safe practice in the workshop are also acceptable evidence.

Criterion 3.1 can be evidenced through learners demonstrating understanding of their use of materials, methods and processes whilst showing knowledge of some correct technical terms. Comments on the strength and weakness of their work need to be made on more than one aspect of their learning and their work. Final comment may be supported by ongoing evaluative comments, sketchbook annotations, reference to learning from verbal feedback, illustrated verbal presentations, written notes from informal discussion, tutorials or group discussions. The use of audio or visual recording of learners presenting their work, or individual or group critiques may also support this evidence.

For assessment criterion 3.2 learners need to be able to make relevant and positive contributions to discussions regarding their work and respect others' rights to speak. Learners must be able to add positive comment on feedback given to them.

Essential resources

The tutor should provide guidance on how learners can research a theme, and how to store their findings accessibly.

Primary research is essential as ideas are often at their most original and innovative when developed from observational studies.

The unit requires diverse secondary resources plus historical and contemporary contextual references. Magazines, books, the internet, visits to art galleries, museums and artist or designer studios and commercial premises are all resources that should contribute to this unit.

A full range of practical 2D resources, such as pens, pencils, brushes, crayons, pastels, inks, different papers and card will be required to fully address this unit.

A suitable working area should be provided.

Indicative resource materials

Textbooks

Cole A – *Eyewitness Art: Perspective* (Dorling Kindersley, 1992) ISBN 139780863189340

Harrison H – *The Encyclopaedia of Drawing Techniques* (Search Press, 2004) ISBN 139781844480197

Kaupelis R – *Experimental Drawing Techniques* (Watson-Guption Publications, US, 1992) ISBN 139781592530199

Perrella L – *Artists' Journal and Sketchbooks: Exploring and Creating Personal Pages* (Rockport Publishers Inc, 2000) ISBN 139781592530199

Simpson I – *Drawing, Seeing & Observation* (A&C Black Publishers, US, 2003) ISBN 139780713668780

Stobart J – *Drawing Matters* (A&C Black Publishers Ltd, 2006) ISBN 139780713670844

Websites

www.artcyclopedia.com/index.html

www.bbc.co.uk/arts/

www.campaignfordrawing.org

www.eduweb.com/insideart/index.html

www.google.co.uk/imghp

www.iamanartist.ie/index.aspx

www.teachingideas.co.uk/art/contents.htm

Unit 5: Art and Design: Explore Painting

Unit reference number: T/502/3889

Level: 1

Credit value: 4

Unit aim

This unit is an introduction to the many ways learners might produce fine art paintings. Through observation and practical experimentation learners will explore their own creativity and look at the materials, techniques and processes needed to create a painting for fine art work.

Unit introduction

Many people have a creative side that is untapped and waiting to flourish. This unit aims to inspire and inform learners; offering a variety of painting techniques to explore their creativity through the use of the 2D visual language. This unit is an introduction to the many ways learners might investigate painting materials, techniques and processes to create fine art work. Primary and secondary resource material will be used to inspire ideas and build research skills. Learners will be introduced to colour theory through the practical application of mixing colour and tone. They will be taught the appropriate material preparation and aftercare that applies when painting media is used. There is no requirement to produce one, single, final outcome. Evidence for this unit may be from work produced through practical exercises, samples, studies and experiments, along with written work where appropriate.

This unit will give learners the opportunity to develop creative ideas relevant to the use of painting to record a range of work-related skills. Learners will practice self- and time-management skills whilst developing their painting skills; learning about 2D visual language and using appropriate media, methods and technologies. The communication of ideas and intentions will be integrated into creative painting activities. Health and safety requirements will need to be addressed to make learners aware of safe working practice.

On completion of the unit, this body of work may contribute to learners' art and design portfolio. It will evidence the appropriate work-related skills and also indicate learners' levels of practical skill in a variety of 2D methods and materials.

The unit may be delivered in a classroom or studio setting. It could be enhanced by practical activities outdoors, such as observational studies or site visits. Educational visits related to learners' work have great value. These could be to galleries, museums and artist or designer studios.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to develop ideas for painting(s)	1.1 Demonstrate knowledge of formal elements in painting 1.2 Plan ideas from primary and secondary sources 1.3 Present aims for painting(s) 1.4 Prepare for and contribute to discussions of ideas and opinions
2 Be able to produce painting(s)	2.1 Produce paintings using appropriate materials, methods and equipment 2.2 Demonstrate self-management skills 2.3 Describe measures taken to reduce risks in the work area
3 Be able to comment on own work.	3.1 Present information and points of view about their ideas, using appropriate language 3.2 Prepare for and contribute to formal discussions of ideas and opinions.

Unit content

1 **Be able to develop ideas for painting(s)**

Formal elements: different formal elements eg line, tone, colour, shape, pattern, texture

Sources: planning eg brainstorming, development exercises, materials, techniques, size of work(s); primary sources eg visits to galleries, exhibitions or museums; recording eg sketches, learners' photos; secondary sources eg libraries, websites, scrapbook with photocopies, prints, collected items, clippings, books, magazines, leaflets, TV and other formats; limitations eg time, materials, availability of space

Present aims: methods eg practical and skills based, mood, meaning, skills based trials, maquettes or models, final outcome

Discussions: follow main points; make relevant and positive contributions; respect others' rights to speak; aids eg presentation, thumbnail sketches, ideas worksheets, computer-aided visuals

2 **Be able to produce painting(s)**

2D materials: different materials eg watercolour, oil, acrylic, inks, gouache, poster, sprays, glass paints, dyes, primers, masking fluid, PVA, adhesives, varnishes; surfaces eg paper, card, wood, canvas, perspex, polythene, fabrics

2D equipment: different equipment eg drawing board, easel, brushes, palettes, palette knives, sticks

Techniques: different techniques eg dry brush, washes, wet on wet, scumbling, glazing, wax resist, ink and wash, dabbing, spattering, blending, stencilling

Preparation and aftercare: under priming, grounds; stretching paper or canvas; masking; thinning; cleaning brushes; paint storage; paint disposal

Self-management skills: attendance; punctuality; complete tasks within agreed deadlines; flexibility; take responsibility eg gathering materials, setting up, tidying up; self-motivation; assertiveness; readiness to improve own performance based on feedback

Safety: risks and hazards; appropriate dress; personal protective equipment; materials; tools; work area

3 **Be able to comment on own work**

Working methods: materials; methods; processes; correct technical terms

Discussions: own view point eg strengths, weaknesses, improvements; listening skills; responses; methods eg sketchbook annotations, written

notes, verbal feedback, recordings, illustrated verbal presentations, informal discussion, tutorials, group discussions; make relevant and positive contributions; respect others' rights to speak

Essential guidance for tutors

Delivery

The tutor may find that beginning with practical experimentation with different materials and colour, while giving theoretical guidance, is a good way to introduce the unit to learners. They can then bring in work from artists, contemporary and historic, to show what they have done with the materials to bring about varying effects. The tutor needs to introduce learners to basic colour theory such as colour and tone. Learners should be shown how to mix and use colour, tones, tints, shades, as well as primary, secondary, tertiary and complementary colours. Learners will develop their skills in colour mixing by carrying out a series of tasks or working from simple projects or subjects. It is worth structuring some timed practical exercises – getting learners to log the time spent on the work – as this gives an understanding of duration. It is important for learners to be aware of time spent on work, and assistance should be given in making them aware of how best to plan work to make the most of time available.

Inspiration can come from sources in both the natural and man-made world. Learners should first explore primary sources to inspire the development of ideas. Secondary sources can be diverse and wide-ranging. The work of others will provide valuable inspiration on ways of using paint techniques. Learners should be encouraged to recognise and consider the formal elements in their own work and identify them in the work of others.

Learners will need direction at this level. They will require support in the research and experimentation stages of their work, as they gain confidence and practical skills, and guidance in the organisation of their work; in folders, sketchbooks and on presentation sheets. It is recommended that, unless learners shows evidence of having the ability for a self-led project that focus should be aided by the introduction of a theme, or a creative brief, to give learners structure. Topics such as natural forms, mechanical structures, movement can be explored. Alternatively, a subject could be decided on in negotiation between learners and tutor, or through group discussion. The tutor can use the chosen theme as a starting point for learners to collect a range of appropriate contextual material and possible sources for observational studies such as shells, seed pods, lamps and lights. The initial presentation of the theme to learners should generate a group discussion regarding possible research opportunities, visits, outcomes etc and will help to generate enthusiasm and focus in learners and get them started.

Although the majority of learners' work will be carried out in a studio environment, it will be helpful to visits to galleries or exhibitions. Research using the internet and library resources will form part of the learning programme. Learners should be encouraged to look at the work of other artists to inform and inspire their own work. When looking at the work of others learners should find out about; who made the work, why they made the work, who it was made for, where and when the work was made, how the work was made and what it is made from.

The emphasis should be on practical exploration, on learning about the different characteristics of media and materials and the effects that can be achieved through using different methods and processes. Learners should be encouraged to try out a variety of paint methods and materials, and where appropriate combine media to achieve creative and original outcomes. If ICT is available it can be used for preliminary work, using scanners to create vector drawing so colour can be added. In this way learners can get an idea of how colour and composition work before they attempt to translate their idea to larger scale.

Delivery should stimulate, motivate and inspire learners. It should be planned to help learners develop knowledge and understanding of working with a variety of painting media and materials and their associated techniques and processes. Demonstrations of techniques will entertain, encourage and inspire. As learners progress through the unit experimentation with media and scale should be encouraged. Each medium and material has its own set of rules and methods for use so learners will need to employ the correct techniques for using the media they choose to work with. Learners also need to be able to select and use suitable painting materials, techniques and processes appropriate to the task and suitable for their intended outcome.

Learners will also need to comment on the progress of their work, for example what they feel has worked well and why. Records should relate directly to methods and processes learners use in their work, rather than being a theoretical exercise. As an alternative to having a written report learners could be encouraged to talk about their work, either on a one-to-one basis or as part of a group discussion. Centre-devised quizzes, writing frames or gapped handouts may also be useful.

Support will be needed to encourage a response to questions such as: 'Which formal elements were used? What techniques and processes? What went well and why? What did not work well and why? What new skills have you learned? What could you do to improve your work?'

Generic work skills such as self- and time-management, the communication of ideas and intentions, presentation skills and safe practice, should be incorporated by means of relevant, integrated tasks for example working in groups on a timed large scale colour study as a skill building exercise to be discussed at its end. Self-management is essential. Learners will need to collect and record information in an ordered way and review development at each stage of their work.

Regular feedback should be given to learners, both informally in day-to-day discussion and formally via interim cut-off points within the activities. Learners should be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; informal discussion with the tutor, group discussion or individual presentations. It may be written, in notes and annotation in their sketchbooks, or as final comment on their work. Summative feedback and the opportunity for improvement should be given at the deadline of an activity. Formative feedback should be given throughout the delivery of the unit.

Group discussions and presentation of work to the peer group and others will have great value. Even if learners are not involved in group projects, the key qualities of support, mutual respect and sharing of facilities and

resources are inherent in all activities. The ability to give constructive criticism within the peer group, without negativity or giving offence, is a key skill.

Working in the studio can be hazardous. Tutors will need to ensure learners are made aware of the health and safety issues relating to the media, materials and equipment they use. Learners should be shown how they reduce risks to themselves and others by thinking and working safely. A common sense approach should be emphasised, rather than merely referring to rules and regulations. Identification of the need for appropriate dress (eg tie long hair back, no hanging jewellery) and protective equipment (eg goggles, face masks, gloves, aprons, sensible footwear; materials) is important. Learners should be made aware of the necessity of following manufacturers' instructions and guidelines for tools, equipment and materials. Knowledge of good practice in the work area should also be emphasised as this kind of approach is transferable to other work spaces (eg avoid hazards in gangways, trailing leads, not obstructing fire exits, keeping work areas clean and tidy). The keeping of a health and safety logbook by learners may be beneficial.

Outline learning plan

The outline-learning plan has been included in this unit as guidance, and is not meant to be prescriptive. The tutor is encouraged to create outline-learning plans that will suit their own teaching style and also suit their learners.

Topic and suggested assignments/activities

Introduction to the unit

Learners will be given an overview of the unit; what they will be doing, what is expected of them and what it is they are aiming for.

Learners should consider health and safety throughout, notes could be kept in sketchbooks where appropriate, researching the theme for homework.

Quizzes, worksheets and handouts should be used throughout the unit to back up learning. Tutors should give advice on how the learner can file these for later use. It would also be helpful for learners to be shown how to compile their findings, from research and trial work, in accessible way.

To help learners start the tutor should discuss possible themes with them. Suggested themes could be organic forms, geometric forms, structures, water, weather etc. Class to discuss possible research opportunities and starting points.

The initial presentation of the theme to the learners should generate a group discussion regarding possible research opportunities, visits, outcomes etc and will help to generate enthusiasm and focus in learners and get them started.

Learners will need a session on basic colour theory such as colour and tone.

Learners are taught how to mix and use colour, tones, tints, shades etc. as well as primary secondary, tertiary and complementary colours. Learners will develop their skills in colour mixing by carrying out a series of tasks or working from simple projects or subjects.

Learners discuss their work and ideas with their tutor and also as a group to decide which of their painting studies have been the most successful, where improvements could be made etc.

Learners move on to develop an understanding of painting methods and techniques. They will look at both traditional and non-traditional methods. Through experimentation, learners will begin to understand the creative potential of the media and methods available. Examples could include: dry brush, washes, wet on wet, scumbling, glazing, wax resist, ink and wash, dabbing, splattering, blending.

Learners look at the work of other artists and designers and learn how they can use similar techniques and ideas in their own work. They should develop there research from learning outcome 1 into more than two pieces of work. Experimenting with different sizes of surfaces is a good exercise.

Learners discuss their work and ideas with their tutor and also as a group to decide which painting techniques have been the most successful, where improvements could be made etc.

For learning outcome 3 learners' investigations will be discussed, and they will

present their findings.

Evidence for this unit will be work produced through a series of practical exercises, samples, studies, experiments. The paintings will show how ideas have been developed using suitable media and techniques. Learners are to be given guidance and support when organising and collating their work and the portfolio for the unit must be completed by the set deadline.

At the end of the unit, learners present their favourite 3 pieces of work to the group – saying why they have chosen the work and why they feel it is successful.

Assessment

Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.

To generate assessment evidence learners will be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; in informal discussion with the tutor, in group discussions or individual presentations, and could be an alternative to writing. Observation records by tutors and witness statements by others involved in the delivery (such as visiting artists) are permissible forms of evidence for these. Learners' own written and visual evidence for assessment may be made in sketchbooks, on worksheets and presentation sheets and in the optional final outcome.

Formal elements must be identified in learners' own work to address criterion 1.1. Elements such as line and form, the use of scale, colour and texture are likely to be relevant. This knowledge can be assessed from visual, verbal and written evidence.

For 1.2 learners will show evidence of exploring more than one example of both primary and secondary sources. For primary research, assessment will be of learners' own observational studies, supplemented by their own drawings, preliminary paintings or photographs. All other sources are secondary. For example, learners might first draw, paint or photograph organic and marine forms (primary), then look at books on the subject and the work of artists and designer (secondary). Assessment will be based on how learners collect then use rudiments of the material to plan ideas that meet the needs of the given theme.

In addressing 1.3 aims will be practical and skills based, rather than conceptual, leading to the creation of a body of work and an optional final outcome. Evidence may take the form of a short written statement near the start of a brief, or a short verbal presentation.

Opportunities will occur throughout the unit to gain evidence for criterion 1.4; formally and informally. Initially these ideas for discussion will be a response to the research material learners have gathered, and will continue within the development and modification of the work as it progresses. Evidence can be visual within the work, verbal or written and relate to all aspects of the brief.

Learning outcome 2 may be evidenced through; sketchbooks, studies, worksheets, annotations, action plans, self-assessment checklists, organisation of portfolio, witness testimonies, observation reports, peer group assessment, one-to-one discussions or group discussions, health and safety logbook.

For criterion 2.1 learners will explore at least three types of 2D materials, techniques and processes, showing some development and understanding from the initial trial stage. Four painting on different surfaces and sizes need to be produced based on and developed from the original research and ideas generated, one of which needs to be A1 size or over. An understanding of appropriate tools, material, scale and time given to the work(s) must be evidenced in more than one piece.

Assessment for 2.2 will be on each learner's approach to their practical work and their motivation and desire to succeed. These also relate both to practical activities such as working in a tidy and responsible manner and generic skills such as attendance and punctuality, assertiveness, willingness to respond to feedback and an ability to reflect the set theme. Assessment evidence may be by tutor observation reports, witness testimonies, action plans, self-assessment checklist, organisation of portfolio, peer group assessment, one-to-one discussions or group discussions.

For criterion 2.3 learners will need to show that they have followed the health and safety guidelines for the materials, techniques and processes used. At this level of study, the ability of learners to identify risks and hazards will be much more valuable than quoting legislation. Observation of safe practice can be documented by tutors, or come from records kept by learners. The keeping of a health and safety logbook by learners may be beneficial; these, and witness statements confirming tutor observation of safe practice in the workshop, are also acceptable evidence.

For assessment criteria 3.1 learners need to demonstrate an understanding of their use of materials, methods, processes and use some correct technical terms. Comments on the strength and weakness of their work need to be made on more than one aspect of their learning and their work. Final comment may be supported by ongoing evaluative comments, sketchbook annotations, reference to learning from verbal feedback, illustrated verbal presentations, written notes from informal discussion, tutorials or group discussions. The use of audio or visual recording of learners presenting their work, or individual or group critiques may also support this evidence. Witness testimonies, observation reports, peer group assessment, self-assessment checklist, one to-one discussions and group discussions will all provide assessment evidence.

For assessment criterion 3.2 learners need to be able to make relevant and positive contributions to discussions regarding their work and respect others' rights to speak. Learners must be able to add positive comment on feedback given to them.

Essential resources

The tutor should provide guidance on how learners can research a theme, and how to store their findings accessibly.

A suitable working area should be provided.

A range of different types of painting materials will be necessary for the unit. For example, watercolour; oil; acrylic; inks; gouache; wax; glass paints; dyes; different papers; card, board; perspex; polythene and canvas. Also equipment such as brushes, paint rags, palettes; palette knives; drawing boards, easels, computers, printers, scanners.

Learners will require primary sources for observational painting such as natural forms, geometric forms, still life arrangements, mirrors etc.

The unit also requires diverse secondary sources plus historical and contemporary contextual references. Magazines, books, the internet, DVDs, videos, CD ROMs, visits to art galleries, museums, artist or designer studios may all contribute.

Indicative resource materials

Textbooks

Acton M – *Learning to Look at Paintings* (Routledge, 2008) ISBN 139780415435185

Cumming R – *Art (Eyewitness Companions)* (Dorling Kindersley, January 2006) ISBN 9781405310543

Gair A and Sidaway I – *How to Paint: A Complete Step-by-step for Beginners Covering Watercolours, Acrylics and Oils* (New Holland Publishers Ltd, 2006) ISBN 139781845370534

Koster T and Roper L – *50 Artists You Should Know: From Giotto to Warhol* (Prestel, 2006) ISBN 139783791337166 (from the *50 you should know* series)

Little S – *Isms: Understanding Art* (A&C Black Publishers Ltd, 2004) ISBN 139780713670110

Winer K – *GCSE Bitesize: Art and Design (Bitesize GCSE)* (BBC Active, 2005) ISBN 139780563515593

Websites

www.artcyclopedia.com/index.html

www.bbc.co.uk/arts

www.eduweb.com/insideart/index.html

www.google.co.uk/imghp

www.iamanartist.ie/index.aspx

www.teachingideas.co.uk/art/contents.htm

Unit 6: Art and Design: Explore Printmaking

Unit reference number: K/502/3890

Level: 1

Credit value: 4

Unit aim

Learners will be shown, and then use, a variety of printmaking techniques to explore 2 dimensional (2D) visual language. This is a practical unit where learners will practice and develop their skills through observation and experimentation.

Unit introduction

This unit is an introduction to the many ways learners might explore printmaking materials, techniques and processes to create a portfolio.

Primary and secondary resource material will be used to inspire ideas and build research skills. Learners will understand that it is possible to create a range of original and creative prints without complex materials and expensive equipment. They will experiment with printmaking materials to develop a visual vocabulary of effects. There is no requirement to produce one, single, final outcome. Evidence for this unit may be from work produced through practical exercises, samples, studies and experiments, along with written work where appropriate.

This unit will give learners the opportunity to develop work-related skills relevant to the use of printmaking to record a range of creative ideas. Learners will practice self- and time-management skills whilst developing their printmaking skills, learning about the visual language and using appropriate media, methods and technologies used in printing. The communication of ideas and intentions will be integrated into creative painting activities and learners will be involved in group discussion regarding their work, and that of other learners.

Health and safety requirements will need to be addressed to make learners aware of safe working practice.

On completion of the unit, this body of work may contribute to learners' art and design portfolios, which could help evidence each learner's level of practical skill in a variety of printmaking methods and materials.

The unit should be delivered in a classroom or studio setting. It could be enhanced by practical activities outdoors, such as observational studies or site visits. Educational visits related to learners' work have great value. These could be to galleries, museums and artist or designer studios.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to develop ideas for work in printmaking	1.1 Demonstrate knowledge of formal elements 1.2 Plan ideas from primary and secondary sources 1.3 Present aims for work in printmaking 1.4 Prepare for and contribute to discussions of ideas and opinions
2 Be able to produce work in printmaking	2.1 Produce printmaking work using appropriate materials, methods and equipment 2.2 Demonstrate self-management skills 2.3 Describe measures taken to reduce risks in the work area
3 Be able to comment on own work.	3.1 Present information and points of view about their ideas, using appropriate language 3.2 Prepare for and contribute to formal discussions of ideas and opinions.

Unit content

1 **Be able to develop ideas for work in printmaking**

Formal elements: different formal elements eg line, tone, colour, shape, pattern, texture

Primary and secondary sources: planning eg brainstorming, development exercises, materials, techniques, size of work(s); primary sources eg visits to galleries, exhibitions or museums, recording eg sketches, photos; secondary sources eg libraries, websites, scrapbook with photocopies, prints, collected items, clippings, books, magazines, leaflets, TV and other formats; limitations eg time, materials, availability of space

Present aims: methods eg practical and skills based, mood, meaning, skills based trials, maquettes or models, optional final outcome

Discussions: follow main points; make relevant and positive contributions; respect others' rights to speak; aids eg presentation, thumbnail sketches, ideas worksheets, computer-aided visuals

2 **Be able to produce work in printmaking**

Materials: different materials eg water-soluble felt pens, water-based inks, oil paints, paper, card, plasticine, clay, string, root vegetables, pulses, wood, lino, aluminium, aluminium foil, tracing paper, perspex, glass, textured fabrics, polystyrene, recycled

Processes: different processes eg hand/finger prints, monoprint, frottage, block printing, stamping with rubber, clay or wood, textured items and surfaces, stencilling, image transfer, lino and wood cutting, aluminium engraving, collagraph printing

Techniques: different techniques eg relief, monoprint, collagraph, transfer, mixed media, silkscreen, batik

Preparation: different methods eg making collagraphs, rolling on ink, wetting paper, mixing inks and paints, stencils, tracing, drawing, masking, monoprint preparation, paper registration, silkscreen

Aftercare: cleaning and storing brushes or cutting tools, paint storage, disposal of paint and inks, using drying or hanging racks

Self-management skills: attendance; punctuality; complete tasks within agreed deadlines; flexibility; take responsibility, eg gathering materials, setting up, tidying up; self-motivation; assertiveness; readiness to improve own performance based on feedback

Follow guidelines on safety: risks and hazards; measures taken to minimise risk; appropriate dress; personal protective equipment; materials; tools; work area

3 **Be able to comment on own work**

Working methods: materials; methods; processes; correct technical terms

Discussions: own view point eg strengths, weaknesses, improvements; listening skills; responses; methods eg sketchbook annotations, written notes, verbal feedback, recordings, illustrated verbal presentations, informal discussion, tutorials, group discussions; make relevant and positive contributions; respect others' rights to speak

Essential guidance for tutors

Delivery

Tutors delivering this unit have opportunities to use a wide range of printmaking materials, techniques and processes. Although the majority of learners' work will be carried out in a studio environment, it will be helpful to include group discussions and visits to galleries or exhibitions. Research using the internet and library resources will form part of the learning programme. Learners should be encouraged to look at the work of other printmakers to inform and inspire their own work.

Learners will need direction at this level. They will require support in the research and experimentation stages of their work, as they gain confidence and practical skills, and guidance in the organisation of their work in folders, sketchbooks and on presentation sheets. Focus may be aided by the introduction of a theme such as natural forms, mechanical structures, movement etc. The tutor can use the theme to collect a range of appropriate contextual material and possible sources for observational studies such as machine parts, shells, seed pods, lamps and lights. The initial presentation of the theme to learners should generate a group discussion regarding possible research opportunities, visits, outcomes etc and will help to generate enthusiasm in all learners and get them started.

Learners will need to be taught how to use basic equipment and printing tools effectively and safely, such as the appropriate sized cutting tools and the correct way to hold them. They should also be made aware of printing preparation and the importance of aftercare. Learners will be introduced to a range of basic printmaking processes and techniques – for example monoprint, frottage, block printing, stamping and stencilling. They will need to describe how the different printing processes have influenced their ideas. Learners can then move on to more complex printmaking techniques such as image transfer; lino and wood cutting; engraving, collagraph and silkscreen. They will develop skills by exploring printing with mixed media and layering techniques. This could involve building up single print surfaces using methods such as over printing, overlaying colours, working into prints using paints or pastels and collage.

Technological media such as computers, printers, scanners, photography etc are useful as they often play an intrinsic part in the development and realisation of ideas for example recording work in progress, experiments with colour, manipulation of drawings.

Delivery should stimulate, motivate and inspire learners. It should be planned to help learners develop knowledge and understanding of working with a variety of printmaking media and materials and their associated techniques and processes. Demonstrations of techniques will entertain, encourage and inspire. Experimentation with media and scale should be encouraged. Each medium and technique has its own set of rules and methods for use. Learners need to be able to select and use suitable

printmaking materials, techniques and processes appropriate to the task and suitable for their intended outcome.

Inspiration can come from many sources in both the natural and man-made world. Learners should first explore primary sources to inspire the development of ideas. Secondary sources can be diverse and wide-ranging. The work of others will provide valuable inspiration on ways of using of printmaking techniques. Learners should be encouraged to recognise and consider the formal elements in their own work and identify them in the work of others.

They will also need to comment on the progress of their work for example what they feel has worked well and why. Records should relate directly to methods and processes learners use in their work, rather than being a theoretical exercise. Learners could talk about their work, either on a one-to-one basis or as part of a group discussion as an alternative to a written report. Centre-devised quizzes, writing frames or gapped handouts may also be useful.

Regular feedback should be given to learners, both informally in day-to-day discussion and formally via interim cut-off points within the activities. Learners should be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; informal discussion with the tutor, group discussion or individual presentations. It may be written, in notes and annotation in their sketchbooks, or as final comment on their work. Summative feedback and the opportunity for improvement should be given at the deadline of an activity. Formative feedback should be given throughout the delivery of the unit. Learners will be required to comment on their own work and that of others. Support will be needed to encourage a response to questions such as 'Which formal elements were used? What techniques and processes? What went well and why? What did not work well and why? What new skills have you learned? What could you do to improve your work?'

Generic work skills such as self- and time-management, the communication of ideas and intentions, presentation skills and safe practice, should be incorporated by means of relevant, integrated tasks. Self-management is essential. Learners will need to collect and record information in an ordered way and review development at each stage of their work.

Working in the studio can be hazardous. Tutors will need to ensure learners are made aware of the health and safety issues relating to the media, materials and equipment they use. Learners should be shown how they reduce risks to themselves and others by thinking and working safely. A common sense approach should be emphasised, rather than merely referring to rules and regulations. Identification of the need for appropriate dress (eg tie long hair back, no hanging jewellery) and protective equipment (eg goggles, face masks, gloves, aprons, sensible footwear; materials) is important. Learners should be made aware of the necessity of following manufacturers' instructions and guidelines for tools, equipment and materials. Knowledge of good practice in the work area should also be emphasised as this kind of approach is transferable to other work spaces (eg avoid hazards in gangways, trailing leads, not obstructing fire exits, keeping work areas clean and tidy). The keeping of a health and safety logbook by learners may be beneficial.

Outline learning plan

The outline-learning plan has been included in this unit as guidance, and is not meant to be prescriptive. The tutor is encouraged to create outline-learning plans that will suit their own teaching style and also suit their learners.

Topic and suggested assignments/activities

Introduction to the unit

Learners will be given an overview of the unit; what they will be doing, what is expected of them and what it is they are aiming for.

Learners should consider health and safety throughout, notes could be kept in sketchbooks where appropriate, researching the theme for homework.

Quizzes, worksheets and handouts should be used throughout the unit to back up learning. Tutors should give advice on how the learner can file these for later use. It would also be helpful for learners to be shown how to compile their findings, from research and trial work, in accessible way.

What is printmaking? The unit could begin with a class discussion into the many and varied ways printmaking has been used. Some correct technical terms could be given.

Learners are taught how to use equipment and printing tools effectively and safely, such as the appropriate sized cutting tool and the correct way to hold them. They should also be made aware of printing preparation and the importance of aftercare.

Learners are introduced to a range of basic printmaking processes and techniques – for example monoprint, frottage, block printing, stamping and stencilling. They will need to describe how the different printing processes have influenced their ideas.

Learners discuss their work and ideas with their tutor and also as a group to decide which of their prints have been the most successful, where improvements could be made etc.

Learners move on to more complex printmaking techniques such as image transfer; lino and wood cutting; engraving, collagraph and silkscreen. They may develop skills by exploring printing with mixed media and layering techniques. This could involve building up single print surfaces using methods such as over printing, overlaying colours, working into prints using paints or pastels and collage.

Learners look at the work of other artists and printmakers and learn how they can use similar techniques and ideas in their own work.

Learners discuss their work and ideas with their tutor and also as a group to decide which prints have been the most successful, where improvements could be made etc.

Learners' investigations should show an improved understanding and awareness of printmaking. They Learners should give evidence that they have worked in an organised manner; able to combine knowledge, skills and understanding to produce a range of creative and effective prints. They should

be able to comment effectively on their work using some correct technical terms.

Evidence for this unit will be work produced through a series of practical exercises, samples, studies, experiments. The prints selected will show how ideas have been developed using suitable media and techniques. Learners are to be given guidance and support when organising and collating their work and the portfolio for the unit must be completed by the set deadline.

At the end of the unit learners present their three favourite pieces of work to the group – saying why they have chosen the work and why they feel it is successful.

Assessment

Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.

To generate assessment evidence learners will be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; in informal discussion with the tutor, in group discussions or individual presentations, and could be an alternative to writing. Observation records by tutors and witness statements by others involved in the delivery (such as visiting artists) are permissible forms of evidence for these. Learners' own written and visual evidence for assessment may be in sketchbooks, on worksheets and presentation sheets and in the optional final outcome.

For 1.1 formal elements must be identified in learners' own work. Elements such as line and form, the use of scale, colour and texture are likely to be relevant. This knowledge can be assessed from visual, verbal and written evidence.

Learners will show evidence of exploring more than two examples from both sources for 1.2. For primary research, assessment will be of learners' own observational studies, supplemented by their own preliminary drawings or photographs. All other sources are secondary. For example, learners might first draw and photograph organic and marine forms (primary), then look at books on the subject and the work of artists and designer (secondary). Assessment will be based on how learners collect then use rudiments of the material to plan ideas that meet the needs of the given theme.

Evidence for 1.3 should be presented from practical and skills based, rather than conceptual, work, leading to the creation of a body of work and an optional final outcome. Evidence may take the form of a short written statement near the start of a brief, or a short verbal presentation.

Opportunities will occur throughout the unit to gain evidence for criterion 1.4; formally and informally. Initially these ideas for discussion will be a response to the research material learners have gathered, and will continue within the development and modification of the work as it progresses. Evidence can be visual within the work, verbal or written and relate to all aspects of the brief.

Learning outcome 2 may be evidenced through; sketchbooks, studies, worksheets, annotations, action plans, self-assessment checklists, organisation of portfolio, witness testimonies, observation reports, peer group assessment, one-to-one discussions or group discussions, health and safety logbook.

For criterion 2.1 learners will explore more than three materials, techniques and processes, showing some development and understanding from the initial trial stage. Four pieces showing experimentation with different materials, techniques and processes, surfaces and sizes need to be produced, based on and developed from the original research and ideas generated. One piece of work needs to be A1 size. An understanding of appropriate tools, material, scale and time given to the work(s) must be evidenced in more than one piece.

Assessment for 2.2 will be on each learner's approach to their practical work and their motivation and desire to succeed. These also relate both to practical activities such as working in a tidy and responsible manner and generic skills such as attendance and punctuality, assertiveness, willingness to respond to feedback and an ability to reflect the set theme. Assessment evidence may be by tutor observation reports, witness testimonies, action plans, self-assessment checklist, organisation of portfolio, peer group assessment, one-to-one discussions or group discussions.

For 2.3 learners will show that they have followed the health and safety guidelines for the materials, techniques and processes used. At this level of study, the ability of learners to identify risks and hazards will be much more valuable than quoting legislation. Observation of safe practice can be documented by tutors, from records by learners or a combination of the two. The keeping of a health and safety logbook by learners may be beneficial; these, and witness statements confirming tutor observation of safe practice in the workshop, are also acceptable evidence.

Addressing assessment criterion 3.1; through comment learners need to demonstrate some understanding of their use of materials, methods, processes and have a knowledge of correct technical terms. Comments on the strength and weakness of their work need to be made on more than one aspect of their learning and their work. Final comment may be supported by ongoing evaluative comments made by learners, tutor or peers, sketchbook annotations, reference to learning from any verbal feedback, illustrated verbal presentations, written notes from informal discussion, tutorials or group discussions. The use of audio or visual recording of learners presenting their work, or individual or group critiques may also support this evidence.

For assessment criterion 3.2 learners need to be able to make relevant and positive contributions to discussions regarding their work and respect others' rights to speak. Learners must be able to add positive comment on feedback given to them.

Essential resources

The tutor should provide guidance on how learners can research a theme, and how to store their findings accessibly.

A range of different types of printmaking materials will be necessary for the unit, including manual, machine and ICT.

Learners will require primary sources for observational research and recording such as natural forms, geometric forms, still life arrangements, mirrors etc.

The unit also requires diverse secondary sources plus historical and contemporary contextual references. Magazines, books, the internet, DVDs, videos, CD ROMs, visits to art galleries, museums, artist or designer studios may all contribute.

A suitable working area should be provided.

Indicative resource materials

Textbooks

Desmet A and Anderson J – *Handmade Prints: An Introduction to Creative Printmaking without a Press* (A&C Black Publishers Ltd, 2005) ISBN 139780713677089

Hoskins S – *Inks (Printmaking Handbooks)* (A&C Black Publishers Ltd, 2004) ISBN 139780713663419

Hoskins S – *Water-based Screenprinting (Printmaking Handbooks)* (A&C Black Publishers Ltd, 2004) ISBN 139781408101377

Issett R – *Print, Pattern & Colour* (Batsford Ltd, 2007) ISBN 139780713490374

Newell J and Whittington D – *Monoprinting (Printmaking Handbooks)* (A&C Black Publishers Ltd, 2006) ISBN 139780713667462

Stobart J – *Printmaking for Beginners (Printmaking Handbooks)* (A&C Black Publishers Ltd, 2005) ISBN 139780713674637

Stromquist A – *Simple Screenprinting: Basic Techniques and Creative Projects* (Lark Books, US, 2005) ISBN 139781579906641

Westley A – *Relief Printing (Printmaking Handbooks)* (A&C Black Publishers Ltd, 2005) ISBN 139780713672558

Websites

www.brightonprintmaking.co.uk

www.edinburgh-printmakers.co.uk

www.londonprintstudio.org.uk

www.moma.org/exhibitions/2001/whatisaprint

www.northernprint.org.uk

www.printeresting.org

www.printmaker.co.uk/links.html

www.vam.ac.uk/collections/prints_books/index.html

www.worldprintmakers.com

Unit 7: Art and Design: Explore Mixed Media

Unit reference number: M/502/3891

Level: 1

Credit value: 4

Unit aim

This is a practical unit where learners will combine a variety of mixed media, methods and technologies to produce creative artwork. Learners will practice and develop their skills through observation and experimentation.

Unit introduction

Learner taking this unit will experience a wide variety of mixed media, techniques and processes. They will explore and produce a range of outcomes showing the creative use of different materials and techniques.

Learners will be introduced to the concept of primary and secondary resource material and will use them to inspire ideas and build research skills. They will explore different materials and their qualities and gain insight into how to use different methods and materials for different results. Learners will be encouraged to use techniques and processes appropriately and to combine media, techniques and technologies wherever possible. There is no requirement to produce one, single, final outcome. Evidence for this unit may be from work produced through practical exercises, samples, studies and experiments, along with written work where appropriate.

Learners will have the opportunity to gain work-related skills while working with mixed media as they develop and record a range of creative ideas. They will practice self- and time-management skills whilst developing their skills using mixed media, learning about the visual language and using appropriate media, methods and technologies. The communication of ideas and intentions, and problem solving will be integrated into creative activities. Health and safety requirements will need to be addressed in order for learners to be aware of safe working practice.

On completion of the unit, this body of work may be used to begin, or enhance an existing art and design portfolio, and will indicate each learner's level of practical skill in a variety of mixed media.

The unit should be delivered in a classroom or studio setting. It may be enhanced by practical activities outdoors, such as observational studies or site visits. Educational visits related to learners' work have great value. These could be to galleries, museums and artist or designer studios.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to develop ideas for work in mixed media	1.1 Demonstrate knowledge of formal elements 1.2 Plan ideas from primary and secondary sources 1.3 Present aims for work in mixed media 1.4 Prepare for and contribute to discussions of ideas and opinions
2 Be able to produce work in mixed media	2.1 Produce work in mixed media using appropriate materials, methods and equipment 2.2 Demonstrate self-management skills 2.3 Describe measures taken to reduce risks in the work area
3 Be able to comment on own work.	3.1 Present information and points of view about their ideas, using appropriate language 3.2 Prepare for and contribute to formal discussions of ideas and opinions.

Unit content

1 **Be able to develop ideas for work in mixed media**

Formal elements: different formal elements eg line, tone, colour, shape, pattern, texture

Primary and secondary sources: planning eg brainstorming, development exercises, materials, techniques, size of work(s); primary sources eg visits to galleries, exhibitions or museums, recording eg sketches, photos; secondary sources eg libraries, websites, scrapbook with photocopies, prints, collected items, clippings, books, magazines, leaflets, TV and other formats; limitations eg time, materials, availability of space

Present aims: methods eg practical and skills based, mood, meaning, maquettes or models, final outcome

Discussions: follow main points; make relevant and positive contributions; respect others' rights to speak; aids eg presentation, thumbnail sketches, ideas worksheets, computer-aided visuals

2 **Be able to produce work in mixed media**

Materials: different materials eg pencil, paint, pastel, charcoal, inks, print, dyes, fabrics, paper, card, magazines, yarn, string, wool, stencils, found objects, plaster, sand, chippings

Processes: different processes eg drawing, painting, collage, montage, monoprinting, relief printing, embroidery, basic photography

Equipment: different equipment eg brushes, boards, easels, rulers, scissors, blades, guillotine, glues, rollers, lino blocks, cutting tools, needles, pins; technology eg cameras, ICT equipment

Self-management skills: attendance; punctuality; complete tasks within agreed deadlines; flexibility; take responsibility eg gathering materials, setting up, tidying up; self-motivation; assertiveness; readiness to improve own performance based on feedback

Safety: risks and hazards; appropriate dress; personal protective equipment; materials; tools; work area

3 **Be able to comment on own work**

Working methods: materials; methods; processes; correct technical terms

Discussions: own view point eg strengths, weaknesses, improvements; listening skills; responses; methods eg sketchbook annotations, written notes, verbal feedback, recordings, illustrated verbal presentations, informal discussion, tutorials, group discussions; make relevant and positive contributions; respect others' rights to speak

Essential guidance for tutors

Delivery

Tutors delivering this unit have opportunities to use a wide range of materials, techniques and processes. Although the majority of learners' work will be carried out in a studio environment, it will be helpful to include group discussions and visits to galleries or exhibitions. Research using the internet and library resources will form part of the learning programme. Learners should be encouraged to look at the work of other artists using mixed media to inform and inspire their own work.

Learners will need direction at this level. They will require support in the research and experimentation stages of their work, as they gain confidence and practical skills, and guidance in the organisation of their work; in folders, sketchbooks and on presentation sheets. Focus may be aided by the introduction of a theme such as the human form, machines, cityscapes etc. The tutor can use the theme to collect a range of appropriate contextual material and possible sources for observational studies such as life drawing; cogs and machine parts, images of buildings or use objects collected by learners. The initial presentation of the theme to learners should generate a group discussion regarding possible research opportunities, visits, outcomes etc and will help to get all learners started.

Learners must be familiar with the working characteristics of the 2D materials they choose to use. This will involve investigating how materials can be manipulated; what makes them attractive and interesting; how can they be used; how well they are suited to the purpose intended. Learners could begin by experimenting with different types of montage and collage, perhaps based on a theme. They will need to describe how the different processes have influenced their ideas. It is worth trying to get learners to recycle and reuse material, for example tearing up unwanted monoprints for use with collage and using old photographs for cutting up to make landscapes is an interesting exercise. Learners can then move on to more complex mixed media experiments, perhaps using fabrics and yarns, photographs, inks, dyes and found materials. Learners will explore the formal elements of line, texture, colour and composition and learn how to combine materials and techniques in both traditional and more experimental and exciting ways.

Inspiration can come from many sources in both the natural and man-made world. Learners should first explore primary sources to inspire the development of ideas. Secondary sources can be diverse and wide-ranging. The work of others will provide valuable inspiration on ways of using a variety of mixed media techniques. Learners should be encouraged to recognise and consider the formal elements in their own work and identify them in the work of others.

Technological media such as computers, printers, scanners, photography etc are useful as they often play an intrinsic part in the development and

realisation of ideas for example recording work in progress, experiments with colour and manipulation of drawings.

Delivery should stimulate, motivate and inspire learners. It should be planned to help learners develop knowledge and understanding of working with a variety of media and materials and their associated techniques and processes. Demonstrations of techniques should entertain, encourage learners, and where relevant worksheets on techniques could be given as learning aids. Experimentation with media and scale should be encouraged. Each medium and technique has its own set of rules and methods for use. Learners need to be able to select and use suitable mixed media materials, techniques and processes appropriate to the task and suitable for their intended outcome.

They will also need to comment on the progress of their work such as what they feel has worked well and why. Records should relate directly to methods and processes learners use in their work, rather than being a theoretical exercise. Learners could be encouraged to talk about their work, either on a one-to-one basis or as part of a group discussion and this could act as an alternative to a written report. Centre-devised quizzes, writing frames or gapped handouts may also be useful.

Regular feedback should be given to learners, both informally in day-to-day discussion and formally via interim cut-off points within the activities. Learners should be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; informal discussion with the tutor, group discussion or individual presentations. It may be written, in notes and annotation in their sketchbooks, or as final comment on their work. Summative feedback and the opportunity for improvement should be given at the deadline of an activity. Formative feedback should be given throughout the delivery of the unit. Formative feedback should be given throughout the delivery of the unit.

Visits to galleries, studios and exhibitions are very much encouraged. Learners will be required to comment on their own work and that of others. Support will be needed to encourage a response to questions such as: 'Which formal elements were used? What techniques and processes? What went well and why? What did not work well and why? What new skills have you learned? What could you do to improve your work?'

Group discussions and presentation of work to the peer group and others will have great value. Even though learners are not involved in group projects the key qualities of support, mutual respect and sharing of facilities and resources are inherent in all activities. The ability to give constructive criticism within the peer group, without negativity or giving offence, is a key skill.

Generic work skills such as self- and time-management, the communication of ideas and intentions, presentation skills and safe practice, should be incorporated by means of relevant, integrated tasks. Self-management is essential. Learners will need to collect and record information in an ordered way and review development at each stage of their work.

Working in the studio can be hazardous. Tutors will need to ensure learners are made aware of the health and safety issues relating to the media, materials and equipment they use. Learners should be shown how they

reduce risks to themselves and others by thinking and working safely. A common sense approach should be emphasised, rather than merely referring to rules and regulations. Identification of the need for appropriate dress (eg tie long hair back, no hanging jewellery) and protective equipment (eg goggles, face masks, gloves, aprons, sensible footwear; materials) is important. Learners should be made aware of the necessity of following manufacturers' instructions and guidelines for tools, equipment and materials. Knowledge of good practice in the work area should also be emphasised as this kind of approach is transferable to other work spaces (eg avoid hazards in gangways, trailing leads, not obstructing fire exits, keeping work areas clean and tidy). The keeping of a health and safety logbook by learners may be beneficial.

Outline learning plan

The outline-learning plan has been included in this unit as guidance, and is not meant to be prescriptive. The tutor is encouraged to create outline-learning plans that will suit their own teaching style and also suit their learners.

Topic and suggested assignments/activities

Introduction to the unit

What is mixed media? The unit could begin with a class discussion into the many and varied ways mixed media has been used and the effects produced.

Learners will be given an overview of the unit; what they will be doing, what is expected of them and what it is they are aiming for.

Learners should consider health and safety throughout, notes could be kept in sketchbooks where appropriate, researching the theme for homework.

Quizzes, worksheets and handouts should be used throughout the unit to back up learning. Tutors should give advice on how the learner can file these for later use. It would also be helpful for learners to be shown how to compile their findings, from research and trial work, in accessible way.

To help learners start the tutor should discuss possible themes with them. Suggested themes could be organic forms, geometric forms, structures, water, weather etc. Class to discuss possible research opportunities and starting points.

The initial presentation of the theme to the learners should generate a group discussion regarding possible research opportunities, visits, outcomes etc and will help to generate enthusiasm and focus in learners and get them started.

Discussion of the formal elements used in 2D work and examples of work by artists and designers to exemplify work.

Learners must be familiar with the working characteristics of materials they choose to use. This will involve investigating how materials can be manipulated; what makes them attractive and interesting; how can they be used; how well they are suited to the purpose intended.

Learners could begin by experimenting with different types of montage and collage, perhaps based on a theme.

Learners discuss their work and ideas with their tutor and also as a group to decide which of their mixed media pieces have been the most successful, where improvements could be made etc.

Learners move on to more complex mixed media experiments, perhaps using fabrics and yarns, photographs, inks, dyes and found materials. Learners will explore the formal elements of line, texture, colour and composition and learn how to combine materials and techniques in both traditional and more experimental ways.

Learners look at the work of other artists and designers and learn how they can use similar techniques and ideas in their own work.

Ongoing – health and safety considerations, notes in sketchbooks where

appropriate, homework studies.

Learners discuss their work and ideas with their tutor and also as a group to decide which mixed media pieces have been the most successful, where improvements could be made etc.

Topic and suggested assignments/activities

Learners' investigations will show an improving awareness and working understanding of the creative potential of mixed media. They should be able to work in an organised manner combine knowledge, skills and understanding to produce a range of creative and effective mixed media and comment effectively on their work and the work of others' using correct technical terms.

Evidence for this unit will be work produced through a series of practical exercises, samples, studies, experiments. Work will be selected to show how ideas have been developed using suitable media and techniques. Learners are to be given guidance and support when organising and collating their work and the portfolio for the unit must be completed by the set deadline.

At the end of the unit, learners present their favourite three pieces of work to the group – saying why they have chosen the work and why they feel it is successful.

Assessment

Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.

To generate assessment evidence learners will be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; in informal discussion with the tutor, in group discussions or individual presentations, and could be an alternative to written work. Observation records by tutors and witness statements by others involved in the delivery (such as visiting artists) are permissible forms of evidence for these. Learners' own written and visual evidence for assessment may be in sketchbooks, on worksheets and presentation sheets and in the optional final outcome.

Formal elements must be identified in learners' own work to evidence criterion 1.1. Elements such as line and form, the use of scale, colour and texture are likely to be relevant. This knowledge can be assessed from visual, verbal and written evidence.

Learners will need to show evidence of exploring more than two examples of both primary and secondary sources to fulfil criterion 1.2. For primary research, assessment will be of learners' own observational studies, supplemented by their own drawings, photographs or experimental samples. All other sources are secondary. For example, learners might first draw and photograph organic and marine forms (primary), then look at books on the subject and the work of artists and designer (secondary). Assessment will be based on how learners collect then use rudiments of the material to plan ideas that meet the needs of the given theme.

1.3 present their aims. Aims will be practical and skills based, rather than conceptual, leading to the creation of a body of work and an optional final outcome. Evidence may take the form of a short written statement near the start of a brief, or a short verbal presentation.

Opportunities will occur throughout the unit to gain evidence for criterion 1.4; formally and informally. Initially these ideas for discussion will be a response to the research material learners have gathered, and will continue within the development and modification of the work as it progresses. Evidence can be visual within the work, verbal or written and relate to all aspects of the brief.

Learning outcome 2 may be evidenced through; sketchbooks, studies, worksheets, annotations, action plans, self-assessment checklists, organisation of portfolio, witness testimonies, observation reports, peer group assessment, one-to-one discussions or group discussions, health and safety logbook.

For criterion 2.1 learners will explore at least five materials, techniques and processes, showing some development and understanding from the initial trial stage. Three pieces on different surfaces and sizes need to be produced based on and developed from the original research and ideas. An understanding of appropriate tools, material, scale and time given to the work(s) must be evidenced in more than one piece.

Assessment for 2.2 will be on each learner's approach to their practical work and their motivation and desire to succeed. These also relate both to practical activities such as working in a tidy and responsible manner and generic skills such as attendance and punctuality, assertiveness, willingness to respond to feedback and an ability to reflect the set theme. Assessment evidence may be by tutor observation reports, witness testimonies, action plans, self-assessment checklist, organisation of portfolio, peer group assessment, one-to-one discussions or group discussions.

For 2.3 learners will show that they have followed the health and safety guidelines for the materials, techniques and processes used. At this level of study, the ability of learners to identify risks and hazards will be much more valuable than quoting legislation. Observation of safe practice can be documented by tutors, and from records kept by learners. The keeping of a health and safety logbook by learners may be beneficial; these, and witness statements confirming tutor observation of safe practice in the workshop, are also acceptable evidence.

For assessment criteria 3.1, comment on own work. Through comment learners need to demonstrate some understanding of their use of materials, methods, processes and use some correct technical terms. Comments on the strength and weakness of their work need to be made on more than one aspect of their learning and their work. Final comment may be supported by ongoing evaluative comments, sketchbook annotations, reference to learning from verbal feedback, illustrated verbal presentations, written notes from informal discussion, tutorials or group discussions. The use of audio or visual recording of learners presenting their work, or individual or group critiques may also support this evidence.

For assessment criterion 3.2 learners need to be able to make relevant and positive contributions to discussions regarding their work and respect others' rights to speak. Learners must be able to add positive comment on feedback given to them.

Essential resources

A range of different types of materials for mixed media work will be necessary for the unit. For example, pencil; paint; pastel; charcoal; inks; print; dyes; fabrics; paper; card; magazines; yarn; string; wool; stencils; found objects. Also equipment such as brushes, boards, easels, rulers, scissors, blades, guillotine, glues, rollers, lino blocks, cutting tools, needles, pins; technology eg cameras, software programmes, printers, scanners.

Learners will require primary sources for observational research and recording such as natural forms, geometric forms, still life arrangements, mirrors etc.

The unit also requires diverse secondary sources plus historical and contemporary contextual references. Magazines, books, the internet, DVDs, videos, CD ROMs, visits to art galleries, museums, artist or designer studios may all contribute.

Indicative resource materials

Textbooks

Atkinson J, Harrison H and Grasdal P – *Collage Sourcebook: Exploring the Art and Techniques of Collage* (Rockport Publishers Incorporated, 2005) ISBN 139781592531011

Bautista T – *Collage Unleashed: Paint, Bind, Stitch, Play* (North Light Books, 2006) ISBN 139781581808452

Brommer G – *Collage Techniques: A Guide for Artists and Illustrators* (Watson-Guptill Publications Incorporated, 1994) ISBN 139780823006557

Grey M and Wild J – *Paper, Metal and Stitch* (Batsford Ltd, 2007) ISBN 139780713490671

Ludwig L K – *Mixed-media Nature Journals: New Techniques for Exploring Nature, Life, and Memories* (Rockport Publishers Incorporated, 2008) ISBN 139781592533671

Michel K – *The Complete Guide to Altered Imagery: Mixed Media Techniques for Collage, Altered Books, Artist Journals and More (Quarry Book)* (Rockport Publishers Incorporated, 2005) ISBN 139781592531776

Perella L – *Alphabetic: An A to Z Technique Guide for Collage and Book Artists (Quarry Book)* (Rockport Publishers Incorporated, 2005) ISBN 139781592531769

Perella L – *Art Making, Collections & Obsessions: An Intimate Exploration of the Mixed Media Work & Collections of 35 Artists* (Rockport Publishers Incorporated, 2008) ISBN 139781592533633

Taylor B – *Mixed Media Explorations: Blending Paper, Fabric, and Embellishment to Create Inspired Designs* (Quilting Arts, LLC, 2006) ISBN 139780976692829

Websites

www.theartistsweb.net/directory/Artists/Mixed_Media

www.casholmes.textilearts.net

www.signedoriginals.co.uk/artists/mixed.media

Unit 8: Art and Design: Explore and Create Surface Relief

Unit reference number: A/502/3893

Level: 1

Credit value: 4

Unit aim

This is a practical unit, forming a bridge between 2 dimensional and 3 dimensional studies (2D/3D). Learners will develop skills through creative activities investigating the visual language of surface relief, and the materials and methods used by artists, crafts people and designers.

Unit introduction

Learners will be engaged in the exciting variety of techniques and processes available in the area of surface relief. Practical experimentation combined with primary and secondary resource material will be used to inspire ideas and build research skills. References will be made to how the formal elements of surface relief can be used to communicate messages, mood or feeling – in both historic and contemporary contexts.

This unit will give learners the opportunity to develop work-related skills relevant to creative activities in art and design. Learners will practice self- and time-management whilst developing ideas, making relief objects and learning about tools and equipment. The communication of ideas and intentions, working in a team and problem solving will be integrated into the creative activities as learners develop their visual language skills. Health and safety requirements will be addressed as relevant safe working practice is essential in all these areas.

On completion of the unit, the body of work produced may contribute to each learner's portfolio, which will help demonstrate their practical skills – highlighting the use of appropriate materials, techniques and tools to realise an aim. It will demonstrate the learner's ability to reflect upon their own work and that of others, with regard to artistic and practical considerations.

It is a requirement of the unit that a final piece of work is completed.

The unit may be delivered in a classroom or studio setting. It may be enhanced by practical activities outdoors, such as casting 'in situ' or site visits. Educational visits related to learners' work have great value. Visits could be to galleries, museums, artist or designer studios, shops and commercial establishments.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to develop ideas for work in surface relief	1.1 Demonstrate knowledge of formal elements 1.2 Plan ideas from primary and secondary sources 1.3 Present aims for work in surface relief 1.4 Prepare for and contribute to discussions of ideas and opinions
2 Be able to produce work in surface relief	2.1 Produce surface relief using appropriate materials, methods and equipment 2.2 Demonstrate self-management skills 2.3 Describe measures taken to reduce risks in the work area
3 Be able to comment on own work.	3.1 Present information and points of view about their ideas, using appropriate language 3.2 Prepare for and contribute to formal discussions of ideas and opinions.

Unit content

1 **Be able to develop ideas for work in surface relief**

Formal elements: different formal elements eg line, tone, colour, shape, pattern, texture

Primary and secondary sources: planning eg brainstorming, development exercises, materials, techniques, size of work(s); primary sources eg visits to galleries, exhibitions or museums, recording eg sketches, photos; secondary sources eg libraries, websites, scrapbook with photocopies, prints, collected items, clippings, books, magazines, leaflets, TV and other formats; limitations eg time, materials, availability of space

Present aims: methods eg practical and skills based, mood, meaning, skills based trials, maquettes or models, final outcome

Discussions: follow main points; make relevant and positive contributions; respect others' rights to speak; aids eg presentation, thumbnail sketches, ideas worksheets, computer-aided visuals

2 **Be able to produce work in surface relief**

Methods and processes: different approaches eg construct, cut, carve, form, shape/model, layer, mould or cast, paint, finish, set, fire, harden, joining, forming and shaping, constructing from materials or found objects, surface decoration, use of technological media, computers, stills photography; processes eg modelling, casting, moulding, firing clay or glass, setting plaster

Materials: different materials eg thick card, metals, plastics, wood, stone, Thermalite® block (trade name for internal building cellular block), glass, plaster, soap, wax blocks, found objects, scrap materials, papers, thin card, papier-mâché, modroc, wire, clay, latex, textiles, foam, polystyrene, scrap materials

Tools and equipment: different tools and equipment eg ICT, 3D software, printers, scanners, photographic; modeling, clay and 3D design tools, chisels, saws, embossing tools, banding wheels, potter's wheel, kilns; scalpels, craft knives, saws, chisels, files, soldering iron, vacuum former for plastics, bust peg; textiles tools eg knitting needles, sewing needles, scissors, shears and sewing machines; test pieces eg samples

Self-management skills: attendance; punctuality; complete tasks within agreed deadlines; flexibility; take responsibility eg gathering materials, setting up, tidying up; self-motivation; assertiveness; readiness to improve own performance based on feedback

Safety: risks and hazards; appropriate dress; personal protective equipment; materials; tools; work area

3 **Be able to comment on own work**

Working methods: materials; methods; processes; correct technical terms

Discussions: own view point eg strengths, weaknesses, improvements; listening skills; responses; methods eg sketchbook annotations, written notes, verbal feedback, recordings, illustrated verbal presentations, informal discussion, tutorials, group discussions; make relevant and positive contributions; respect others' rights to speak

Essential guidance for tutors

Delivery

This unit aims to help learners develop creative, practical and self-management skills through the medium of surface relief. Relief work is a vital bridge between 2 and 3 dimensional studies. It is important at the start of the unit that learners understand what is meant by surface relief and tutors are recommended to show examples of relevant work, and to direct learners in their search for resources. It is important to give learners an overview of surface relief, how it has been used throughout history and its contemporary usage. Learners would find a glossary of terms useful.

The unit is delivered primarily through practical studio experiences where learners have access to a range of materials and techniques for relief work. Learners can be shown the connection with printing techniques such as lino, wood-cut or collograph, where the print block itself is the relief object, and with vacuum forming, where both the mould and the impression show relief features.

Formal elements are the building blocks of art and design. Learners will be encouraged to recognise the formal elements in their own work such as line, colour, shape, pattern and texture, and identify them in the work of others. This should be done through observation, discussion and practical exercises, where outcomes can be used for assessment.

Inspiration can come from many sources in both the natural and man-made world. Learners should first explore primary sources to inspire the development of ideas. Secondary sources can be diverse and wide-ranging. The work of others will provide valuable information and inspiration. Learners should be shown how relief work can be used to; communicate a message (for example the brand name in relief on a glass bottle, a mural or frieze depicting a story or event, the Braille system); style or design images and objects (for example products as diverse as manhole covers and perfume bottles often use relief in their design. Packaging and logos are often embossed, which is a relief technique); give information (such as commemorative plaques, signs); embellish surfaced with decorative work (carved wooden screens, ornamentation on buildings in wood and stone); explore ideas or personal responses and express feelings or moods (for example the work of British relief sculptor Paul Day).

To enthuse learners tutors may select or negotiate a topic or theme. This will give coherence to the work produced and focus research time. The theme must be adaptable across the contexts of art and design as this unit should be delivered as broadly as possible so learners can gather a wide range of experiences and skills. An organic theme could be used on a crafted tile, vessel or jewellery, and in the design for packaging. A mask theme could involve a design for a character in a play, a mask for a party, and an interpretation of an emotion or a cultural investigation. Alternatively one simple image such as an apple or a beetle could be repeatedly produced using a variety of materials and methods, to give a coherent series of trials.

A vocational scenario may bring realism to the activities by identifying a client and target audience, and introduce constraints and opportunities for problem-solving. For example, a visit to a museum could lead to the design of an artefact to sell in the museum shop, showing the influence of one of the collections. Creative briefs will motivate learners, focus research time and give coherence to the work produced, pulling together the formal elements of visual language (1.1) and the introduction of relief techniques such as card layering, building up of papier-mâché or carving plaster, wood or stone. Learners can be encouraged to make their own choices and to communicate clearly when presenting their aims.

Learners will require support, in the research and experimentation stages of their work to gain confidence and practical skills. They will also need guidance in the organisation of their work, in folders, sketchbooks and on presentation sheets. Research is likely to take a 2D form (drawing) in the early stages, unless working directly from observation in materials such as clay or card but the development of ideas will involve both 2D representation and 3D experimentation.

A varied approach to delivery is recommended in order to stimulate and motivate learners to explore the potential of materials and associated methods. There is no pre-requisite number of trials or maquettes that should be produced but tutors are reminded not to restrict their approach to only fine art, only craft or only design: Different contexts may appeal to different learners. Surface relief techniques have many applications for example, on a flat background such as a wall for a relief mural, a leatherwork book jacket or glass shapes fused onto slumped glass sheet to form a bowl, or by carving or constructing layers around a large or small scale 3 dimensional object, such as a building, vessel, mask, box construction, and so on. One final outcome will be required to fully evidence the making process.

It is necessary for learners to record the methods and processes they use. This will involve recording techniques step-by-step, and the processes that the materials go through – such as drying time of glue, firing clay or glass, setting plaster. Many practitioners keep a technical notebook to record details for future reference. This can be done using storyboard techniques or labelled photographs as well as, or as an alternative to, a written report. Centre-devised quizzes, writing frames or interactive handouts may also be of use.

The use of technological media such as computers, printers, scanners, video/stills photography, etc are encouraged as they often play an intrinsic part of the development and recording of ideas (for example, experimenting with the repetition of design elements, evidencing presentations of final work).

Skills such as self- and time-management, the communication of ideas and intentions, presentation skills and safe practice, will be incorporated by means of relevant, integrated tasks. Self-management is essential and learners will need to collect and record information in an ordered way. Working as part of a group can be incorporated in the production of a final outcome as long as individual contributions are recorded for assessment. However, even if learners are not involved in group projects, the key qualities of support, mutual respect and sharing of facilities and resources

are inherent in all activities. The ability to give constructive criticism within the peer group, without negativity or giving offence, is a key skill.

Learners will need to understand that safe practice is a crucial part of workshop activities. This involves the elimination of risk to self and others, by thinking and working safely with tools and equipment. Tutors will need to adhere to current legislation for studio or workplace. This is best presented to learners in the form of simple, direct instructions that must be followed. For example when using a scalpel or carving with hand and machine tools. On introducing new techniques or processes there may be value in asking learners to identify any risks they may have seen. The keeping of a health and safety logbook by learners may be beneficial. Even if learners are not allowed to use certain equipment on their own, they must be made aware of all relevant safety information.

Guidance will be needed relating to the questions, Which formal elements were used? What techniques and processes were used? What went well and why? What went badly and why? What new skills were learned? What are the strengths of the work (use of visual language, materials, methods)? Is it fit for purpose? What could improve the work?'

Outline learning plan

The outline-learning plan has been included in this unit as guidance, and is not meant to be prescriptive. The tutor is encouraged to create outline-learning plans that will suit their own teaching style and also suit their learners.

Topic and suggested assignments/activities

Introduction to the unit

Learners will be given an overview of the unit; what they will be doing, what is expected of them and what it is they are aiming for.

Learners should consider health and safety throughout, notes could be kept in sketchbooks where appropriate, researching the theme for homework.

Quizzes, worksheets and handouts should be used throughout the unit to back up learning. Tutors should give advice on how the learner can file these for later use. It would also be helpful for learners to be shown how to compile their findings, from research and trial work, in accessible way.

Class to discuss possible research opportunities and starting points.

Discussion of the formal elements used and examples of work by artists and designers to exemplify work.

What does 'surface relief' mean in art and design? How it can be used in creative ways in industry, for example children's books, jewellery, leatherwork.

Learners to be shown examples with definitions. Introduce theme or choice of themes for practical work (eg human or animal masks, fruit and vegetables). Also geometric shapes and artwork from different cultures can be used.

Learners should research primary and secondary sources across art and design: Observational studies, books, magazines, internet, visits to galleries, sites, working with practitioners.

Learners could watch a demonstration of new materials and techniques and tutor-led structured experiments.

Learner could start initial exploration to produce trials and maquettes in an art and design context. The repetition of a simple image may be effective here, eg an apple, reproduced in several different relief materials and methods for different purposes.

ICT could be used initially to create a design. The design could then be traced onto different materials.

Materials and methods which will be good for trials would be paper pop-ups, embossing metal sheet, cutting/layering/folding card and corrugated card forming with paper pulp and papier-mâché, using mod-roc on chicken wire, incising or carving soap, set plaster, vacuum forming, forming clay for casting plaster or firing etc all offer exciting possibilities.

Trials to be presented neatly in a box or on a presentation board/sheet.

Learners should have a development of ideas based on skills learned and have produced ideas for a final outcome using techniques they have practised. Working in small groups select the best idea(s) and work as a team to produce

an outcome (eg large relief mask for theatre set, raised-surface mural for shopping mall, packaging for a new perfume) after each exercise there should be a brief discussion to practice for the final presentation of ideas at the culmination of the unit.

Throughout the unit the following questions should be asked and addressed; 'Which formal elements were used? What techniques and processes were used? What went well and why? What didn't go as planned and why? What could improve the work?' These are key questions that will build towards summative evaluation.

Assessment

Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.

To generate assessment evidence learners will be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; in informal discussion with the tutor, in group discussions or individual presentations, and could be an alternative to writing. Observation records by tutors and witness statements by others involved in the delivery (such as visiting artists) are permissible forms of evidence for these. Learners' own written and visual evidence for assessment could be in sketchbooks, on worksheets and presentation sheets and in the final outcome.

Formal elements must be identified in learners' own work for criterion 1.1. Elements such as line and form, the use of scale and texture are likely to be relevant. This knowledge can be assessed from visual, verbal and written evidence.

For 1.2 learners will show evidence of exploring more than two examples of both sources. For primary research, assessment will be of learners' own observational studies and records. All other sources are secondary. For example, learners might first draw and photograph organic and marine forms (primary), then look at books on the subject and the work of artists and designer (secondary). Assessment will be based on how learners collect then use rudiments of the material to plan ideas that meet the needs of the given theme.

For criterion 1.3 aims will be practical and skills based, rather than conceptual, leading to the creation of a body of work and final outcome. Evidence may take the form of a short written statement near the start of a brief, or a short verbal presentation.

Opportunities will occur throughout the unit to gain evidence for criterion 1.4; formally and informally. Initially these ideas for discussion will be a response to the research material learners have gathered, and will continue within the development and modification of the work as it progresses. Evidence can be visual within the work, verbal or written and relate to all aspects of the brief.

Learning outcome 2 may be evidenced through; sketchbooks, studies, worksheets, annotations, action plans, self-assessment checklists, organisation of portfolio, witness testimonies, observation reports, peer group assessment, one-to-one discussions or group discussions, health and safety logbook.

For criterion 2.1 learners will explore at least four materials, techniques and processes showing some development and understanding from the initial trial stage. Three pieces must be on different surfaces and sizes and need to be produced based on and developed from the original research and ideas generated. An understanding of appropriate tools, material, scale and time given to the work(s) must be evidenced in more than one piece.

Assessment for 2.2 will be on each learner's approach to their practical work and their motivation and desire to succeed. These also relate both to practical activities such as working in a tidy and responsible manner and

generic skills such as attendance, punctuality, assertiveness, willingness to respond to feedback and an ability to reflect the set theme. Assessment evidence may be by tutor observation reports, witness testimonies, action plans, self-assessment checklist, organisation of portfolio, peer group assessment, one-to-one discussions or group discussions.

For criterion 2.3 learners will show that they have followed the health and safety guidelines for the materials, techniques and processes used. At this level of study, the ability of learners to identify risks and hazards will be much more valuable than quoting legislation. Observation of safe practice can be documented by tutors, and from records kept by learners. The keeping of a health and safety logbook by learners may be beneficial; these, and witness statements confirming tutor observation of safe practice in the workshop, are also acceptable evidence.

Assessment criteria 3.1 requires learners to demonstrate some understanding of their use of materials, methods, processes and use some correct technical terms. Comments on the strength and weakness of their work need to be made on more than one aspect of their learning and their work. Final comment may be supported by ongoing evaluative comments, sketchbook annotations, reference to learning from verbal feedback, illustrated verbal presentations, and written notes from informal discussion, tutorials or group discussions. The use of audio or visual recording of learners presenting their work, or individual or group critiques may also support this evidence. Witness testimonies, observation reports, peer group assessment, self-assessment checklist, one-to-one discussions and group discussions will all provide assessment evidence.

For assessment criterion 3.2 learners need to be able to make relevant and positive contributions to discussions regarding their work and respect others' rights to speak. Learners must be able to add positive comment on feedback given to them.

Essential resources

The unit requires diverse secondary sources plus historical and contemporary contextual references. Magazines, books, the internet, DVDs, videos, CD ROMs, visits to art galleries, museums, artist or designer studios and commercial premises may all contribute.

Primary research must not be undervalued as ideas are often at their most original and innovative when developed from observational studies.

A full range of practical resources, such as are usually available within an art department, will be required to fully address this unit.

Exceptional examples of surface relief are:

- Great Altar of Pergamon, now at the Pergamon Museum, Berlin
- Lions and dragons from the Ishtar Gate, Babylon
- Temple of Karnak in Egypt
- Angkor Wat in Cambodia
- Lion Capital of Asoka, the national symbol of India
- glyphs and artwork of the Maya civilization

- The monument to the Confederacy at Stone Mountain, Georgia
- Borobudur temple, Java, Indonesia
- The Elgin Marbles from the Parthenon now housed at the British Museum.
- The representation of the Queen and other symbols on coins.
- Lorenzo Ghiberti
- Auguste Rodin
- Alessandro Algardi
- François Rude.

It must be remembered that seeing these examples on screen or in photos does not give a true indication of the work, without the interplay of light etc. Any visits to museums that may have alternative examples to support viewing would be highly illustrative.

Indicative resource materials

Websites

www.artscouncil.org.uk

www.bbm.org.uk/sculptor.htm

www.craftscouncil.org.uk

www.designcouncil.org.uk/en/About-Design

www.djtfineart.com/Art_Terms.html

www.mmwindowtoart.com/3d/relief1.html

www.pauldaysculpture.com/paulday.html

www.princetonol.com/groups/iad/lessons/elem/Julie-design.htm

www surfacedesign.org/publications.asp

Journal

Crafts magazine – published by the Crafts Council

Unit 9: Art and Design: Explore 3D Design Crafts

Unit reference number: F/502/3894

Level: 1

Credit value: 4

Unit aim

This practical unit explores working in one or more 3 dimensional (3D) design crafts. Learners will develop skills relevant to their creative activities as they investigate a combination of visual language and professional craft materials and methods.

Unit introduction

The learners will have the opportunity to develop personal, work-related skills relevant to creative activities in the craft industry. For the purposes of this unit ceramics, textiles, wood and withies, leatherwork, metalwork and lightweight model making will be investigated. Learners will focus on practising skills in one or more materials.

Primary and secondary resource material will be used to inspire ideas and build research skills. References will be made to how the formal elements of 3 dimensional craft work can be used to communicate message, mood or function, in both historical and contemporary contexts.

On achieving this unit learners will develop self-management skills whilst developing ideas, making objects and learning about tools and equipment. Problem solving and the communication of ideas and intentions will be integrated into the creative activities as learners develop relevant visual language skills. Health and safety requirements will be addressed, as relevant safe working practice is essential in all these areas, both for the worker and for the general public, who often view craft processes.

On completion of the unit, the body of work produced may contribute to each learner's portfolio, which will demonstrate their work-related and practical skills – highlighting the use of appropriate materials, techniques and tools to realise an aim. It will demonstrate learners' ability to reflect upon their own work with regard to artistic and practical considerations.

The unit may be delivered in a classroom or studio setting. It may be enhanced by practical activities outdoors, or site visits. Educational visits related to learners' work have great value; these could be to galleries, museums, artist or designer studios, shops or commercial establishments.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to develop ideas for work in 3D design crafts	1.1 Demonstrate knowledge of formal elements 1.2 Plan ideas from primary and secondary sources 1.3 Present aims for work in 3D design crafts 1.4 Prepare for and contribute to discussions of ideas and opinions
2 Be able to produce work in 3D design crafts	2.1 Produce 3D design crafts using appropriate materials, methods and equipment 2.2 Demonstrate self-management skills 2.3 Describe measures taken to reduce risks in the work area
3 Be able to comment on own work.	3.1 Present information and points of view about their ideas, using appropriate language 3.2 Prepare for and contribute to formal discussions of ideas and opinions.

Unit content

1 **Be able to research and develop ideas for work in 3D design crafts**

Design crafts: types eg ceramics; textiles; wood and withies; leatherwork; metalwork; lightweight modelling

Formal elements: different formal elements eg line, tone, colour, shape, pattern, texture, form, scale, structure, flow and balance

Primary and secondary sources: planning eg brainstorming, development exercises, materials, techniques, size of work(s); primary sources eg visits to galleries, exhibitions or museums, recording eg sketches, photos; secondary sources eg libraries, websites, scrapbook with photocopies, prints, collected items, clippings, books, magazines, leaflets, TV and other formats; limitations eg time, materials, availability of space

Present aims: methods eg verbally, written, storyboard

Discussions: follow main points; make relevant and positive contributions; respect others' rights to speak; aids eg presentation, thumbnail sketches, ideas worksheets, computer-aided visuals

2 **Be able to produce work in 3D design crafts**

Materials: different materials eg leather, withies, thick card, metals, plastics, wood and wood-based products, stone, tesserae, plaster blocks, soap, wax blocks, found objects, scrap materials, paper pulp, papier-mâché, modroc, plasticine, wire, square or round aluminium armature, clay, slips, glazes, oxides, wet plaster, molten wax, textiles, foam, latex, scrap materials, wools, yarns, fabrics

Methods: different methods eg construct, cut, carve, form, shape or model, layer, mould or cast, join, assemble paint, finish set, fire, harden, slump, fuse

Tools and equipment: ceramics eg hand modelling tools, banding wheels, potter's wheel, kilns, glass eg cutters, pincers, grinder, drills; general eg hand and machinery tools, craft knives, scalpels, saws, chisels, embossing tools, vacuum former for use with paper, card, wood, metal, leather and plastics; textiles eg sewing needles, scissors, shears and sewing machines; ICT eg computers, printers, scanners, cameras,

Self-management skills: attendance; punctuality; complete tasks within agreed deadlines; flexibility; take responsibility eg gathering materials, setting up, tidying up; self-motivation; assertiveness; readiness to improve own performance based on feedback

Safety: risks and hazards; appropriate dress; personal protective equipment; materials; tools; work area

3 **Be able to comment on own work**

Working methods: materials; methods; processes; correct technical terms

Discussions: own view point eg strengths, weaknesses, improvements; listening skills; responses; methods eg sketchbook annotations, written notes, verbal feedback, recordings, illustrated verbal presentations, informal discussion, tutorials, group discussions; make relevant and positive contributions; respect others' rights to speak

Essential guidance for tutors

Delivery

This unit focuses on skills used by contemporary designers and makers in the craft industry. Learners will need to be made aware that the definition of the word craft is never exact or specific. Decorative craftwork often borders on fine art, and craft workers are often referred to as designer-makers. Craft objects often have a function and are usually produced individually.

The unit is delivered primarily in the studio where learners have access to a range of techniques and processes. Initial exploration to produce trials and maquettes may be in several different materials or in-depth exploration in one material, such as: clay; pinch pots, slabbing, coiling, throwing, using slips, glazes and oxides; metals; cutting, joining, soldering, welding, painting, applying patina, planishing, annealing; textiles and soft furnishings; machine and hand sewing using fabrics, trimmings, embroidery, knitting, crochet, macramé, appliqué, pattern making, cutting, joining, constructing; lightweight model making; architectural models/theatrical set design (working with scale, perspective, cutting, joining, constructing); model-making for animation – using a flexible armature, plasticine or related products.

A varied approach to delivery is recommended to stimulate and motivate learners to explore the potential of materials and associated methods. Demonstrations of new techniques by the tutor, viewing videos of techniques and processes, taster workshops, group activities and visits are encouraged. For the purpose of effective time management research from a previous unit may be referenced, as the preparation for and clearing away of 3D work is especially time consuming. Learners will be encouraged to take personal responsibility for these activities, and to keep an organised, clean and tidy workplace.

It will be of particular interest for learners to communicate with a professional designer and to investigate the constraints encountered working in the real world. Learners find it an enlightening and motivating experience to hear and see how a professional works, what inspires them, what they make, what materials and techniques they use, what studio space and equipment they have and how the need to make money affects what they make. Open days at further and higher education establishments will be of interest to broaden learners' horizons and to show making and presentation techniques at their best.

The tutor will need to offer direction and support in the research and experimental stages of the work, also guidance in the organisation of the work produced in folders, sketchbooks, on presentation sheets and by trials and maquettes.

Both primary and secondary sources must be investigated. Tutors are advised to select a topic or theme carefully to offer readily available research material and give coherence to the work that will combine the formal elements such as line, tone, colour, shape, pattern, texture, form,

scale, structure, flow and balance with the use of materials, techniques and equipment.

A fictional vocational scenario may bring realism to the activities by identifying the client and target audience, and introducing constraints and opportunities for problem solving. Jewellery, candleholders, vessels, stage set model boxes and other functional or purely decorative items may be produced. Alternatively learners may choose to investigate model making for 3D animation. Learners can be encouraged to make their own choices and to communicate clearly when presenting their aims within the parameters of the given brief.

Research is likely to take a 2D form in the early stages, unless working directly in 3D, for example on an observational study in clay or plasticine, but the development of ideas must involve both 2D representation of ideas such as sketches, plans, notes, technical drawings and 3D experimentation (trials and maquettes).

The use of technological media such as computers, printers, scanners, video or stills photography are encouraged alongside traditional and modern hand techniques as they often play an intrinsic part in the development and recording of ideas, and act as evidence for the presentation of a finished piece. If model making for animation is chosen, appropriate computer, photographic and model-making facilities must be combined to give an indication of how the final outcome will look on film.

When researching and developing ideas and producing the final outcome, skills such as self- and time-management, the communication of ideas and intentions, presentation skills and safe practice will be incorporated by means of relevant, integrated tasks. Self-management is essential. Learners will need to collect and record information in an ordered way and review development at each stage of their work. Working as part of a group, especially in animation model making, may be incorporated in the production of the final piece as long as individual achievement is clearly recorded. However, even if learners are not involved in group projects, the key qualities of support, mutual respect and sharing of facilities and resources are inherent in all activities. The ability to give constructive criticism within the peer group, without negativity or giving offence, is an essential skill.

It is necessary for learners to record the methods and processes they use. Many practitioners keep a technical notebook to record details for future reference. This will involve recording techniques step-by-step, and the processes that the materials go through eg firing clay or glass, setting plaster. This can be done using storyboard techniques or labelled photographs as an alternative to purely written evidence. Centre-devised quizzes, writing frames or interactive handouts may also be of use.

Regular feedback should be given to learners, both informally in day-to-day discussion and formally via interim cut-off points within the activities. Learners should be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; informal discussion with the tutor, group discussion or individual presentations. It may be written, in notes and annotation in their sketchbooks, or as final comment on their work. Summative feedback and the opportunity for improvement should be given at the conclusion of an activity. Formative

notes may also contribute here. Guidance will be needed to help learners answer questions such as 'Which formal elements were used? What techniques and processes were used? What went well and why? What went badly and why? What new skills were learned? What are the strengths of the work eg use of visual language, materials, methods? Is it fit for purpose? What could improve the work?'

Working in the studio can be hazardous. Learners will need to be aware of the health and safety issues relating to the media, materials and equipment they use. They should know how to reduce risks to themselves and others by thinking and working safely. A common sense approach should be emphasised, rather than merely referring to rules and regulations.

Identification of the following is important; appropriate dress eg tie long hair back, no hanging jewellery; protective equipment eg goggles, face masks, gloves, aprons, sensible footwear; materials and tools eg follow manufacturers' guidelines; good ventilation eg when using glues, sprays; work area eg avoid hazards in gangways, trailing leads, not obstructing fire exits, keeping work areas clean and tidy. The keeping of a health and safety logbook by learners may be beneficial.

Outline learning plan

The outline-learning plan has been included in this unit as guidance, and is not meant to be prescriptive. The tutor is encouraged to create outline-learning plans that will suit their own teaching style and also suit their learners.

Topic and suggested assignments/activities
<p>Introduction to the unit</p> <p>Learners will be given an overview of the unit; what they will be doing, what is expected of them and what it is they are aiming for.</p> <p>Learners should consider health and safety throughout, notes could be kept in sketchbooks where appropriate, researching the theme for homework.</p> <p>Quizzes, worksheets and handouts should be used throughout the unit to back up learning. Tutors should give advice on how the learner can file these for later use. It would also be helpful for learners to be shown how to compile their findings, from research and trial work, in accessible way.</p> <p>To help learners start the tutor should discuss possible themes with them. Suggested themes could be organic forms, geometric forms, structures, water, weather etc. Class to discuss possible research opportunities and starting points.</p> <p>The initial presentation of the theme to the learners should generate a group discussion regarding possible research opportunities, visits, outcomes etc and will help to generate enthusiasm and focus in learners and get them started.</p> <p>Discussion of the formal elements used and examples of work by artists and designers to exemplify work. This could be by inviting a local practitioner to work with the learners. Alternatively, visits could be made to craft fairs or the learner could visit shops where craft is sold.</p> <p>Throughout the unit the following questions should be asked and addressed; Which formal elements were used? What techniques and processes were used? What went well and why? What didn't go as planned and why? What could improve the work? These are key questions that will build towards summative evaluation.</p>
<p>The tutor could lead the development of the craft production by asking the learner to produce an item with a purpose based on their themed research, such as a hat stand with an ocean theme.</p>
<p>Present and comment on final outcome (in writing or verbally) at pre-arranged time.</p>

Assessment

Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.

To generate assessment evidence learners will be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; in informal discussion with the tutor, in group discussions or individual presentations, and could be an alternative to writing. Observation records by tutors and witness statements by others involved in the delivery (such as visiting artists) are permissible forms of evidence for these. Learners' own written and visual evidence for assessment may be in sketchbooks, on worksheets and presentation sheets and in the final outcome.

To achieve assessment criterion 1.1 learners must be able to demonstrate an understanding of formal elements. These will be identified in learners' own work. Elements such as line and form, the use of scale, colour and texture are likely to be relevant. This knowledge can be assessed from visual, verbal and written evidence.

Learners will show evidence for 1.2 by exploring more than one example of both primary and secondary sources. For primary research, assessment will be of learners' own observational studies, supplemented by their own drawings, photographs or other records. All other sources are secondary. For example, learners might first draw and photograph a machine (primary), then look at books on the subject and the work of engineers, artists or designers (secondary). Assessment will be based on how learners collect, then use, material to plan ideas that meet the needs of the given theme.

The aims provided for 1.3 will be practical and skills based, rather than conceptual, leading to the creation of a body of work and a final outcome. Evidence may take the form of a short written statement near the start of a brief, or a short verbal presentation.

Opportunities will occur throughout the unit for learners to demonstrate competence of 1.4 both formally and informally. Initially these ideas will be a response to the research material learners have gathered, and will continue within the development and modification of the work as it progresses. Evidence can be visual, verbal or written and relate to all aspects of the brief.

Learning outcome 2 may be evidenced through; sketchbooks, studies, worksheets, annotations, action plans, self-assessment checklists, organisation of portfolio, witness testimonies, observation reports, peer group assessment, one-to-one discussions or group discussions, health and safety logbook.

For 2.1 learners will explore more than three types of materials, techniques and processes, showing some development and understanding from the initial trial stage. Some coherent work needs to be produced based on and developed from the original theme and ideas generated. An understanding of appropriate tools, material, scale and time given to the work(s) must be evidenced in more than one piece. There is no pre-requisite number of trials

or maquettes that should be produced for this unit but one final outcome is required to show the completion of the design and making process.

Assessment for 2.2 will be on each learner's approach to their practical work and their motivation and desire to succeed. These also relate both to practical activities such as working in a tidy and responsible manner and generic skills such as attendance and punctuality, assertiveness, willingness to respond to feedback and an ability to reflect the set theme. Assessment evidence may be by tutor observation reports, witness testimonies, action plans, self-assessment checklist, organisation of portfolio, peer group assessment, one-to-one discussions or group discussions.

To achieve assessment criterion 2.3 learners need to be able to identify potential risks and hazards within the work area and describe the measures to be taken to reduce the risk. Learners will show that they have followed the health and safety guidelines for the materials, techniques and processes used. Observation of safe practice can be documented by tutors, and from records kept by learners. The keeping of a health and safety logbook by learners may be beneficial; these, and witness statements confirming tutor observation of safe practice in the workshop, are also acceptable evidence.

For assessment criteria 3.1 learners need to demonstrate some understanding of their use of materials, methods, processes and use some correct technical terms. Comments on the strength and weakness of their work need to be made on more than one aspect of their learning and their work. Final comment may be supported by ongoing evaluative comments, sketchbook annotations, reference to learning from verbal feedback, illustrated verbal presentations and written notes from informal discussion, tutorials or group discussions. The use of audio or visual recording of learners presenting their work, or individual or group critiques may also support this evidence. Witness testimonies, observation reports, peer group assessment, self-assessment checklist, one-to-one discussions and group discussions will all provide assessment evidence.

For assessment criterion 3.2 learners need to be able to make relevant and positive contributions to discussions regarding their work and respect others' rights to speak. Learners must be able to add positive comment on feedback given to them.

Essential resources

The unit requires diverse secondary sources plus historical and contemporary contextual references. Magazines, books, the internet, DVDs, videos, CD ROMs, visits to art galleries, museums, artist or designer studios and commercial premises may all contribute.

Primary research must not be undervalued as ideas are often at their most original and innovative when developed from observational studies.

Good practical facilities and resources within one specialist area, or a full range of general 3D resources, such as are usually available within an art department, will be required to fully address this unit.

Indicative resource materials

Textbooks

Grillo P J – *Form, Function and Design* (Dover Publications Incorporated, 1975) ISBN 139780486201825

Marks T – *Good Design: Deconstructing Form, Function, and What Makes Design Work* (Rockport Publishers, 2009) ISBN 139781592535293

Journal

Crafts magazine – published bi-monthly by the Crafts Council, Selvedge magazine.

Websites

www.amazon.co.uk – a huge selection of subject specific books including ceramics

www.craftscouncil.org.uk – search for makers, organisations and opportunities

Unit 10: Art And Design: Explore 3D Design

Unit reference number: L/502/3896

Level: 1

Credit value: 4

Unit aim

Learners will investigate how to research and develop ideas through to the 3 dimensional (3D) prototype stage of product design; developing practical skills whilst investigating the visual language, materials and methods of the design industry.

Unit introduction

The unit will involve model and prototype construction as this is widely used in the commercial design process to visualise ideas, for testing and for client approval. The use of 3D computer software is also encouraged as this is an alternative way of visualising ideas and has become an accepted part of the design process in the 21st century.

This unit will give learners the opportunity to develop skills relevant to creative activities in the design industry. Learners may focus on practicing skills in one or more materials, developing their ideas through to a prototype outcome. The unit will concentrate on design areas that already feature within learners' personal experience, such as interior design, architectural detailing and goods and domestic ware.

Learners will apply self- and time-management whilst developing ideas, making objects and learning about tools and equipment. The communication of ideas and intentions, and problem solving, will be integrated into the creative activities as learners develop relevant visual language skills. Health and safety requirements will be addressed as relevant safe working practice is essential in all areas of the design industry.

Primary and secondary resource material will be used to inspire ideas and build research skills. References will be made as to how the formal elements of 3D design can be used to communicate style and function, in both historical and contemporary contexts.

The unit can be delivered in a classroom or studio setting. If set in an art department, strong links with the Design and Technology department are encouraged. The unit may be enhanced by educational visits related to learners' work. These could be to galleries, museums, designer studios/workshops, manufacturers, commercial establishments or workshops.

On completion of the unit, the body of work produced may contribute to each learner's portfolio, which will give evidence of their work-related and practical skills – highlighting the use of appropriate materials, techniques and tools to realise an aim. The unit will help to demonstrate learners' ability to reflect upon their own work with regard to function and form.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to develop ideas for a 3D design brief	1.1 Demonstrate knowledge of formal elements 1.2 Plan ideas from primary and secondary sources 1.3 Present aims for a 3D design brief 1.4 Prepare for and contribute to discussions of ideas and opinions
2 Be able to produce work in 3D design to a brief	2.1 Produce 3D design work using appropriate materials, methods and equipment 2.2 Demonstrate self-management skills 2.3 Describe measures taken to reduce risks in the work area
3 Be able to comment on own work.	3.1 Present information and points of view about their ideas, using appropriate language 3.2 Prepare for and contribute to formal discussions of ideas and opinions.

Unit content

1 **Be able to develop ideas for a 3D design brief**

Formal elements: different formal elements eg line, tone, colour, shape, weight, pattern, texture

Primary and secondary sources: planning eg brainstorming, development exercises, materials, techniques, size of work(s); primary sources eg visits to galleries, exhibitions or museums, recording eg sketches, photos; secondary sources eg libraries, websites, scrapbook with photocopies, prints, collected items, clippings, books, magazines, leaflets, TV and other formats; limitations eg time, materials, availability of space

Present aims: methods eg verbally, written, storyboard

Discussions: follow main points; make relevant and positive contributions; respect others' rights to speak; aids eg presentation, thumbnail sketches, ideas worksheets, computer-aided visuals

2 **Be able to produce work in 3D design to a brief**

Materials: different materials eg thick card, Fome-Cor® Board, metals, plastic sheet, styrene and polystyrene, wood and wood-based products, glass, paper, thin card, wire, clay, wet plaster, molten wax, textiles, foam, latex

Methods: different methods eg construct, cut, carve, form, shape or model, layer, mould or cast, join, assemble: paint, use finishing techniques

Tools and equipment: ICT eg computers, 3D design software, printers, scanners, video or stills photography; general eg hand and machinery tools, craft knives, scalpels, saws, chisels, drills, embossing tools, vacuum former; textiles eg sewing needles, scissors, shears and sewing machines

Self-management skills: attendance; punctuality; complete tasks within agreed deadlines; flexibility; take responsibility eg gathering materials, setting up, tidying up; self-motivation; assertiveness; readiness to improve own performance based on feedback

Follow guidelines on safety: risks and hazards; measures taken to minimise risk; appropriate dress; personal protective equipment; materials; tools; work area

3 **Be able to comment on own work**

Working methods: materials; methods; processes; correct technical terms

Discussions: own view point eg strengths, weaknesses, improvements; listening skills; responses; methods eg sketchbook annotations, written notes, verbal feedback, recordings, illustrated verbal presentations, informal discussion, tutorials, group discussions; make relevant and positive contributions; respect others' rights to speak

Essential guidance for tutors

Delivery

This unit involves creative and organisational skills as used by contemporary designers as they follow the design process. It is delivered primarily in the classroom or workshop where learners have access to a range of techniques and processes for model and prototype construction. This may be across a variety of materials, or in one specialist material, for example, card or styrene. It is suggested that tutors first define Product Design and show examples most likely to interest learners group. Form (how an object looks) must be defined, function (its purpose) and the role the client and consumer/target audience plays in the design world. Feasible and wide-ranging possibilities for design outcomes can be identified, such as ideas for a chair, salt and pepper pots, CD player or table lamp design, and the formal elements these display such as line, form, structure and balance can be discussed.

A varied approach to delivery is recommended to stimulate and motivate learners to explore the potential of materials and associated methods. Demonstrations of new techniques by the tutor, viewing videos of techniques and processes, taster workshops, group activities and visits are encouraged. For effective time management research from a previous unit may be referenced, as preparation for, and clearing away of, 3D work is especially time consuming. Learners will be encouraged to take personal responsibility for these activities, and to keep an organised, clean and tidy workplace.

The tutor will need to offer direction and support in the research and experimental stages of the work, also guidance in the organisation of the work produced; in folders, sketchbooks, on presentation sheets and by trials and maquettes.

Research is likely to take a 2D form in the early stages, unless working directly in 3D, (for example on an observational study in clay) but the development of ideas must involve both 2D representation of ideas (such as sketches, plans, elevations, perspective drawings) and 3D experimentation (trials and maquettes). Tutors are reminded of the value of a wide variety of computer software available for general 3D, interior and garden design, and of the experience learners might have in designing virtual worlds, for example within computer games.

Both primary and secondary sources must be investigated. Focus may be aided by the introduction of a theme and fictional vocational scenario as this will bring realism to the activities by identifying the client and target audience, and introducing constraints and opportunities for problem solving.

Creative briefs will motivate learners, focus research time and give coherence to the work produced, pulling together the formal elements of visual language such as shape, form, scale, structure and balance and the introduction of technical aspects of card engineering; cutting, folding, bending, scoring and perforating. Learners can be encouraged to make their

own choices and to communicate clearly when presenting their aims within the parameters of the brief.

It will be useful for learners to communicate with a professional designer and to investigate the constraints encountered working in the real world. Learners find it an enlightening and motivating experience to hear and see how a professional works, what inspires them, what they make, what materials and techniques they use, what studio space and equipment they have and how the need to make money affects what they make. Open days at further and higher education establishments will be of interest to broaden learners' horizons and to show making and presentation techniques at their best.

Learners will explore different ways of working appropriate to the resources available and will be encouraged to look at how professional designers approach similar activities. This might be the use of basic, general purpose art room materials such as card in various thicknesses through to the use of specialist equipment such as vacuum formers and heat benders, usually found in a design and technology department. Techniques such as using thumbnail sketches to record ideas, a layout pad or computer software to make sequential changes to a design, a scale ruler, styrene block to capture curve and flow in a design and combining and joining materials for best effect are all important aspects of the design process and would be useful to produce each learners final outcome.

The use of technological media such as computers, printers, scanners, video or stills photography are encouraged as they often play an intrinsic part of the development and recording of ideas and to evidence the presentation of final outcomes. The search for images using the internet and library resources is encouraged, as long as learners are informed of copyright issues. An awareness of the possibilities of computer-aided 3D design is strongly encouraged. Practical opportunities to experiment with basic software will enhance the learning experience and aid practical understanding of how computer aided design (CAD) links to the use of real materials.

When researching and developing ideas and producing the final outcome, skills such as self- and time-management, the communication of ideas and intentions, presentation skills and safe practice, will need to be developed, so assistance may need to be offered beforehand. Self-management is essential. Learners will need to collect and record information in an ordered way and review development at each stage of their work. Many practitioners keep a technical notebook to record details for future reference. This will involve recording techniques step-by-step, and the processes that the materials go through (such as vacuum forming). This can be done using storyboard techniques or labelled photographs as an alternative to, or combined with, purely written reports. Centre-devised quizzes, writing frames or interactive handouts may also be of value.

Working as part of a group may be incorporated in the production of the final piece as long as individual achievement is clearly recorded. However, even if learners are not involved in group projects, the key qualities of support, mutual respect and sharing of facilities and resources are inherent in all activities. The ability to give constructive criticism within the peer group, without negativity or giving offence is valuable skill.

Tutors should give feedback to learners and make formative assessment of their skills and abilities through informal day-to-day discussion. More formally, interim deadlines within activities will give opportunity for the assessment of creative progress and self-management.

Learners will be encouraged to discuss their approach to solving creative problems, the methods used, choices made, the quality of their work and their progress, evidencing their ability to use a range of technical terms. This discussion may be verbal, informally with the tutor, in group or individual presentations; or in written form in notes and annotation in sketchbooks, or as final comment on their work. Summative feedback will be given so as to offer opportunity for improvement. Tutor observation records or witness statements of activities will have great value, but will not be acceptable as the only evidence for assessment.

A visual or written record of activities should be kept by learners at all stages, in sketchbook annotation, storyboards, logbook and as final comment on the strengths and weaknesses of their work. A self-assessment checklist, peer group assessment sheets, and a health and safety log may all feature at assessment. The evidence may be supported by the use of audio or video recording of learners presenting their own work.

Working in the studio can be hazardous. Tutors will need to ensure learners are made aware of the health and safety issues relating to the media, materials and equipment they use. Learners should be shown how they reduce risks to themselves and others by thinking and working safely. A common sense approach should be emphasised, rather than merely referring to rules and regulations. Identification of the need for appropriate dress (eg tie long hair back, no hanging jewellery) and protective equipment (eg goggles, face masks, gloves, aprons, sensible footwear; materials) is important. Learners should be made aware of the necessity of following manufacturers' instructions and guidelines for tools, equipment and materials. Knowledge of good practice in the work area should also be emphasised as this kind of approach is transferable to other work spaces (eg avoid hazards in gangways, trailing leads, not obstructing fire exits, keeping work areas clean and tidy). The keeping of a health and safety logbook by learners may be beneficial.

Outline learning plan

The outline-learning plan has been included in this unit as guidance, and is not meant to be prescriptive. The tutor is encouraged to create outline-learning plans that will suit their own teaching style and also suit their learners.

Topic and suggested assignments/activities
Introduction to the unit Tutor-led discussion on the definition of product design and show examples. Define form (how an object looks) and function (its purpose). Discuss the role of the client and consumer/target audience in the design world. Introduce theme or choice of themes for practical work. The theme could relate

to a design movement, such as Memphis or Bauhaus, or a decade in history such as 1960's. More simply, it could be requested that a motif, shape or effect be incorporated into the design.

Discuss feasible possibilities for design outcomes, eg car design, architecture, salt and pepper pots, furniture, CD player, table lamp etc.

Learners could have a group discussion regarding research opportunities, starting points and outcomes. Researching primary and secondary sources; research from earlier units may be utilised. (Observational studies, books, magazines, internet, visits to galleries, sites. Working with a designer is highly recommended).

The observation and handling of diverse objects (kitchen equipment, hinges, umbrellas, transport mechanisms, and so on) will give first hand information regarding form, function and fitness for purpose.

Throughout the unit health and safety considerations, notes in sketchbooks where appropriate, researching the theme for homework, presenting 'best' visuals on a mood board.

Demonstration of available materials and techniques should be given

Learners should watch demonstrations on how to use thumbnail sketches to record ideas, how use a layout pad to make sequential changes to a design, how to read a scale ruler, how to carve styrene block to capture curve and flow in a design, how to combine and join materials for best effect.

Learner can produce some initial ideas. These should be as drawings to start with, or built in a virtual space using a computer, then after careful selection and justification, best ideas can be taken forward to 3D trial or maquette stage for refinement.

Trials need to be presented by the learner neatly presented at pre-arranged time. Class discussion/
questionnaire by learner on which samples were the most successful and why, and how they could be improved.

Topic and suggested assignments/activities

Development of final idea to prototype stage.

Tutor-led activity to define prototype. This may be a working or non-working model as appropriate, either to scale or real-size. Learners could be guided to ensure an informed choice of material and technique.

Learners could refine their idea and construct a final outcome using their favourite or most successful technique.

Learners could present and comment on final outcome (in writing or verbally) at pre-arranged time.

Assessment

Assessment will be ongoing throughout the activities via various structured activities. Evidence for learning outcomes may include sketchbooks, design sheets, trials, maquettes and prototypes, supplemented by tutor-devised worksheets, writing frames, interactive handouts, quizzes and questionnaires. Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.

There are no pre-requisite number of trials or maquettes that should be produced for criterion 3.1 but one final outcome (in prototype form) is required to show completion of the design process. This may be a working or non-working model as appropriate, either to scale or full size. At this level it may well be necessary for the tutor to guide learners to ensure an informed choice of material and technique.

To generate assessment evidence learners will be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; in informal discussion with the tutor, in group discussions or individual presentations, and could be an alternative to writing. Observation records by tutors and witness statements by others involved in the delivery (such as visiting artists) are permissible forms of evidence for these. Learners' own written and visual evidence for assessment may be in sketchbooks, on worksheets and presentation sheets and in the final outcome.

To achieve assessment criterion 1.1 learners must be able to demonstrate an understanding of formal elements. These will be identified in learners' own work. Elements such as line and form, the use of scale, colour and texture are likely to be relevant. This knowledge can be assessed from visual, verbal and written evidence.

Learners will show evidence for 1.2 by exploring more than two examples of both primary and secondary sources. For primary research, assessment will be of learners' own observational studies, supplemented by their own drawings or photographs. All other sources are secondary. For example, learners might first draw and photograph a machine (primary), then look at books on the subject and the work of engineers, artists or designers (secondary). Assessment will be based on how learners collect, then use,

rudiments of the material to plan ideas that meet the needs of the given theme.

The aims provided for 1.3 will be practical and skills based, rather than conceptual, leading to the creation of a body of work and a final outcome. Evidence may take the form of a short written statement near the start of a brief, or a short verbal presentation.

Opportunities will occur throughout the unit to gain evidence for criterion 1.4; formally and informally. Initially these ideas for discussion will be a response to the research material learners have gathered, and will continue within the development and modification of the work as it progresses. Evidence can be visual within the work, verbal or written and relate to all aspects of the brief.

Learning outcome 2 may be evidenced through; sketchbooks, studies, worksheets, annotations, action plans, self-assessment checklists, organisation of portfolio, witness testimonies, observation reports, peer group assessment, one-to-one discussions or group discussions, health and safety logbook.

For criterion 2.1 learners will explore at least three materials, techniques and processes, showing some development and understanding from the initial trial stage. Also three test pieces on different surfaces and sizes need to be produced based on and developed from the original research and ideas generated, but can be a trial for part of the proposed final finished piece. An understanding of appropriate tools, material, scale and time given to the work(s) must be evidenced in more than one piece.

Assessment for 2.2 will be on each learner's approach to their practical work and their motivation and desire to succeed. These also relate both to practical activities such as working in a tidy and responsible manner and generic skills such as attendance and punctuality, assertiveness, willingness to respond to feedback and an ability to reflect the set theme. Assessment evidence may be by tutor observation reports, witness testimonies, action plans, self-assessment checklist, organisation of portfolio, peer group assessment, one-to-one discussions or group discussions.

To achieve assessment criterion 2.3 learners need to be able to identify potential risks and hazards within the work area and describe the measures to be taken to reduce the risk. Learners will show that they have followed the health and safety guidelines for the materials, techniques and processes used. Observation of safe practice can be documented by tutors, and from records kept by learners. The keeping of a health and safety logbook by learners may be beneficial; these, and witness statements confirming tutor observation of safe practice in the workshop, are also acceptable evidence.

For assessment criterion 3.1 learners need to demonstrate some understanding of their use of materials, methods, processes and use some correct technical terms. Comments on the strength and weakness of their work need to be made on more than one aspect of their learning and their work. Final comment may be supported by ongoing evaluative comments, sketchbook annotations, reference to learning from verbal feedback, illustrated verbal presentations, written notes from informal discussion, tutorials or group discussions. The use of audio or visual recording of

learners presenting their work, or individual or group critiques may also support this evidence.

For assessment criterion 3.2 learners need to be able to make relevant and positive contributions to discussions regarding their work and respect others' rights to speak. Learners must be able to add positive comment on feedback given to them.

Essential resources

The tutor should provide guidance on how learners can research a theme, and how to store their findings accessibly.

Primary research is essential as ideas are often at their most original and innovative when developed from observational studies.

The unit requires diverse secondary resources plus historical and contemporary contextual references. Magazines, books, the internet, visits to art galleries, museums and artist or designer studios and commercial premises are all resources that should contribute to this unit.

Some ICT equipment should be available.

A suitable working area should be provided.

Indicative resource materials

Textbooks

Fiell C and Fiell P (Editors) – *Designing the 21st Century (Hardcover)* (Taschen GmbH, 2005) ISBN 139783822848029

McDermott C – *Design Museum Book of Twentieth Century Design: Pocket Edition (Designers of the 20th Century)* (Carlton Books Ltd, 1999) ISBN 139780714180663

McDermott C – *Design Museum Little Book of Design Classics* (Carlton Books Ltd, 2002) ISBN 139781842225370

Journals

Crafts magazine – published bi-monthly by the Crafts Council, Selvedge magazine

Creative Review magazine

Design Week magazine

Square magazine

Website

www.psychostyrene.co.uk – enthusiasts' magazine to download

Unit 11: Art And Design: Explore 3D Fine Art

Unit reference number: R/502/3897

Level: 1

Credit value: 4

Unit aim

This is a practical unit where learners will research and develop ideas through to a 3 dimensional (3D) outcome in sculpture or installation art. Learners will develop making skills whilst investigating the visual language, materials and methods used by artists.

Unit introduction

Learners will have the opportunity to develop skills relevant to 3 dimensional fine art activities. They may focus on practising skills in one or more materials, developing their ideas through to an original and creative final outcome.

Primary and secondary resource material will be used to inspire ideas and build research skills. References will be made to how formal elements such as shape, form, texture, structure and balance can be used to communicate mood and meaning, in both historical and contemporary contexts.

Learners will develop and apply self-management skills whilst developing their ideas, making objects and learning about tools and equipment. The communication of ideas, emotions and intentions and problem solving will be integrated into creative activities as learners develop relevant visual language skills. Health and safety requirements will be addressed as relevant safe working practice is essential in the artist's studio.

The unit may be delivered in a classroom or studio setting. The unit may be enhanced by educational visits to galleries, museums, artists' studios, shops and commercial establishments.

On completion of the unit, the body of work produced may contribute to learners' portfolios, which will demonstrate their work-related and practical skills – highlighting the use of appropriate materials, techniques and tools to realise an aim. It will demonstrate learners' ability to reflect upon their own work and that of others, with regard to aesthetic and practical considerations.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to develop ideas for work in 3 dimensional fine art	1.1 Demonstrate knowledge of formal elements 1.2 Plan ideas from primary and secondary sources 1.3 Present aims for work in 3D fine art 1.4 Prepare for and contribute to discussions of ideas and opinions
2 Be able to produce work in 3 dimensional fine art	2.1 Produce 3 dimensional fine art work using appropriate materials, methods and equipment 2.2 Demonstrate self-management skills 2.3 Describe measures taken to reduce risks in the work area
3 Be able to comment on own work.	3.1 Present information and points of view about their ideas, using appropriate language 3.2 Prepare for and contribute to formal discussions of ideas and opinions.

Unit content

1 **Be able to research and develop ideas for work in 3 dimensional fine art**

Formal elements: different formal elements eg line, tone, colour, shape, pattern, texture

Primary and secondary sources: planning eg brainstorming, development exercises, materials, techniques, size of work(s); primary sources eg visits to galleries, exhibitions or museums, recording eg sketches, photos; secondary sources eg libraries, websites, scrapbook with photocopies, prints, collected items, clippings, books, magazines, leaflets, TV and other formats; limitations eg time, materials, availability of space

Present aims: methods eg practical and skills based, mood, meaning, skills based trials, maquettes or models, final outcome

Discussions: follow main points; make relevant and positive contributions; respect others' rights to speak; aids eg presentation, thumbnail sketches, ideas worksheets, computer-aided visuals

2 **Be able to produce work in 3 dimensional fine art**

Materials: different materials eg thick card, metals, chicken wire, plastic sheet, wood and wood-based products, stone, Thermalite® block, plaster block, wax, glass, found objects, paper, thin card, wire, clay, slips, glazes, oxides, wet plaster, molten wax, textiles, foam, latex, found objects

Methods: different methods eg construct, cut, carve, form, shape or model, layer, mould or cast, join, assemble, paint, 'finishing' techniques

Tools and equipment: ICT eg computers, 3D software, printers, scanners, cameras; hand and machinery tools eg hammers, saws, soldering irons, welding tools, craft knives, scalpels, chisels, drills, files, vacuum former, stapler; clay tools eg bust peg, kiln, potter's wheel, banding wheel; soft sculpture eg sewing needles, knitting needles, scissors, shears and sewing machines; test pieces eg samples, maquettes, models

Self-management skills: attendance; punctuality; complete tasks within agreed deadlines; flexibility; take responsibility eg gathering materials, setting up, tidying up; self-motivation; assertiveness; readiness to improve own performance based on feedback

Safety: risks and hazards; appropriate dress; personal protective equipment; materials; tools; work area

3 **Be able to comment on own work**

Working methods: materials; methods; processes; correct technical terms

Discussions: own view point eg strengths, weaknesses, improvements; listening skills; responses; methods eg sketchbook annotations, written notes, verbal feedback, recordings, illustrated verbal presentations, informal discussion, tutorials, group discussions; make relevant and positive contributions; respect others' rights to speak

Essential guidance for tutors

Delivery

This unit aims to develop the creative and organisational skills used by artists in fine art sculpture and installation. Tutors need to define these areas and show examples at the start of delivery, discussing the formal elements these display, such as line, form, scale, structure, weight, volume and proportion. The portrayal of emotion, the desire to communicate a message or story or capture a likeness are often uppermost in an artist's mind, and in the same way that 2 dimensional fine art can range from realistic to abstract, so fine art sculpture can vary in approach and intention.

The unit will be delivered primarily in the classroom or workshop where learners have access to a range of techniques and processes for 3D realisation. This may be across a variety of materials, or in one specialist material, for example, clay, stone or metal.

A varied approach to delivery is recommended in order to stimulate and motivate learners to explore the potential of materials and associated methods. Demonstrations of new techniques by the tutor, viewing videos of techniques and processes, taster workshops, group activities and visits to galleries, museums and studios are encouraged. For effective time management research from a previous unit may be utilised, as preparation for and clearing away of 3D work is especially time consuming. Learners will be encouraged to take personal responsibility for these activities, and to keep an organised, clean and tidy workplace.

The tutor will need to offer direction and support in the research and experimental stages of the work, also guidance in the organisation of the work produced in folders, sketchbooks, on presentation sheets and by trials and maquettes.

Inspiration can come from any sources in the natural and man-made world. Introducing a theme for practical work can help to focus learners. The theme could relate to an art movement, a culture, the human form or simply be a word chosen as the stimulus for a personal, conceptual investigation. Learners should be encouraged to make their own choices. Learners will first explore primary sources to inspire the development of ideas. Secondary sources can be diverse and wide-ranging. The work of other practitioners will provide valuable inspiration on ways of using materials and techniques. Visits from practising artists are highly recommended. Learners will be encouraged to recognise and consider the aesthetic value of the formal elements as they gain more of an understanding of them.

It is worth structuring some timed practical exercises – getting learners to log the time for each trial – as this gives an understanding of duration of processes. It is important for learners to be aware of time spent on work, and assistance should be given in making them aware of how best to plan work to make the most of time available.

Learners will be required to comment on their own work. Support will be needed to encourage a response to questions such as: 'Which formal elements were used? What techniques and processes? What went well and why? What did not work well and why? What new skills have you learned? What could you do to improve your work?'

Group discussions and presentation of work to the peer group and others will have great value. Even though learners are not involved in-group projects, the key qualities of support, mutual respect and sharing of facilities and resources are inherent in all activities. The ability to give constructive criticism within the peer group, without negativity or giving offence, is a key skill.

Tutors will give feedback to learners and make formative assessment of their skills and abilities through informal day-to-day discussion. More formally, interim deadlines within activities will give opportunity for the assessment of creative progress and self-management.

Learners will be encouraged to discuss their approach to solving creative problems, the methods used, choices made, the quality of their work and their progress, evidencing their ability to use a range of technical terms. This discussion may be verbal, informally with the tutor, in group or individual presentations or in written form in notes and annotation in sketchbooks, or as final comment on their work. Summative feedback will be given so as to offer opportunity for improvement. Tutor observation records or witness statements of activities will have great value, and can later be used to support assessment, but will not be acceptable as the only evidence.

Learners should keep a visual or written record of activities at all stages. For fine art activities in 3D as well as 2D, the sketchbook is often the most treasured resource of the artist. Learners are encouraged to foster the approach of 'telling the story' of their work from research through to realisation in their sketches and annotation, and as final comment on the strengths and weaknesses of their work.

Working in the studio can be hazardous. Tutors will need to ensure learners are made aware of the health and safety issues relating to the media, materials and equipment they use. Learners should be shown how they reduce risks to themselves and others by thinking and working safely. A common sense approach should be emphasised, rather than merely referring to rules and regulations. Identification of the need for appropriate dress (eg tie long hair back, no hanging jewellery) and protective equipment (eg goggles, face masks, gloves, aprons, sensible footwear; materials) is important. Learners should be made aware of the necessity of following manufacturers' instructions and guidelines for tools, equipment and materials. Knowledge of good practice in the work area should also be emphasised as this kind of approach is transferable to other work spaces (eg avoid hazards in gangways, trailing leads, not obstructing fire exits, keeping work areas clean and tidy). The keeping of a health and safety logbook by learners may be beneficial.

Outline learning plan

The outline-learning plan has been included in this unit as guidance, and is not meant to be prescriptive. The tutor is encouraged to create outline-learning plans that will suit their own teaching style and also suit their learners.

Topic and suggested assignments/activities

Introduction to the unit

Tutor-led discussion on the definition of fine art sculpture and installation. Show examples. Explain how the portrayal of emotion, desire to communicate a message or story or capture a likeness are upper most in an artist's mind. An example of a fine art sketchbook could be shown and explain how the sketchbook is the artist's greatest aid and treasure.

A theme or choice of themes for practical work could be introduced. Theme could relate to an art movement, a culture or a choice of subject eg the human form, animals, the natural world.

A group discussion on research opportunities, starting points and outcomes would be useful. Research primary and secondary sources; research from earlier units may be utilised. Observational studies, books, magazines, internet, visits to galleries, sites are all valuable and should be encouraged outside of tutor-led activity. Working with a sculptor or installation artist is also highly recommended. Health and safety considerations should be addressed from the beginning of the unit and throughout, recording notes in sketchbooks.

Topic and suggested assignments/activities

Tutor-led demonstration of available materials and sculpture techniques, eg clay, is necessary.

Learner could produce some initial ideas. These will be as drawings to start with. Best ideas can be taken forward to 3D maquette stage for refinement (eg a model may be made prior to a full-scale installation).

Trials/maquettes to be neatly presented at pre-arranged time.

Class discussion/questionnaire by learner on which were the most successful and why, and how they could be improved.

Development of final idea. This may involve working in groups.

Tutors should guide learners to ensure an informed choice of materials and techniques is made and good use of space, which may need to be considerable.

Learner: Refine idea and construct a final outcome using their favourite or most successful techniques.

Present and comment on final outcome (in writing or verbally) at pre-arranged time.

Assessment

Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.

To generate assessment evidence learners will be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; in informal discussion with the tutor, in group discussions or individual presentations, and could be an alternative to writing. Observation records by tutors and witness statements by others involved in the delivery (such as visiting artists) are permissible forms of evidence for these. Learners' own written and visual evidence for assessment may be in sketchbooks, on worksheets and presentation sheets and in the final outcome.

To achieve assessment criterion 1.1 learners must be able to demonstrate an understanding of formal elements. These will be identified in learners' own work. Elements such as line and form, the use of scale, colour and texture are likely to be relevant. This knowledge can be assessed from visual, verbal and written evidence.

Learners will show evidence for 1.2 by exploring more than one example of both primary and secondary sources. For primary research, assessment will be of learners' own observational studies, supplemented by their own drawings or photographs. All other sources are secondary. For example, learners might first draw and photograph a machine (primary), then look at books on the subject and the work of engineers, artists or designers (secondary). Assessment will be based on how learners collect, then use, rudiments of the material to plan ideas that meet the needs of the given theme.

The aims provided for 1.3 will be practical and skills based, rather than conceptual, leading to the creation of a body of work and a final outcome. Evidence may take the form of a short written statement near the start of a brief, or a short verbal presentation.

Opportunities will occur throughout the unit for learners to demonstrate competence of 1.4 both formally and informally. Initially these ideas will be a response to the research material learners have gathered, and will continue within the development and modification of the work as it progresses. Evidence can be visual within the work, verbal or written and relate to all aspects of the brief.

Learning outcome 2 may be evidenced through; sketchbooks, studies, worksheets, annotations, action plans, self-assessment checklists, organisation of portfolio, witness testimonies, observation reports, peer group assessment, one-to-one discussions or group discussions, health and safety logbook.

For criterion 2.1 learners will explore at least three materials, techniques and processes, showing some development and understanding from the initial trial stage. Four pieces of evidence on different surfaces and sizes need to be produced based on and developed from the original research and ideas generated. An understanding of appropriate tools, material, scale and time given to the work(s) must be evidenced in more than one piece. One final outcome needs to be completed.

Assessment for 2.2 will be on each learner's approach to their practical work and their motivation and desire to succeed. These also relate both to practical activities such as working in a tidy and responsible manner and generic skills such as attendance and punctuality, assertiveness, willingness to respond to feedback and an ability to reflect the set theme. Assessment evidence may be by tutor observation reports, witness testimonies, action plans, self-assessment checklist, organisation of portfolio, peer group assessment, one-to-one discussions or group discussions.

To achieve assessment criterion 2.3 learners need to be able to identify potential risks and hazards within the work area and describe the measures to be taken to reduce the risk. Learners will show that they have followed the health and safety guidelines for the materials, techniques and processes used. Observation of safe practice can be documented by tutors, and from records kept by learners. The keeping of a health and safety logbook by learners may be beneficial; these, and witness statements confirming tutor observation of safe practice in the workshop, are also acceptable evidence.

For assessment criteria 3.1 learners need to demonstrate some understanding of their use of materials, methods, processes and use some correct technical terms. Comments on the strength and weakness of their work need to be made on more than one aspect of their learning and their work. Final comment may be supported by ongoing evaluative comments, sketchbook annotations, reference to learning from verbal feedback, illustrated verbal presentations, written notes from informal discussion, tutorials or group discussions. The use of audio or visual recording of learners presenting their work, or individual or group critiques may also support this evidence.

For assessment criterion 3.2 learners need to be able to make relevant and positive contributions to discussions regarding their work and respect others' rights to speak. Learners must be able to add positive comment on feedback given to them.

Essential resources

The unit requires diverse secondary sources plus historical and contemporary contextual references. Magazines, books, the internet, DVDs, videos, CD ROMs, visits to museums, designer studios and commercial premises may all contribute.

Primary research must not be undervalued as ideas are often at their most original and innovative when developed from observational studies.

An art department with good practical facilities and resources applicable to the specialist area of sculpture will be required. Learners may well require more space to work in and display outcomes than for other units.

Indicative resource materials

Textbooks

Clothier P J – *Sculpting in Wood (Basics of Sculpture)* (A&C Black Publishers Ltd, 2007) ISBN 139780713674903

Collins J – *Sculpture Today* (Phaidon Press Ltd, 2007) ISBN 139780714843148

Groeschen J – *Art of Chainsaw Carving: Extraordinary Sculptures on a Grand Scale* (Fox Chapel Publishing, 2006) ISBN 139781565232501

Hessenberg K – *Sculpting Basics: Everything You Need to Know to Create Fantastic Three-dimensional Art* (A&C Black Publishers Ltd, 2005) ISBN 139780713673395

Mills J W – *Encyclopaedia of Sculpture Techniques* (Batsford Ltd, 2005) ISBN 139780713489309

Scott J – *Textile Perspectives in Mixed-media Sculpture* (The Crowood Press Ltd, 2003) ISBN 139781861265784

Stace A – *Sculpture Parks and Trails of England* (A&C Black Publishers Ltd, 2008) ISBN 139780713679526

Stern Peck J – *Sculpture as Experience: Working with Clay, Wire, Wax, Plaster and Found Objects* (KP Books, 1990) ISBN 139780801979781

Valentine J – *Sculpting in Stone (Basics of Sculpture)* (A&C Black Publishers Ltd, 2007) ISBN 139780713676587

Warnes J – *Living Willow Sculpture* (Search Press Ltd, 2000) ISBN 139780855328344

Websites

www.axisweb.org

www.britisharts.co.uk/sculptors.htm

www.rbs.org.uk

www.sculpture.org.uk

Unit 12: Art and Design: A Personal Project

Unit reference number: Y/502/3898

Level: 1

Credit value: 4

Unit aim

Within art and design, what can sometimes separate a good outcome from an exceptional one is a uniqueness of style. This practical unit aims to give learners the opportunity to begin to explore that individual approach. The unit is completely learner-led and is project focused. The learners will develop and apply creative, research and self-management skills within the context of a 2 or 3 (2D/3D) dimensional art and design project.

Unit introduction

Learners will have the opportunity to focus on the use of materials and processes used in art and design workshops and studios to record and develop 2D or 3D ideas and outcomes in response to a theme of their choosing. They will be introduced to the many ways people working in 2D or 3D explore ideas and media to find an original and creative way of responding to a self-set brief – for example through graphic design, surface design, 3D craft, print or model making or computer software.

Learners may explore and produce ideas with personal visual impact that could encompass, for example, interior or exterior design, garden design, sculpture, murals, mosaics, textiles, posters or displays, animation or traditional painting; it is as open as they can justify. Working to their project brief, learners will develop creative ideas and outcomes, choosing the appropriate media and style. Although the theme will be decided by learners advice and guidance can be sought and given.

Evidence for this unit will be from work produced through a series of relevant exercises, samples, studies, proposals, developments and final outcomes along with written work where necessary. Learners must produce a final product/piece of work to achieve this unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to develop ideas for a final piece of work from a self-set brief	1.1 Demonstrate knowledge of formal elements 1.2 Plan ideas from primary and secondary sources 1.3 Present aims 1.4 Communicate ideas clearly
2 Be able to produce a final piece of work from a self-set brief	2.1 Produce a final piece of work from a self-set brief using appropriate materials, methods and equipment 2.2 Demonstrate self-management skills 2.3 Describe measures taken to reduce risks in the work area
3 Be able to comment on own work.	3.1 Present information and points of view about their ideas, using appropriate language 3.2 Prepare for and contribute to formal discussions of ideas and opinions.

Unit content

1 **Be able to research and develop ideas for a final piece of work from a self-set brief**

Formal elements: eg line, tone, colour, shape, pattern, texture

Primary and secondary sources: planning eg mind maps, development exercises, materials, techniques, size of work(s); primary, eg visits to galleries, exhibitions or museums; secondary eg libraries, websites; other secondary, eg scrapbook with photos, photocopies, prints, collected items; written; limitations eg time, materials, availability of space

Present aims: eg practical and skills-based; approach to theme

Discussions: follow main points; make relevant and positive contributions; respect others' rights to speak; aids eg presentation, thumbnail sketches, ideas worksheets, computer-aided visuals

2 **Be able to produce a final piece of work from a self-set brief**

Methods and processes: methods eg carving, joining, forming and shaping, constructing from materials or found objects, surface decoration, painting, collage; use of technological media, eg computers, video or stills photography; processes eg modelling, casting, moulding, firing clay or glass, setting plaster

Materials: eg thick card, metals, plastics, wood, stone, 'Thermalite®' block, glass, plaster, soap, wax blocks, found objects, scrap materials, papers, thin card, papier-mâché, modroc, wire, clay, latex, textiles, foam

Tools and equipment: ICT, eg computers, 3D design software, printers, scanners, video or stills photography; general, eg hand and machinery tools, craft knives, scalpels, saws, chisels, drills, embossing tools, vacuum former; textiles, eg sewing needles, scissors, shears and sewing machines; Test pieces, eg samples, maquettes, models

Self-management skills: attendance, punctuality, complete tasks within agreed deadlines, flexibility, take responsibility, eg gathering materials, setting up, tidying up, self-motivation, assertiveness, readiness to improve own performance based on feedback

Follow guidelines on safety: risks and hazards; measures taken to reduce risks and hazards; appropriate dress; protective equipment; materials; tools; work area

3 **Be able to comment on own work**

Working methods: materials; methods; processes; correct technical terms

Discussions: own view point eg strengths, weaknesses, improvements; listening skills; responses; methods eg sketchbook annotations, written

notes, verbal feedback, recordings, illustrated verbal presentations, informal discussion, tutorials, group discussions; make relevant and positive contributions; respect others' rights to speak

Essential guidance for tutors

Delivery

This unit can be delivered in a classroom or with access to specialist workshops and studios to enhance the learning experience. Learners should be supported while they explore and develop their own direction for this unit, but this could be within a given framework depending on their ability (for example they may be given a choice of title or themes and be able to generate an outcome of their choice, or they may be given a choice of areas to work in depending on the range available). Learners should be encouraged to work across disciplines and use transferable skills in order to deepen their learning.

The focus of this unit is to plan, research, develop, execute and evaluate a personal project. Some learners will respond well to the openness of this unit and will be able to generate creative and workable ideas while others may need a framework in which to develop. An example scenario might be:

You have been invited to show your work at an exhibition entitled 'Interior'. Interior could mean an inside space, inside a house, feelings and emotions or secrets that are kept inside, or a scenario where the viewer is inside or something is protected inside. You can produce work in two or three dimensions responding to the theme, which will be exhibited at the end of the project. Examples of the type of project are: textiles – produce a hanging, a print for an interior; installation or fine art – a painting, sculpture or installation; photography – photographs or a photographic montage; 3D and sculpture in wood, metal or clay.

Time should be spent on observational drawing, planning, researching, working to own plans, making and reviewing progress. Research trips and visits from specialist practitioners will enhance opportunities for learning and raise aspirations of learners. Collating research materials and using it to inform the planning stage. Evidence should be in the form of a record, a workbook or a sketchbook. Initial ideas can be generated through mind maps and through presenting ideas either to small groups or as one-to-ones.

Learners should have access to skills workshops to refresh and build skills for new techniques. They should be encouraged to document their learning in the workbook or sketchbook and to justify changes and problem solving as the project develops. Learners must show evidence of safe working practice and this can be as worksheets or workshop handouts or witness statements and health and safety logbook.

Learners should be encouraged to list materials, methods and processes used, using correct technical language. It may be useful to develop a glossary for learners to build confidence with using new language. To build evaluation skills learners should document the journey through this project and review what they have learned throughout. Writing frames can be useful to give learners a framework for using evaluation skills and to build a regular record through the project, which can be reviewed at the end.

Working in the studio can be hazardous. Tutors will need to ensure learners are made aware of the health and safety issues relating to the media, materials and equipment they use. Learners should be shown how they reduce risks to themselves and others by thinking and working safely. A common sense approach should be emphasised, rather than merely referring to rules and regulations. Identification of the need for appropriate dress (eg tie long hair back, no hanging jewellery) and protective equipment (eg goggles, face masks, gloves, aprons, sensible footwear; materials) is important. Learners should be made aware of the necessity of following manufacturers' instructions and guidelines for tools, equipment and materials. Knowledge of good practice in the work area should also be emphasised as this kind of approach is transferable to other work spaces (eg avoid hazards in gangways, trailing leads, not obstructing fire exits, keeping work areas clean and tidy). The keeping of a health and safety logbook by learners may be beneficial.

Outline learning plan

The outline-learning plan has been included in this unit as guidance, and is not meant to be prescriptive. The tutor is encouraged to create outline-learning plans that will suit their own teaching style and also suit their learners.

Topic and suggested assignments/activities
<p>Introduction to the unit</p> <p>Explore what is meant by '2D/3D', through mind map techniques.</p> <p>Discuss sample self-set design project briefs and show examples, either in small groups or in one-to-ones.</p> <p>Introduce the defined or outline self-set project brief or choice of briefs (eg interior, exterior, surface and setting). Learners could choose a context for their project – look at own interests, tastes, background.</p> <p>Learners could gather visual research from appropriate primary and secondary sources (observational studies, books, magazines, internet, visits to galleries, sites, working with practitioners).</p> <p>Learners could work in groups on a design brief, each learner having a specific role, such as setting up an exhibition for a product. Some learners may choose to design posters, others stalls, or furniture etc to promote its look. Learners can explore and experiment with materials and techniques, record findings, generate work plans and present ideas.</p> <p>They could explore their initial ideas to produce trials or maquettes across art and design contexts.</p> <p>Learners could select most promising direction for progress of initial idea to final solution and identify resources needed.</p> <p>Develop and modify potential solution by producing new and improved trials or maquettes.</p>

A group activity could be held to describe, discuss, develop and produce ideas for final outcome using appropriate materials, methods and techniques.

Learners could review own performance against set targets and aims of brief.

Assessment

Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.

To generate assessment evidence learners will be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; in informal discussion with the tutor, in group discussions or individual presentations, and could be an alternative to writing. Observation records by tutors and witness statements by others involved in the delivery (such as visiting artists) are permissible forms of evidence for these. Learners' own written and visual evidence for assessment may be in sketchbooks, on worksheets and presentation sheets and in the final outcome.

To achieve 1.1, learners can identify formal elements such as line and form, the use of scale, colour and texture within their own work. This knowledge can be assessed from visual, verbal and written evidence.

Learners will show evidence of 1.2 by evidencing more than one example from both sources. For primary research, assessment could be of learners' own observational studies, supplemented by their own drawings or photographs. All other sources are secondary. For example, learners might first draw and photograph organic and marine forms (primary), then look at books on the subject and the work of artists and designer (secondary). Assessment will be based on how learners collect then use rudiments of the material to plan ideas that meet the needs of the given theme.

The aims given for 1.3 will be practical and skills based, rather than conceptual, leading to the creation of a body of work and an final outcome. Evidence may take the form of a short written statement near the start of a brief, or a short verbal presentation.

Opportunities will occur throughout the unit to gain evidence for criterion 1.4; formally and informally. Initially these ideas for discussion will be a response to the research material learners have gathered, and will continue within the development and modification of the work as it progresses. Evidence can be visual within the work, verbal or written and relate to all aspects of the brief.

Learning outcome 2 may be evidenced through; sketchbooks, studies, worksheets, annotations, action plans, self-assessment checklists, organisation of portfolio, witness testimonies, observation reports, peer group assessment, one-to-one discussions or group discussions, health and safety logbook.

For criterion 2.1 learners will explore more than two materials, techniques and processes, showing some development and understanding from the initial trial stage. Four trial on different surfaces and sizes need to be produced based on and developed from the original research and ideas

generated. An understanding of appropriate tools, material, scale and time given to the work(s) must be evidenced in more than one piece. A final outcome will need to be completed.

Assessment for criterion 2.2 will be on each learner's approach to their practical work and their motivation and desire to succeed. These also relate both to practical activities such as working in a tidy and responsible manner and generic skills such as attendance and punctuality, assertiveness, willingness to respond to feedback and an ability to reflect the set theme. Assessment evidence may be by tutor observation reports, witness testimonies, action plans, self-assessment checklist, organisation of portfolio, peer group assessment, one-to-one discussions or group discussions.

To achieve assessment criterion 2.3 learners need to be able to identify potential risks and hazards within the work area and describe the measures to be taken to reduce the risk. Learners will show that they have followed the health and safety guidelines for the materials, techniques and processes used. Observation of safe practice can be documented by tutors, and from records kept by learners. The keeping of a health and safety logbook by learners may be beneficial; these, and witness statements confirming tutor observation of safe practice in the workshop, are also acceptable evidence.

For assessment criteria 3.1 learners need to demonstrate some understanding of their use of materials, methods, processes and use some correct technical terms. Comments on the strength and weakness of their work need to be made on more than one aspect of their learning and their work. Final comment may be supported by ongoing evaluative comments, sketchbook annotations, reference to learning from verbal feedback, illustrated verbal presentations, written notes from informal discussion, tutorials or group discussions. The use of audio or visual recording of learners presenting their work, or individual or group critiques may also support this evidence.

For assessment criterion 3.2 learners need to be able to make relevant and positive contributions to discussions regarding their work and respect others' rights to speak. Learners must be able to add positive comment on feedback given to them.

Essential resources

Learners must have access to library and electronic resources such as the internet and on-line journals and specialist magazines. The unit can be delivered in a classroom provided there is sufficient access to specialist resources or time tabled access to specialist workshops and studios.

The tutor should provide guidance on how learners can research a theme, and how to store their findings accessibly.

Indicative resource materials

Textbooks

Atkinson J – *Collage Sourcebook: Exploring the Art and Techniques of* (Apple Press, 2004) ISBN 139781840924657

de Meng M – *Secrets of Rusty Things: Transforming Found Objects into Art* (North Light Books, 2007) ISBN 139781581809282

Greenlees K – *Creating Sketchbooks for Embroiderers and Textile Artists: Exploring the Embroiderers' Sketchbook* (Batsford Ltd, 2007) ISBN 139780713489576

Grey M and Wild J – *Paper, metal and stitch* (Batsford Ltd, 2007) ISBN 139780713490671

Perella L – *Artists' Journal and Sketchbooks: Exploring and Creating Personal Pages* (Rockport Publishing Incorporated, 2007) ISBN 139781592530199

Websites

www.accessart.org.uk

www.artscouncil.org.uk

www.craftscouncil.org.uk

www.moma.org

www.tate.org.uk

Unit 13: Art and Design: An Accessory Project

Unit reference number: J/502/3900

Level: 1

Credit value: 4

Unit aim

Learners will explore the many and varied types of accessory in this practical and project-focused unit. They will experiment with a variety of different materials and methods, and develop and apply creative skills and processes within a 2 or 3 (2D/3D) dimensional accessory context.

Unit introduction

Accessories can be linked to fashion, clothing and textiles but can also be seen in a wider context, for example accessories in 3D Design may include carry cases for a mobile phone or iPod, in interactive media they may include widgets or small applications or links on a web page that are in addition to the main purpose; the area of the accessory is vast. This unit will expand learners ideas of what an accessory is, and the massive possibilities there are in designing them. The accessory is much more than fashion and jewellery and areas as diverse as cars and weddings to homes to travel are all serviced by the accessory industry.

This unit will give learners the opportunity to focus on the use of materials and processes used in art and design workshops and studios to record and develop 2D or 3D ideas and outcomes in response to an accessory theme. Learners will be introduced to the many ways people working in 2D or 3D explore ideas and media to find an original and creative way of responding to an accessory brief – for example through graphic design, surface design, 3D craft, printmaking or computers.

Learners will draw on knowledge and experiences they may have gained through working in 2D or 3D to explore ideas and select appropriate materials to achieve their chosen accessory project. The activities will focus on an accessory theme devised by the tutor but opportunities will be made available for some negotiation between learners and tutor to agree a theme. Learners will explore and produce design solutions to enhance an already existing product or work. Evidence for this unit will be from work produced through a series of practical exercises, samples, studies, experiments, proposals, developments and final outcomes along with written work where necessary. Learners must produce a final product/piece of work to achieve this unit.

Learners will explore and apply the use of formal elements, such as line, colour, shape, form, pattern and texture to visualise and achieve the 2D or 3D realisation of their own work.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to develop ideas for work on an accessory project from a brief	1.1 Demonstrate knowledge of formal elements 1.2 Plan ideas from primary and secondary sources 1.3 Present aims for an accessory project 1.4 Prepare for and contribute to discussions of ideas and opinions
2 Be able to produce work for an accessory project from a brief	2.1 Produce work for an accessory project from a brief using appropriate materials, methods and equipment 2.2 Demonstrate self-management skills 2.3 Describe measures taken to reduce risks in the work area
3 Be able to comment on own work.	3.1 Present information and points of view about their ideas, using appropriate language 3.2 Prepare for and contribute to formal discussions of ideas and opinions.

Unit content

1 **Be able to research and develop ideas for work on an accessory project from a brief**

Formal elements: different formal elements eg line, tone, colour, shape, pattern, texture

Primary and secondary sources: planning eg brainstorming, development exercises, materials, techniques, size of work(s); primary sources eg visits to galleries, exhibitions or museums, recording eg sketches, photos; secondary sources eg libraries, websites, scrapbook with photocopies, prints, collected items, clippings, books, magazines, leaflets, TV and other formats; limitations eg time, materials, availability of space

Present aims: methods eg practical and skills based, mood, meaning, skills based trials, maquettes or models, final outcome

Discussions: follow main points; make relevant and positive contributions; respect others' rights to speak; aids eg presentation, thumbnail sketches, ideas worksheets, computer-aided visuals

2 **Be able to produce work for an accessory project from a brief**

Methods and processes: methods eg carving, joining, forming and shaping, constructing from materials or found objects, surface decoration, painting, collage, use of technological media, computers, video and stills photography

Materials: different materials eg thick card, metals, plastics, wood, stone, glass, plaster, soap, wax blocks, found objects, scrap materials, papers, thin card, papier-mâché, modroc, wire, clay, latex, textiles, foam, scrap materials

Tools and equipment: equipment eg ICT, computers 3D software, printers, scanners, photographic; tools eg hand and machinery tools, modelling tools, banding wheels, potter's wheel, kilns; 3D design tools, scalpels, craft knives, saws, chisels, files, soldering iron, vacuum former for use with plastics; clay tools eg hand tools, bust peg, kiln; soft sculpture eg sewing needles, knitting needles, scissors, shears and sewing machines; test pieces eg samples, maquettes, models

Self-management skills: attendance; punctuality; complete tasks within agreed deadlines; flexibility; take responsibility eg gathering materials, setting up, tidying up; self-motivation; assertiveness; readiness to improve own performance based on feedback

Safety: risks and hazards; appropriate dress; personal protective equipment; materials; tools; work area

3 **Be able to comment on own work**

Working methods: materials; methods; processes; correct technical terms

Discussions: own view point eg strengths, weaknesses, improvements; listening skills; responses; methods eg sketchbook annotations, written notes, verbal feedback, recordings, illustrated verbal presentations, informal discussion, tutorials, group discussions; make relevant and positive contributions; respect others' rights to speak

Essential guidance for tutors

Delivery

The unit should start with a clear introduction into what an accessory is and how broad the ranges of possible outcomes are. This could be as a presentation of images, a mind map or a handling session to give learners visual guidance on what an accessory is. Research into the theme should explore the history of the accessory and accessories in other cultures and also what the accessory used to be in comparison to the broad coverage it has in its contemporary context. At this level the research into these themes will only be a small amount of the project and more time should be given to looking at current designer or makers and mass produced accessory and design.

Visual research should be done in sketchbooks and can include photography and internet research alongside observational drawing and research from books and current practice magazines. Learners may need guidance on how to research so short and focussed sessions looking for specific themes or images will be most effective. Off site visits and workshops or talks from visiting lecturers will help to inspire and motivate learners and enhance their learning experience. Learners should be introduced to formal elements such as line, tone, form, pattern and texture in their design and idea development. They will need to research from primary and secondary sources as a starting point, such as first hand observation in museums or galleries, drawing from natural or man-made objects, using photography to record information; and secondary sources such as the internet, magazines, books, photographs and leaflets.

This unit has a heavily practical bias and skills should be delivered through a series of workshops to give learners the opportunity to learn new skills eg felt-making, paper manipulation, plastics or work in wood. The scope will depend largely on the resources available to each centre but learners will need access to a range of skills to maximise their achievement. If ICT is available and learners have particular pre-existing skills that they can use to create an accessory in the digital domain then this is welcomed.

Throughout the unit learners should be taking notes and refining their designs in their sketchbooks. This can be visual, eg through photographs and drawings and will depend on the ability of each learner. The process of designing and making should be evident as learners make choices about their work and which direction to take it in during the project. Evaluation skills can be improved through feedback for learning from the tutor at regular intervals and use of writing frames to encourage learners to be reflective about their work.

Learners should present and discuss their ideas either in small groups or to the tutor. Sketchbooks should show evidence of planning and communicate ideas visually.

Throughout the making stages learners should be encouraged to refer to their design ideas and make a note of problems they encounter and how they are solved.

Learners must adhere to safe working practices as appropriate to their environment and the materials and techniques being used and document this in their sketchbook.

Learners also require help from tutors to build evaluative skills and language. The tutors should discuss, and show the relevance of using, the recording of ideas and developments as annotations in sketchbooks, evaluations and the keeping of progress diaries and an end of project self-evaluation. Feedback for learning and peer comments are a useful tool to help learners put feedback into context. They should be encouraged to use correct technical terms when discussing materials, methods and processes. A glossary may be helpful and this could be a visual tool to build confidence in using new technical language.

Outline learning plan

The outline-learning plan has been included in this unit as guidance, and is not meant to be prescriptive. The tutor is encouraged to create outline-learning plans that will suit their own teaching style and also suit their learners.

Topic and suggested assignments/activities

Introduction to the unit

Learners will be given an overview of the unit; what they will be doing, what is expected of them and what it is they are aiming for.

Learners should consider health and safety throughout, notes could be kept in sketchbooks where appropriate, researching the theme for homework.

Quizzes, worksheets and handouts should be used throughout the unit to back up learning. Tutors should give advice on how the learner can file these for later use. It would also be helpful for learners to be shown how to compile their findings, from research and trial work, in accessible way.

What does 'accessory' mean in art and design? To help learners start the tutor should discuss possible themes with them. Suggested themes could be organic forms, geometric forms, structures, water, weather etc.

The initial presentation of the theme to the learners should generate a group discussion regarding possible research opportunities, visits, outcomes etc and will help to generate enthusiasm and focus in learners and get them started.

Discussion of the formal elements used and examples of work by artists and designers to exemplify.

Discuss sample accessory design project briefs and show examples of design solutions.

Introduce the defined or outline accessory project brief or choice of briefs.

Gather visual research from appropriate primary and secondary sources (observational studies, books, magazines, internet, visits to galleries, sites, working with practitioners). Draft an action plan.

Throughout the unit the following questions should be asked and addressed; Which formal elements were used? What techniques and processes were used? What went well and why? What didn't go as planned and why? What could improve the work? These are key questions that will build towards summative evaluation.

Learners will explore and experiment with materials and techniques, exploring their initial ideas, and could produce trials or maquettes.

The tutor can give time exercises on trials of each material, giving the learner the opportunity to put the technique into practice.

Together the tutor and learner(s) will decide the most promising direction for progress of initial idea to final solution.

Develop and modify potential solution by producing new and improved trials, maquettes or both.

Describe, discuss, develop and produce ideas for final outcome and end product using appropriate materials, methods and techniques.

Assessment

Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.

To generate assessment evidence learners will be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; in informal discussion with the tutor, in group discussions or individual presentations, and could be an alternative to writing. Observation records by tutors and witness statements by others involved in the delivery (such as visiting artists) are permissible forms of evidence for these. Learners' own written and visual evidence for assessment may be in sketchbooks, on worksheets and presentation sheets and in the final outcome.

For criterion 1.1 formal elements must be identified in learners' own work. Elements such as line and form, the use of scale, colour and texture are likely to be relevant. This knowledge can be assessed from visual, verbal and written evidence.

For 1.2 learners will show evidence of exploring more than one example of both primary and secondary sources. For primary research, assessment will be of learners' own observational studies, supplemented by their own drawings or photographs. All other sources are secondary. For example, learners might first draw and photograph organic and marine forms (primary), then look at books on the subject and the work of artists and designer (secondary). Assessment will be based on how learners collect and then use rudiments of the material to plan ideas that meet the needs of the given theme.

Aims for 1.3 will be practical and skills based, rather than conceptual, leading to the creation of a body of work and a final outcome. Evidence may take the form of a short written statement near the start of a brief, or a short verbal presentation.

Opportunities will occur throughout the unit to gain evidence for criterion 1.4; formally and informally. Initially these ideas for discussion will be a response to the research material learners have gathered, and will continue within the development and modification of the work as it progresses. Evidence can be visual within the work, verbal or written and relate to all aspects of the brief.

Learning outcome 2 may be evidenced through; sketchbooks, studies, worksheets, annotations, action plans, self-assessment checklists, organisation of portfolio, witness testimonies, observation reports, peer group assessment, one-to-one discussions or group discussions, health and safety logbook.

For criterion 2.1 learners will explore at least two materials, techniques and processes, showing some development and understanding from the initial trial stage. Three examples on different surfaces and sizes need to be produced based on and developed from the original research and ideas generated. An understanding of appropriate tools, material, scale and time given to the work(s) must be evidenced in more than one piece.

For 2.2 assessments will be on each learner's approach to their practical work and their motivation and desire to succeed. These also relate both to practical activities such as working in a tidy and responsible manner and generic skills such as attendance and punctuality, assertiveness, willingness to respond to feedback and an ability to reflect the set theme. Assessment evidence may be by tutor observation reports, witness testimonies, action plans, self-assessment checklist, organisation of portfolio, peer group assessment, one-to-one discussions or group discussions.

When addressing 2.3 learners will need to show that they have followed the health and safety guidelines for the materials, techniques and processes used. At this level of study, the ability of learners to identify risks and hazards will be much more valuable than quoting legislation. Observation of safe practice can be documented by tutors, and from records kept by learners. The keeping of a health and safety logbook by learners may be beneficial; these, and witness statements confirming tutor observation of safe practice in the workshop, are also acceptable evidence.

For assessment criteria 3.1, comment on own work. Through comment learners need to demonstrate some understanding of their use of materials, methods, processes and use some correct technical terms. Comments on the strength and weakness of their work need to be made on more than one aspect of their learning and their work. Final comment may be supported by ongoing evaluative comments, sketchbook annotations, reference to learning from verbal feedback, illustrated verbal presentations, written notes from informal discussion, tutorials or group discussions. The use of audio or visual recording of learners presenting their work, or individual or group critiques may also support this evidence.

For assessment criterion 3.2 learners need to be able to make relevant and positive contributions to discussions regarding their work and respect others' rights to speak. Learners must be able to add positive comment on feedback given to them.

Essential resources

Learners must have access to library and electronic resources such as the internet and on-line journals and specialist magazines. The unit can be delivered in a classroom provided there is sufficient access to specialist resources or time tabled access to specialist workshops and studios.

The tutor should provide guidance on how learners can research a theme, and how to store their findings accessibly.

Primary research is essential as ideas are often at their most original and innovative when developed from observational studies.

Indicative resource materials

Textbooks

Brand J – *Fashion and accessories* (Terra Uitgeverij, 2007) ISBN 139789058976796

Grey M and Wild J – *Paper, metal and stitch* (Batsford Ltd, 2007) ISBN 139780713490671

Parnes T – *Jewelry and Accessories from Everyday Objects: 19 Unique Projects Inspired by Found Objects and Ready-made Materials* (Creative Publishing International, 2007) ISBN 139781589233270

Peacock J – *Fashion Accessories: The Complete 20th Century Sourcebook* (Thames and Hudson, 2000) ISBN 139780500510278

Searle T – *Easy felted accessories* (Search Press Ltd, 2006) ISBN 139781844481736

Searle T – *Fabric jewellery: 25 designs to make using silk, ribbon, buttons and beads* (A&C Black Publishers Ltd, 2003) ISBN 139780713686432

Journal

Crafts magazine – published bi-monthly by the Crafts Council, Selvedge magazine

Websites

www.craftscotland.org

www.craftscouncil.org.uk

www.selvedge.org

www.thetextileartist.com

www.vam.ac.uk

www.zone-d.com

Unit 4: Promoting a Performing Arts Event

Unit reference number: A/502/3831

Level: 1

Credit value: 4

Unit aim

The unit aims to develop the knowledge and understanding needed to promote a performing arts event successfully.

Unit introduction

The need to ensure an audience for a performance or event is essential in the performing arts business and this unit explores how and why performing arts events are marketed and publicised. Knowledge that a paying audience will cover some if not all of the costs for the event is vital. However, learners should also appreciate that showing the work to an audience, paying or not, is the main purpose behind staging the event. It is important, therefore, for learners to appreciate the importance of successful marketing and the consequences of not reaching a wide enough audience.

Learners will consider who different events are aimed at and who would be expected to attend. They will then promote a particular performance or event with this target audience in mind.

Learners will form a promotions team and gather together the essential information which they must publicise in ways appropriate for the selected event or performance. Promotions teams work collaboratively but with clearly defined roles and learners will take on roles individually or in small groups to promote the event. Post event analysis of the success or otherwise of the promotion activity, using feedback from the audience as to where they heard about the event, should allow learners to reflect on any areas for future improvement.

This unit introduces learners to the employability skills required when working on the promotion and administration of an event. It can be used to support the promotion of their work in other units such as *Performing Arts Individual Repertoire and Showcase*, *Preparing Work for an Audience* and *Presenting Work to an Audience*.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand why a performing arts event needs promotion	1.1 Discuss why a performing arts event needs promotion
2 Be able to plan the promotion of a specific performance or event	2.1 Produce a plan which identifies the target audience 2.2 Produce a plan which identifies appropriate promotional methods and materials 2.3 Produce a plan which identifies suitable outlets for publicity
3 Be able to contribute to the promotion of a specific performance or event	3.1 Collect all relevant information 3.2 Work collaboratively with others to allocate roles within the group 3.3 Identify the responsibilities of their individual role 3.4 Carry out the role using appropriate communication skills
4 Be able to assess the success of the promotion of a specific performance or event	4.1 Obtain feedback from appropriate sources 4.2 Identify areas for future improvement

Unit content

1 **Understand why a performing arts event needs promotion**

Financial: expenditure eg salaries, hire of performance space, set, props, costumes, promoting costs; income eg ticket sales, sponsors, grants

Need for performers to present work to audience: quality of live performance lifted by having audience; critical feedback

2 **Be able to plan the promotion of a specific performance or event**

Relevant information: eg event title, genre, target audience, start times, dates, venue details, box office contact details and opening times, cast details, publicity photos, length of performance, age restrictions, interval details

Target audience: eg family, friends, children, young adults, elderly

Promotion methods: eg press releases, publicity stunts, billboards, advertising at the theatre, posters, flyers, press adverts, TV/local radio adverts, interviews with local press, quotations from reviews, email, brochures, mailshots, mailing lists

Outlets: eg local media, shops, schools, colleges, theatre billboards, 'what's on' guides, tourist information

3 **Be able to contribute to the promotion of a specific performance or event**

Individual roles: eg design of posters, production of posters, flyers, press releases, coordinating publicity stunts, putting up posters, distributing flyers

Employability skills: reliability; a positive attitude to work; respect for others; problem solving; working collaboratively

4 **Be able to assess the success of the promotion of a specific performance or event**

Feedback: verbal; questionnaires; email

Areas for future development: additional or alternative methods for promoting an event; individual contribution; team contribution; effective communication; alternative outlets; cost implications

Essential guidance for tutors

Delivery

This unit can be delivered largely through practical activities, allowing learners to have a realistic experience of promoting an event. It is likely to focus on a live performance with learners forming a promotions team and working collaboratively to promote the event.

When considering why events need promotion, delivery could be in the form of lectures and discussions with, where possible, input from an outside speaker working in the industry. Alternatively, a visit to a local venue to interview a member of the promotions or marketing team may provide stimulus for discussion. Learners should gather together items of publicity from local venues, by post or email from regional venues and from the internet. This information can then form the basis of a discussion on what makes good promotional material and how specific groups are targeted.

Learners need to be able to produce a promotional plan for a performance or event. Each learner could produce a plan for the event that the marketing team is going to promote or, as a build up activity, individual promotional plans could be created for alternative events allowing learners to have a free creative rein. The event to be promoted by the group may then have a promotional plan which is a collective effort devised by the group, based on some of the marketing methods they have considered previously. By producing a group promotional plan learners will have the opportunity to demonstrate performing arts work-related skills such as working collaboratively and problem solving.

When assessing the success of the promotion of a specific performance or event learners can be creative in how they obtain feedback. It can be collected orally or by questionnaire and gathered directly after the event or later by post, email or interview.

At this level learners may need considerable support and direction from tutors to develop confidence in their promotion skills.

Outline learning plan

The outline learning plan has been included in this unit as guidance only. It is not mandatory.

Topic and suggested assignments/activities
<p>Why an event needs promotion:</p> <p>Discussion of areas of cost involved in putting on an event</p> <p>Discussion on sources of income – ticket sales, sponsorships, grants</p> <p>Consider, as performers, how they would feel if their work was not seen</p> <p>Assessment: spidergram/mind map, scrapbook, observations of contribution to discussion [1.1]</p>
<p>Target audiences:</p> <p>Look at and discuss a number of different items of publicity material for a range of performances</p> <p>Learners to identify who the publicity is targeting</p> <p>Create a piece of publicity aimed at a specific market</p> <p>Learners to collect performance-related publicity material (flyers/brochures/press releases/adverts etc) in own time</p> <p>Discuss with group and identify who they are aimed at</p> <p>Assessment: observations, logbooks, materials can be put in scrapbooks and annotated [1.2]</p>
<p>Consider different methods of publicity for the specific event to be promoted:</p> <p>Examples of publicity stunts, trailers, interviews etc</p> <p>Storyboard for trailer or publicity event</p> <p>Assessment: scrapbooks, notes, observations [2.1, 2,2, 2,3]</p>
<p>Gather together all relevant information about the event:</p> <p>Set up a promotions team and allocate roles</p> <p>Devise a promotional plan for the project which identifies:</p> <ul style="list-style-type: none">• target audience• appropriate methods and materials• suitable outlets for publicity <p>Assessment: notes on information, observation of working as part of a team, plan [3.1, 3.2, 3.3]</p>
<p>Design and devise appropriate promotional material:</p> <p>Team meetings to consider the materials produced</p> <p>Prepare final materials</p> <p>Distribute materials and promote event</p>

Assessment: observation of individual roles, material produced [3.4]

Topic and suggested assignments/activities

Devise questionnaire

Distribute questionnaire to audience/visitors to event

Obtain verbal feedback

Assess success of the promotional plan, and identify areas for future improvement

Assessment: tutorial, report on areas for improvement (verbal or written) [4.1, 4.2]

Assessment

Assessment will be based on observation records of learners' contribution in sessions and of their undertaking given roles within a promotions team. Assessment evidence is also likely to be in the form of learners' scrapbooks or logbooks recording why events need promoting and how target audiences are identified. In order to meet assessment criteria 1.1 learners need to be able to describe why events need promoting and show an understanding of the consequences if this does not happen. Learners should have gathered together a range of publicity material and, from this, be able to identify appropriate target audiences for different performances (2.1). This can be evidenced through annotated material in scrapbooks, a written report or observations of appropriate identification of target audiences in discussion.

As stated in the delivery guidance, the plan which the group work from to achieve criteria for 3 and 4 may be a group one, with the learners contributing to discussions. Learners may have each developed their own ideas and have an individual plan for this specific event, or have an individual marketing plan for an alternative, specified event as a build-up activity before creating the group plan. To achieve 2.1, 2.2, and 2.3 learners must be able to produce a promotional plan for a specific performance or event which identifies the target audience, appropriate methods and materials to be used and suitable outlets for publicity. Assessment should, therefore, be of the learner's own individual plan showing their individual understanding, and not of one produced as a group.

In order to achieve 3.1-3.4 learners need to collect all the relevant information and work collaboratively with others to allocate roles within the group. Once individual roles have been allocated learners need to identify the responsibilities of their individual role and carry out the role using appropriate communication skills. Criteria 3.3 and 3.4 are likely to be assessed through tutor observations, possibly supported by minutes of group meetings and entries in learner logbooks or diaries.

For learners to achieve 4.1 they need to obtain feedback from appropriate sources on how effective the publicity material was in promoting the event. Learner assessment of the success of the marketing campaign can be evidenced by a report, either verbal or written, supported by the feedback they collected. Learners will need to be able to identify that success, in this instance, is measured by ticket sales and audience awareness of their promotional efforts, not by whether the audience liked the performance or event itself. In order to meet 4.2 they should be able to identify any areas for improvement in the marketing of future performances or events.

Essential resources

- Examples of promotional materials.
- An event to promote.

Indicative resource materials

Textbook

Freakley V and Sutton R – *Essential Guide to Business in the Performing Arts* (Hodder & Stoughton, 1996) ISBN 978-0340655252

Websites

www.nationaltheatre.org.uk National Theatre

www.rsc.org.uk Royal Shakespeare Company

Unit 5: Preparing Performing Arts Work

Unit reference number: H/502/3838

Level: 1

Credit value: 4

Unit aim

This unit is about the process of preparing work for presentation to an audience as part of a group. Performing arts work could be a dance piece, play, concert, showcase or pantomime.

Unit introduction

Preparing work for an audience is an exciting time for all those involved. This unit allows learners to learn about the various stages of this preparation process and apply them to a group project of their own. Performing arts work could be a short performance or an extract from a dance piece, play, concert, showcase or pantomime. Learners may take part as performers, in which case they will spend time rehearsing and devising, or in a technical or production role preparing props, costumes, scenery, lighting or sound.

Learners will begin by exploring the various stages of the preparation process. They will need to come up with ideas for the form and content of the work and choose, or help to choose, an appropriate idea. They will then decide on, or be allocated, a role in the preparation process, taking part in production meetings, rehearsals and other preparations appropriate to their role.

Learners will also develop employability skills throughout the unit as they will learn the importance of reliability, teamwork, a positive attitude and respect for others in relation to their work.

The unit allows learners to develop further skills learned in *Exploring Acting Skills*, *Exploring Dance Skills*, *Exploring Musical Theatre Skills*, *Exploring Musical Performance Skills*, *Exploring Performing Arts Production Skills* and *Exploring Design Skills for the Performing Arts*. It also provides links to *Presenting Performing Arts Work* and *Promoting a Performing Arts Event*.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the stages involved in the preparation of performing arts work	1.1 Identify the stages in the preparation of performing arts work
2 Be able to explore ideas for performing arts work	2.1 Explore ideas for performing arts work 2.2 Develop appropriate ideas
3 Be able to carry out a role in the preparation of performing arts work	3.1 Work collaboratively with others to allocate roles within the group 3.2 Identify the responsibilities of their individual role 3.3 Carry out role using appropriate skills
4 Be able to demonstrate employability skills when preparing performing arts work	4.1 Be reliable in the preparation of work 4.2 Show a positive attitude in the preparation of work 4.3 Be respectful of others in the preparation of work

Unit content

1 **Know the stages involved in the preparation of performing arts work**

Stages: eg rehearsals, production meetings, designing and making props, set and costumes, designing lighting plans/sound, get in/fit up, band call, technical rehearsal, dress rehearsal

Performing arts work: eg play, musical, dance piece, concert, showcase, variety show

2 **Be able to explore ideas for performing arts work**

Exploring and developing ideas: eg contributing ideas, responding to the ideas of others, experimenting, selection and rejection, discussing, shaping ideas

3 **Be able to carry out a role in the preparation of performing arts work**

Individual roles: eg actor, singer, dancer, musician, choreographer, director, stage crew, lighting operator, sound operator, front of house attendant, wardrobe assistant

Preparations: eg rehearsals, devising, planning, making, attending meetings

4 **Be able to demonstrate employability skills when preparing performing arts work**

Reliability: attendance; punctuality; focus; being ready to work

Positive attitude: eg enthusiasm, motivation, willingness to try

Respect for others: tutors and peers; listening to others; being supportive of others and respecting their views; responding appropriately to feedback

Essential guidance for tutors

Delivery

Learners are unlikely to be familiar with the stages, or the people, involved in the production of a performing arts piece. Discussion activities, where learners come up with ideas and suggestions of what might need to be carried out and by whom, will be a useful way of introducing this unit. A theatre visit to include a backstage tour or a visit from someone working in the profession will also be useful. Examining theatre or events programmes will provide learners with job titles (eg deputy stage manager or wardrobe supervisor) that they could investigate; findings could be collated by the group into a timeline that illustrates the stages of the process. Learners should also be encouraged to consider the importance of organisational skills, meeting deadlines and team-working skills in the preparation of performing arts work. They should begin to develop a production scrapbook to include research notes and handouts as well as a copy of the timeline.

Learners will need to explore ideas for performance work, possibly from a list of viable suggestions supplied by the tutor. They could develop work undertaken in other units for example developing a devised piece of drama created in Exploring Acting Skills into a more substantial piece by adding extra scenes or some movement work. Tutor may prefer, however, for learners, work on a new project from a given stimulus, or use extracts and scenes from an existing play, dance piece, musical or music score. Learners should be encouraged to consider time and other practical constraints (eg the availability of resources) when developing their ideas. They should also think about the target audience for their work. Records of ideas should be included in the learner's scrapbook and tutors may wish to provide simple writing frames to enable learners to record and log their progress.

Once decisions about the nature of the performance have been made the group will need to consider the requirements of their project and, with tutor guidance, allocate roles within the production and performance teams. Some learners may prefer to take on a production role, working as a member of the stage crew or designing and making props, items of set or simple costumes. Others may wish to perform. Some may want to split their time between both. Whatever role they are allocated, it is vital that learners understand that everyone is equally important in terms of the success of the performance.

Once allocated a role, learners must identify their individual responsibilities. It may be useful for each learner to create an action plan with the help of the tutor. Rehearsal and production schedules should be drawn up, with the tutor guidance, which identify key milestones. Rehearsals, devising, design or making sessions will follow as appropriate and regular production meetings should be used to allow learners to track the progress of the preparations. Learners should be encouraged to keep their scrapbooks up to date to show how ideas have been generated, selected and developed. Those involved in design work should include sketches, drafts and prototypes. Performers could include character studies and rehearsal notes.

Those working backstage could include items such as props lists, descriptions of costumes, scale drawings of the set with positioning of furniture, etc.

The unit will culminate in 'production week' type activities with learners taking part in a get in and fit up, as appropriate, under the supervision of a tutor.

Outline learning plan

The outline learning plan has been included in this unit as guidance only. It is not mandatory.

Topic and suggested assignments/activities
<p>Discussion of the stages involved in the preparation of a performing arts event</p> <p>Discussion of jobs to be done, how long each stage might take, the importance of good organisation</p> <p>Assessment: spidergram/mind map/timeline, production of scrapbook, observations of contribution to discussion [1.1]</p>
<p>Exploration and development of ideas for an event</p> <p>Consideration of the appropriateness of ideas through practical activities and discussions</p> <p>Keeping scrapbook up to date</p> <p>Assessment: spidergram/mind map, production of scrapbook, observations of contribution to discussion [2.1, 2.2]</p>
<p>Finalising of form and content of presentation</p> <p>Allocation of roles</p> <p>Devising an individual action plan setting out learner's role in the preparation process</p> <p>Devising a rehearsal/production schedule</p> <p>Making a list of own responsibilities</p> <p>Assessment: observations of contribution to discussion, individual action plan, production/rehearsal schedule [2.2, 3.1, 3.2, 4.3]</p>
<p>Participation in rehearsals/devising sessions:</p> <ul style="list-style-type: none">• prop/costume/set design/making• production of light and sound designs• attendance at production meetings <p>Keeping scrapbook up to date</p> <p>Assessment: observation of working as part of a team, video evidence, planning documentation, production scrapbook, designs/sketches/models, props/costumes/items of set, lighting and sound design [3.3, 4.1, 4.2, 4.3]</p>
<p>'Production week' Get in and fit up.</p> <p>Assessment: Observation of contribution [3.3, 4.1, 4.2, 4.3]</p>

Assessment

Evidence for this unit will be generated through participation in discussion, rehearsal and other practical activities using tutor observations and learners' scrapbook entries. To achieve 1.1 learners should be able to list, orally, in written form or through a timeline or mind map, the stages involved in the preparation of performing arts work.

For 2.1 and 2.2 they should take part in practical activities and discussions where ideas for performing arts work are explored and appropriate ideas developed.

To achieve 3.1 learners must participate in a group meeting to allocate roles within the preparation process. For 3.2, they should be able to list, orally or in written form, their own responsibilities. To achieve 3.3 they must be able to carry out their allocated role using performance, technical or design and making skills as appropriate.

To achieve 4.1 learners must be punctual for meetings and rehearsals and be able to focus on working immediately. For 4.2 learners should demonstrate a willingness to participate in discussions and other activities with a positive manner. To achieve 4.3 learners should show respect and support for others when discussing and developing ideas, in rehearsals and when receiving direction and instruction.

Essential resources

For this unit learners will need access to practical rehearsal and performance spaces appropriate to the work being undertaken. Equipment requirements will depend on the nature of the performing arts work being prepared for presentation.

Indicative resource materials

Textbooks

Dean P – *Production Management: Making Shows Happen- A Practical Guide* (Crowood Press, 2002) ISBN 978-1861264510

Fredman R and Reade I – *The Essential Guide to Making Theatre (Essential Guides for GNVQ Performing Arts)* (Hodder & Stoughton, 1995) ISBN 978-0340655146

Gardyne J – *Producing Musicals: A Practical Guide* (The Crowood Press, 2004) ISBN 978-1861266279

Hawkins T and Menear P – *Stage Management and Theatre Administration (Theatre Manual)* (Phaidon, 1988) ISBN 978-0714825168

White M – *Staging A Musical (Stage and Costume)* (A&C Black, 1999) ISBN 978-0713648966

Unit 6: Presenting Performing Arts Work

Unit reference number: K/502/3839

Level: 1

Credit value: 4

Unit aim

Presenting work to an audience can be both exciting and nerve-racking. It is something that all those involved in the performing arts do on a regular basis. This unit will give learners a taste of what it is like to perform or work backstage.

Unit introduction

The presentation of work to an audience is the culmination of weeks of preparation. This unit focuses on presenting work learners have created and prepared elsewhere (for example in another unit). It may be a short performance, an extract from a dance piece, pantomime, concert or play.

Learners may take part as singers, actors, musicians or dancers. They will need to perform to the best of their abilities communicating with the audience and other performers. They may however be carrying out a technical or production role, for example operating lighting or sound equipment or as a member of the stage crew (working backstage, organising costumes, in the front of house team or designing and preparing sound, costume, scenery, lighting etc).

Whatever their role, learners will need to work hard to ensure the performance runs smoothly and that they work as a team to achieve goals. They will also need review the work considering successes and what could be improved in the future.

Learners will also develop employability skills throughout the unit as they will learn the importance of reliability, teamwork, a positive attitude and respect for others in relation to their work.

This unit introduces learners to the employability skills needed to present performing arts event to an audience. It allows learners to develop further skills learnt in *Exploring Acting Skills*, *Exploring Dance Skills*, *Exploring Musical Theatre Skills*, *Exploring Musical Performance Skills*, *Exploring Performing Arts Production Skills* and *Exploring Design Skills for the Performing Arts*. It also links to *Preparing Performing Arts Work* and *Promoting a Performing Arts Event*.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to carry out a role in the presentation of a performing arts work	1.1 Collaborate with others when carrying out a role 1.2 Use appropriate skills when carrying out a role
2 Be able to review own contribution to the performance	2.1 Collect feedback of performance from different sources 2.2 Identify strengths of own contribution 2.3 Identify areas for future improvement
3 Be able to demonstrate employability skills in the presentation of performing arts work	3.1 Be reliable when presenting of work 3.2 Show a positive attitude to the presentation of work 3.3 Be respectful to others in the presentation of work

Unit content

1 **Be able to carry out a role in the presentation of a performing arts work**

Individual roles: performing roles eg actor, singer, dancer, musician; production roles eg set designer, lighting operator, sound operator, front of house attendant, wardrobe assistant

Performing arts work: eg play, musical, dance piece, concert, showcase, variety show

Collaboration with others: communication with audience and other performers; dealing with the public; communicating with others in the production team

Appropriate skills: performing eg leadership, teamwork; production eg technical, organisational; front of house eg customer service, leadership, teamwork

2 **Be able to review own contribution to the performance**

Feedback: verbal; questionnaires; audience reaction

Sources of feedback: tutor(s); peers; audience members

Areas for future development: improvement in performance/production skills; allocated roles; communication skills; style of presentation; content of presentation; employability skills eg reliability, attitude, respect, meeting deadlines

3 **Be able to demonstrate employability skills in the presentation of performing arts work**

Reliability: attendance; punctuality; focus; being ready to work

Positive attitude: eg focus, enthusiasm, motivation, willingness to try

Respect for others: tutors and peers; listening to others; being supportive of others and respecting their views; responding appropriately to feedback

Essential guidance for tutors

Delivery

Learners should begin the unit by considering the final preparations that need to be carried out before their work is ready to be shown. Through led discussions learners should compile a master checklist of activities, as well as identifying their own responsibilities in the lead up to the performance.

Learners should also consider how they might assess the success of their work. They should spend some time considering ways of collecting audience responses to their work and should, with the help of their tutor, design a questionnaire for the audience and/or come up with questions that could be used with a focus group of peers and/or tutors. In designing questions they should consider the aim of their work for example to entertain or to show the skills they have developed, and the kinds of questions they will need to ask to find out how well those aims have been met.

Technical and dress rehearsals will need to be carried out (as appropriate to the piece being performed) with learners fulfilling their role as a performer or as part of the production team. Learners undertaking front of house roles will need to carry out final checks to ensure the auditorium and other public areas are ready for the audience. Activities should be supervised by a tutor who should lead a follow up session giving feedback what went well and what went less well and providing actions for improvements. Learners should then take part in the performance in their allocated role.

After the performance all learners should take part in the strike and/or get out. Learners should appreciate the importance of these activities and the value of leaving the performance space tidy when a performance is finished. They will also need to gather audience questionnaires and/or take part in focus group meetings as appropriate.

The unit will culminate in a tutor led discussion activity where learners will assess the success of their performance. They should collate audience responses and discuss what went well and less well, giving and receiving feedback in an appropriate manner.

Outline learning plan

The outline learning plan has been included in this unit as guidance only. It is not mandatory.

Topic and suggested assignments/activities
<p>Discussions of how to prepare for a presentation/performance:</p> <ul style="list-style-type: none">• technical and dress rehearsals• mental and physical preparation• relaxation techniques• physical and vocal warm-ups• pre-production health and safety checks <p>Assessment: observation of discussion, checklist of final preparations [1.1, 1.2, 3.2]</p>
<p>'How will we know how we have done?': methods of collecting audience feedback</p> <p>Designing audience questionnaires, verbal questioning techniques</p> <p>Distribute questionnaire to audience/visitors to event</p> <p>Assessment: questionnaires, observation of participation in discussions [2.1]</p>
<p>Technical and dress rehearsals</p> <p>Assessment: recording of technical and dress rehearsals [1.1, 1.2, 3.1, 3.2, 3.3]</p>
<p>Take part in presentation(s)/performances</p> <p>Participate in post-production activities eg strike, get out</p> <p>Assessment: observation of individual roles, recording of presentation/performance [1.1, 1.2, 3.1, 3.2, 3.3]</p>
<p>Collate responses to questionnaires</p> <p>Obtain verbal feedback</p> <p>Group discussion: assess success of presentation and identify areas for future improvement</p> <p>Present information</p> <p>Assessment: observation of discussion activities [2.1, 2.2, 3.2, 3.3]</p>

Assessment

Evidence for this unit will be generated through discussions, practical activities, final rehearsals and a performance/presentation. Achievement can be evidenced through recordings of final rehearsals, preparations and discussions which should be supported by tutor observation and a recording of the performance/presentation itself.

To achieve assessment criteria 1.1 learners should demonstrate the ability to collaborate with others. This could be demonstrated in a number of ways, for example, by performers working together on stage, by sound and lighting operators working together during the technical rehearsal or by members of the stage crew working as a team when setting and striking scenery.

To achieve 1.2 learners should demonstrate skills appropriate to the role they have been allocated for example actors should show use of vocal and movement skills, members of the front of house team should show good communication skills when dealing with members of the public, members of the technical team might show skills in operating simple sound or lighting equipment.

To achieve 2.1 and 2.2 learners must participate in discussion activities where they assess feedback from the audience, peers and tutors. They should, with support from their tutor, identify their successes and list areas where improvements could be made.

To achieve 3.1 learners must be punctual for the final rehearsals, the performance/presentation and all follow-up meetings. They must be able to focus and begin working immediately. For 3.2 learners should demonstrate a willingness to participate in all activities in a positive manner. To achieve 3.3 learners should show respect to others during the final rehearsals and before, during and after the performance/presentation.

Essential resources

For this unit learners will need access to a practical performance space appropriate to the work being carried out. Equipment requirements will depend on the nature of the performing arts work being prepared for presentation. However recording equipment will be required for evidence gathering purposes.

Indicative resource materials

Textbooks

Dean P – *Production Management: Making Shows Happen – A Practical Guide* (Crowood Press, 2002) ISBN 978-1861264510

Fredman R and Reade I – *The Essential Guide to Making Theatre (Essential Guides for GNVQ Performing Arts)* (Hodder & Stoughton, 1995) ISBN 978-0340655146

Hawkins T and Menear P – *Stage Management and Theatre Administration (Theatre Manual)* (Phaidon, 1988) ISBN 978-0714825168

Unit 7: Exploring Acting Skills

Unit reference number: F/502/3832

Level: 1

Credit value: 4

Unit aim

The aim of this unit is to allow learners to explore some of the skills an actor uses when preparing for and performing a dramatic role. Learners will achieve this through participation in practical workshops that lead to the performance of a piece of drama to an audience.

Unit introduction

Whether working in the theatre, television or film actors need to employ vocal, movement and spatial awareness skills in order to develop and play believable characters. This unit aims to give learners an idea of what it is like to work as an actor in the preparation and performance of a dramatic role. The unit will allow learners to explore some of the skills used by actors in a practical manner. Learners will develop confidence in the use of vocal and movement skills as well as a sense of spatial awareness. They will also explore some of the techniques actors use when developing a character for an acting role.

Learners will initially take part in tutor-led activities that will include drama games, vocal exercises, movement exercises and improvisations. They will then use their skills to develop a character for an acting role as they prepare and rehearse a short extract from a play or piece of devised drama under the guidance and direction of their tutor.

Learners will also develop employability skills throughout the unit as they will learn the importance of reliability, a positive attitude and respect for others in relation to acting work.

The unit will culminate in a performance of the prepared piece to an invited audience for example peers, friends, family members.

This unit provides a skills base for learners that can be used and developed in other units such as *Performing Arts Individual Repertoire and Showcase*, *Preparing Performing Arts Work* and *Presenting Performing Arts Work*.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to use acting skills in practical activities	1.1 Use vocal skills in practical activities 1.2 Use movement skills in practical activities
2 Be able to develop a character for an acting role	2.1 Develop a character for an acting role with direction and guidance
3 Be able to use acting skills in a performance	3.1 Use vocal expression 3.2 Use physical expression 3.3 Communicate with the audience and other performers for some of the time 3.4 Stay in role for some of the time
4 Be able to demonstrate employability skills through participation in practical activities	4.1 Be reliable when carrying out practical activities 4.2 Show a positive attitude to practical activities 4.3 Be respectful to others in practical activities

Unit content

1 **Be able to use acting skills in practical activities**

Vocal skills: breath control; projection; vocal exercises; tone; articulation

Movement skills: control of movement; weight placement; focus; coordination; spatial awareness (awareness of surroundings, awareness of other performers)

Practical activities: games eg ice breakers, trust games, team building games, concentration exercises; explorative exercises eg still images, hot-seating, role-play, role on the wall; physical exercises

2 **Be able to develop a character for an acting role**

Development: eg undertaking simple research, improvisation, exploring what-ifs

Acting role: a role in an extract from a play or devised piece

3 **Be able to use acting skills in a performance**

Vocal expression: pace; use of pause; vocal colour; meaning

Physical expression: pace; movement memory; gesture; facial expression

Communication: commitment whilst on stage; vocal and physical clarity; interaction with and response to other performers

Role: focus; use of vocal and movement skills to portray character

Performance: extract from a play or devised piece

4 **Be able to demonstrate employability skills through participation in practical activities**

Reliability: attendance; punctuality; being ready to work

Positive attitude: eg focus, enthusiasm, motivation, willingness to try

Respect for others: tutors and peers; listening to others; being supportive of others and respecting their views; responding appropriately to feedback

Essential guidance for tutors

Delivery

The unit should be delivered through a series of tutor-led practical workshops designed to allow learners to explore a range of acting skills. Learners should be encouraged to develop good practice in terms of preparing and warming up for class, working as a team and being supportive of others.

Early sessions should concentrate on building confidence and team-working skills. Vocal and movement skills should be introduced and explored through games and exercises. Imaginative work will also be important and games and exercises that involve improvisation should be used to explore characters and dramatic situations. Learners will need to explore characterisation in class through techniques such as role on the wall.

Learners will then apply the skills they have developed to a piece of drama, which will be rehearsed under the direction of the tutor and performed to an audience. The piece could be an extract (or extracts) from a scripted piece or devised by the group under the guidance of the tutor. In choosing a scripted piece tutors should take into account the abilities of learners and how the piece might be cast. Tutors should remember that all learners must be given an appropriate performance and, therefore, assessment opportunity. The choice of a simple piece, that allows learners to perform well, is preferable to a more complex text that some learners may struggle to understand. If a devised piece is chosen the tutor should provide a strong stimulus for the piece and guide learners through the devising process. Learners should also be encouraged when undertaking development activities to consider the target audience for their piece when undertaking development activities.

Rehearsals should be carried out within a vocational context, with learners working as a company. Learners should develop an understanding of the rehearsal process through participation in activities such as read-throughs, blocking, off text exercises and technical and dress rehearsals. They should be given the opportunity to develop employability skills in these sessions with the importance of focus, cooperation, reliability and respect for others being stressed. Learners should also be encouraged to undertake some independent learning through homework activities that could include learning lines, practising vocal exercises, character development work and research.

The unit does not need to culminate in a large-scale public performance. Learners could, for example, show their work to a small audience of family and friends. It would also be appropriate for the piece to be shown as part of a larger showcase that might include work prepared in other units.

Outline learning plan

The outline learning plan has been included in this unit as guidance only. It is not mandatory.

Topic and suggested assignments/activities
Unit introduction Ice breaking and team building games The actors toolkit introduction to vocal and movement exercises: Homework activity: Observing the work of an actor/actress you like Assessment: tutor observation sheet [1.1, 1.2, 4.1, 4.2, 4.3]
Trust games The actors toolkit imagination and improvisation games Further vocal and movement exercises Building a character Homework activity: Making a character scrapbook Assessment: video recording and tutor observation sheet, scrapbook [1.1, 1.2, 2.1, 4.1, 4.2, 4.3]
Work on short scripted extract or devise a short piece of drama from a given stimulus Character development activities Rehearsals developing vocal and physical expression Homework activity: Learning lines/moves Assessment: video recordings and tutor observation sheet [1.1, 1.2, 2.1, 4.1, 4.2, 4.3]
Final rehearsals Performance(s) Assessment: video recordings [3.1, 3.2, 3.3, 3.4]

Assessment

Evidence for this unit will be generated through practical workshops, rehearsals and a performance. Achievement of assessment criteria 1.1, 1.2, 4.1, 4.2 and 4.3 can be evidenced through recordings of practical sessions, which should be supported by tutor observation.

For 1.1 and 1.2, learners should demonstrate a willingness to participate in workshop games and activities that focus on the development of vocal and movement skills.

Evidence of character development will be also be generated through recordings of practical sessions supported by tutor observations. A scrapbook or log which could include notes, ideas boards and mind maps should also be produced by learners. To achieve 2.1 learners must develop a character through tutor led activities and a degree of independent research.

The performance should be recorded on video/DVD and supported by tutor observations. Peer evaluations and/or audience feedback could also be used in evidence. For 3.1 and 3.2, learners should demonstrate that they can apply the vocal and movement skills developed in workshops and rehearsals to a performance. To achieve 3.3 learners must perform in a manner that communicates the intentions of the piece to the audience and connects with other performers for some of the time. For 3.4, they must be able to take on the character developed during rehearsals in the performance, staying in role for some of the time.

To achieve 4.1 learners must be punctual for meetings and rehearsals and be able to focus on working immediately. For 4.2, learners should demonstrate a willingness to participate in discussions and other activities with a positive manner. To achieve 4.3 learners should show respect and support for others when discussing and developing ideas in rehearsals, and when receiving direction and instruction.

Essential resources

Learners will be their own resource for this unit. They should have access to a practical studio space in which to work and perform. Video equipment will also be needed for evidence recording purposes.

Indicative resource materials

Textbooks

Cartwright A – *Forty Short Plays* (Heinemann Plays for 11 to 14)
(Heinemann, 2000)
ISBN 978-0435233273

Cassady M – *Acting Games, Improvisations and Exercises* (Meriwether Publishing, 1993) ISBN 978-0916260927

Scher A and Verral C – *100+ Ideas for Drama* (Heinemann, 1975) ISBN 978-0435187996

Other resources

Jewers S and Etheridge M – *Hot Topics for KS4 Drama* (electronic resource file available from <https://shop.tribalgroupp.co.uk/Schools.html>)

Unit 8: Exploring Dance Skills

Unit reference number: J/502/3833

Level: 1

Credit value: 4

Unit aim

From urban dance styles used in pop videos to jazz dance styles often used in musical theatre, dance is a key area of the performing arts. This unit will allow learners to develop dance skills in practical workshops and to demonstrate them in a performance piece.

Unit introduction

This unit aims to introduce learners to dance skills through participation in practical workshops and the rehearsal and performance of a dance piece. In tutor-led workshops learners will develop their physical skills, becoming stronger, more flexible and physically aware. They will develop their movement memory and learn how dancers move by observing and copying their tutor. They will also learn how to behave appropriately during dance workshops, developing focus and concentration and working cooperatively with tutors and peers.

Learners will work with their tutor on preparing of a dance piece in any style, which will be choreographed by the tutor.

Learners will also develop employability skills throughout the unit as they will learn the importance of reliability, a positive attitude and respect for others in relation to participating in dance workshops.

The unit will culminate in a performance of the dance piece to an invited audience for example peers, friends, family members.

This unit provides a skills base for learners that can be used and developed in other units such as *Performing Arts Individual Repertoire and Showcase*, *Preparing Performing Arts Work* and *Presenting Performing Arts Work*.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to participate in practical dance workshops	1.1 Use physical skills in practical dance workshops 1.2 Use interpretive skills in practical dance workshops
2 Be able to develop a dance piece for performance	2.1 Develop a dance piece with direction and guidance
3 Be able to use dance skills in performance	3.1 Perform with a degree of accuracy 3.2 Perform using physical expression appropriate to the style of the piece 3.3 Perform with a degree of musicality
3 Be able to demonstrate employability skills through participation in practical activities	3.1 Be reliable when taking part in practical activities 3.2 Show a positive attitude to practical activities 3.3 Be respectful to others in practical activities

Unit content

1 **Be able to participate in practical dance workshops**

Physical skills: posture; alignment; coordination; balance; spatial awareness; rhythm; timing; movement memory

Interpretive skills: musicality; focus; dynamic range; facial expression

Workshops: warm-up; skills development; repeating movement phrases; refining materials

2 **Be able to develop a dance piece for performance**

Development: interpretation; following choreography; applying rehearsal techniques; movement memory

Dance role: a role in an extract from a dance piece

3 **Be able to use dance skills in performance**

Dance skills: accuracy of movement; focus; musicality; dynamics; expression

Performance: piece choreographed by tutor

Dance style: eg jazz, ballet, contemporary, urban, rock 'n' roll, folk, African, Bollywood

4 **Be able to demonstrate employability skills through participation in practical activities**

Reliability: attendance; punctuality; being ready to work; suitable attire

Positive attitude: eg focus, enthusiasm, motivation, willingness to try

Respect for others: tutors and peers; listening to others, being supportive of others; respecting the views of others; responding appropriately to feedback

Essential guidance for tutors

Delivery

The unit should be delivered through a series of tutor-led practical dance workshops designed to allow learners to explore a range of skills. Learners should be encouraged to develop good practice in terms of preparing and warming up for class, dressing appropriately and being supportive of others.

Early sessions should concentrate on building confidence in the use of physical skills through the introduction of simple movement material to develop posture, coordination and balance. In initial workshops tutors could introduce learners to a range of dance styles for example jazz, contemporary, urban, folk. However it would be equally appropriate to concentrate on a single style. Movement memory and accuracy should be developed through the repetition of short movement patterns and learners should explore a range of group relationships through the use of compositional devices such as unison, canon, formations, entrances and exits. Interpretive skills and musicality should be developed through exploration of the stylistic qualities of the style or styles being covered. Learners could be encouraged to keep a scrapbook of the work undertaken in classes.

Learners will need to apply the physical and interpretive skills they have developed to a piece of dance, which will be choreographed and rehearsed under the direction of the tutor and performed to an audience. In choreographing the piece tutors should remember that all learners must be given an appropriate performance and, therefore, assessment opportunity. The choice of a simple piece, that allows learners to perform well, is preferable to a more complex movement sequence that some learners may struggle to perform.

Rehearsals should be carried out within a vocational context, with learners working as a dance company. Learners should develop an understanding of the rehearsal process through participation in activities such as warmups, exploring ideas, learning movement sequences, refining material and technical/dress rehearsals. They should be given the opportunity to develop employability skills in these sessions with the importance of focus, cooperation, reliability and respect for others being stressed. Learners should also be encouraged to undertake some independent learning through homework activities that could include practising the routine.

The unit does not need to culminate in a large-scale public performance. Learners could, for example, show their work to a small audience of family and friends. It would also be appropriate for the piece to be shown as part of a larger showcase that might include work prepared in other units.

Outline learning plan

The outline learning plan has been included in this unit as guidance only. It is not mandatory.

Topic and suggested assignments/activities
Unit introduction Practical workshops to introduce physical skills and movement patterns Observing the work of a dancer you like Assessment: tutor observation sheet [1.1, 1.2, 4.1, 4.2, 4.3]
Practical workshops to develop physical and interpretive skills in relation to group dance eg unison, canon, formation, entrance and exits Practical workshops to explore the stylistic features of a chosen dance style through physical and interpretive skills Assessment: video recordings and tutor observation sheet [1.1, 1.2, 4.1, 4.2, 4.3]
Learning and rehearsing choreography for performance piece Practising routine Assessment: video recordings and tutor observation sheet [1.1, 1.2, 2.1, 4.1, 4.2, 4.3]
Final rehearsals Performance(s) Post-performance discussion Assessment: video recordings [2.1, 3.1, 3.2, 3.3]

Assessment

Evidence for this unit will be generated through practical workshops, rehearsals and a performance. Achievement of assessment criteria 1.1, 1.2 and 2.1 can be evidenced through recordings of practical sessions, which should be supported by tutor observation. Learners should demonstrate a willingness to participate in workshop activities, a positive manner and the use of physical and interpretive skills when taking part in activities and rehearsals.

The performance should be recorded and supported by tutor observations. Peer evaluations and/or audience feedback could also be used as evidence. For 3.1, learners should demonstrate that they can contribute to the performance, demonstrating a degree of accuracy in their use of movement work. To achieve 3.2 learners must demonstrate the use of physical expression, through movement, gesture and facial expression, in their dance work. To achieve 3.3 degree of musicality must be demonstrated through the application of timing and an awareness of the stylistic qualities of the piece.

To achieve 4.1 learners must be punctual for meetings and rehearsals and able to focus on working immediately. For 4.2 they should demonstrate a willingness to participate in discussions and other activities with a positive manner. To achieve 4.3 learners should show respect and support for others when discussing and developing ideas, in rehearsals, and when receiving direction and instruction.

Essential resources

For this unit learners should have access to a practical dance space, preferably with a sprung floor and mirrors, in which to work and perform. Video equipment will be needed for evidence recording purposes.

Indicative resource materials

Textbooks

Ashley L – *Dance Sense: Theory & Practice for GCSE Dance Students, 2nd Edition* (Northcote House, 2006) ISBN 978-0746311561

Ashley L – *The Essential Guide to Dance, Third Edition* (Hodder Arnold, 2008)
ISBN 978-0340968383

Gough M – *Knowing Dance: A Guide to Creative Teaching* (Dance Books, 1999)
ISBN 978-1852730703

McGreevy-Nichols S, Scheff H and Sprague M – *Building Dances: A Guide to Putting Movements Together* (Human Kinetics Europe Ltd, 2004) ISBN 978-0736050890

Unit 9: Exploring Music Performance Skills

Unit reference number: R/502/3835

Level: 1

Credit value: 4

Unit aim

Most of us have, at some time, dreamt of being a rock star! This unit allows learners to explore some of the skills a musician requires whether they are a violinist or thrash guitarist.

Unit introduction

This unit aims to give learners an idea of what it is like to work as a musician in preparing and performing of a group or solo piece of music. Learners will develop confidence in the use of vocal and/or instrumental skills. They will learn how to plan a performance, practise and rehearse, and how to present themselves to an audience.

Learners will also develop employability skills throughout the unit as they will learn the importance of reliability, a positive attitude and respect for others in relation to music performance work.

The unit will culminate in a performance of the prepared solo or group piece to an invited audience for example peers, friends, family members.

This unit provides a skills base for learners that can be used and developed in other units such as *Performing Arts Individual Repertoire and Showcase*, *Preparing Performing Arts Work* and *Presenting Performing Arts Work*.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to take part in practical music-making activities	1.1 Take part in practical music-making activities
2 Be able to prepare for a solo or group musical performance	2.1 Take part in preparations for a musical performance
3 Be able to use music skills in performance	3.1 Perform with a degree of musical accuracy in performance 3.2 Perform with a sense of musical style in performance 3.3 Use stage presentation techniques
4 Be able to demonstrate employability skills through participation in practical activities	4.1 Be reliable when carrying out practical activities 4.2 Show a positive attitude to practical activities 4.3 Be respectful to others in practical activities

Unit content

1 **Be able to take part in practical music-making activities**

Activities: singing and/or instrumental eg solo playing/singing, ensemble playing/singing, warm-ups, technical exercises, practice routines, repertoire development

2 **Be able to prepare for a solo or group musical performance**

Preparations: eg considering target audience and venue; selection of appropriate performance pieces eg length of piece, difficulty; running order, rehearsals audience type eg children, young adults; venue eg acoustics

3 **Be able to use music skills in performance**

Musical skills: sense of pitch; sense of rhythm; sense of timing; musicality; expression; confidence; presentation techniques eg communicate effectively with accompanist/band, communication with the audience

Performance: solo or ensemble performance

4 **Be able to demonstrate employability skills through participation in practical activities**

Reliability: attendance; punctuality; being ready to work

Positive attitude: eg focus, enthusiasm, motivation, willingness to try

Respect for others: tutors and peers; listening to others; being supportive of others and respecting their views; responding appropriately to feedback

Essential guidance for tutors

Delivery

This unit should be delivered through a series of tutor-led practical workshops designed to allow learners to explore a range of skills associated with musical performance. Learners should be encouraged to develop good practice in terms of preparing and warming up for class and maintaining of their instrument as appropriate. The nature of delivery will depend on the skills of learners at entry in terms of the musical instruments they play. It is, however, possible for learners who do not already play a musical instrument to participate and succeed in this unit through using the voice as an instrument or through playing tuned and/or untuned percussion instruments.

Early sessions should concentrate on building confidence as well as musical ability. Learners should take part in practical music making activities, which could include performance of simple ensemble arrangements for instrumentalists and rounds and/or partner songs for vocalists. Pieces can be taught 'by ear' or with the use of musical scores as appropriate. In terms of technical ability, tutors should guide learners in a range of appropriate practice techniques and learners should be encouraged to keep a practice log to track their progress. Observation of and listening to professional performers will also be useful in the identification of appropriate performance techniques.

Learners will then apply the skills they have developed to a piece or pieces of music, which will be rehearsed under the direction of the tutor and performed to an audience. Learners can prepare a solo piece or work on an ensemble piece. In helping learners to choose pieces tutors should take into account the, abilities. The choice of a simple piece, that allows a learner to perform well, is preferable to a more complex piece that they may struggle with. Learners should be encouraged to consider the target audience for their piece when making choices.

Learners should rehearse under the direction of the tutor. They should develop an understanding of the rehearsal process and be encouraged to develop good practice in terms of rehearsal discipline and taking direction. It would be useful for early rehearsal sessions to be recorded. Learners may then revisit these recordings to hear how they have improved and set targets for further development.

The unit does not need to culminate in a large-scale public performance. Learners could, for example, perform their piece(s) to a small audience of family and friends. It would also be appropriate for the piece(s) to be shown as part of a larger showcase that might include work prepared in other units.

Outline learning plan

The outline learning plan has been included in this unit as guidance only. It is not mandatory.

Topic and suggested assignments/activities
Unit introduction Practical music making activities eg singing and/or instrumental working in groups or individually Observing a musician you admire Assessment: tutor observation sheet [1.1, 4.1, 4.2, 4.3]
Activities to develop musical accuracy, interpretive skills and stage presentation Viewing and discussing the work of other musicians Initial preparations for performance Assessment: video recordings and tutor observation sheet [1.1, 2.1, 4.1, 4.2, 4.3]
Rehearsals for performance Practising routine Development of presentation skills Assessment: video recordings and tutor observation sheets [2.1, 4.1, 4.2, 4.3]
Final rehearsals Technical rehearsals Performance(s) Post-performance discussions Assessment: video recordings [3.1, 3.2, 3.3, 4.1, 4.2, 4.3]

Assessment

Evidence for this unit will be generated through practical music making sessions, rehearsals and a performance. Achievement of 1.1, 2.1, 4.1, 4.2 and 4.3 can be evidenced through recordings of practical sessions, which should be supported by tutor observation. Learners should demonstrate a willingness to participate in activities in a positive manner contributing to activities and rehearsals.

Performance should be recorded and supported by tutor observations. Peer evaluations and/or audience feedback could also be used as evidence. To achieve 3.1 learners must perform with a degree of musical accuracy in terms of timing and pitch. For 3.2, they should be able to demonstrate musicality in their performance work and stage presentation techniques such as communication with the audience and other performers for 3.3.

To achieve 4.1 learners must be punctual for meetings and rehearsals and be able to focus on working immediately. For 4.2 learners should demonstrate a willingness to participate in discussions and other activities with a positive manner. To achieve 4.3 learners should show respect and support for others when discussing and developing ideas in rehearsals, and when receiving direction and instruction.

Essential resources

For this unit learners should have access to a practical space to work in and perform. Video equipment will be needed for evidence recording purposes. Video recordings of musical performances and concert visits will also be a useful resource. Learners will need to provide their own musical instruments. Centres should, provide larger instruments such as pianos and drum kits, as appropriate.

Indicative resource materials

Musical scores may not be appropriate. However, the Kaleidoscope Series published by Chester Music includes arrangements of classical and pop standards for mixed groups of instruments.

Unit 10: Exploring Technical Support for Stage Performance

Unit reference number: Y/502/3836

Level: 1

Credit value: 4

Unit aim

In live performances those involved backstage often outnumber the performers on stage. Their work is vital to the success of a production but often goes unnoticed, particularly if they do a good job. This unit allows learners to explore some of the technical skills used by those working 'behind the scenes'.

Unit introduction

This unit aims to give learners experience of what it is like to work in the production area of performing arts. It will allow learners to explore some of the technical skills used by those who work backstage or in a recording studio. Learners will begin to develop skills in music production, lighting, sound or stage management, exploring some of the techniques used in these areas.

Learners will demonstrate what they have learned in a practical manner by using technical skills to support a performing arts production or event.

Learners will also develop employability skills throughout the unit as they will learn the importance of reliability, a positive attitude and respect for others in relation to working on production skills.

This unit gives learners a skills base that can be used and developed in other units for example *Preparing Performing Arts Work* and *Presenting Performing Arts Work*.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the roles and responsibilities of technical support in the performing arts	1.1 Describe the responsibilities of one technical support role
2 Know how to set up equipment safely	2.1 Set up equipment used in the production area of performing arts with direction and guidance
3 Be able to use technical skills for a production or event	3.1 Contribute to a performing arts production or event using technical skills
4 Be able to demonstrate employability skills through participation in practical activities	4.1 Be reliable when carrying out practical activities 4.2 Show a positive attitude to practical activities 4.3 Be respectful of others in practical activities

Unit content

1 **Know the roles and responsibilities of technical support in the performing arts**

Technical support role and responsibilities: stage crew eg move scenery and equipment, install equipment; stage management crew eg prompting, timekeeping; lighting or sound operator eg following cue sheet, running cues

2 **Know how to set up equipment safely**

Set up: eg for a recording session, during a 'get in', for a rehearsal, for a technical rehearsal, for a performance

Equipment: eg microphones, mic stands, mixing desks, PA systems, staging, scenery, lighting

Health and safety: eg working with electrical equipment, working at height, safe handling techniques, tripping hazards

3 **Be able to use technical skills for a production or event**

Production skills: eg operating lights, working as a member of the stage crew, operating sound equipment, working on a mixing desk

Production or event: eg show, concert, recording session, showcase

4 **Be able to demonstrate employability skills through participation in practical activities**

Reliability: attendance; punctuality; being ready to work

Positive attitude: eg focus, enthusiasm, motivation, willingness to try

Respect for others: tutors and peers; listening to others; being supportive of others and respecting their views, responding appropriately to feedback

Delivery

The unit should be delivered through a series of tutor-led workshops designed to allow learners to explore the skills used and activities undertaken by those working in production roles in the performing arts industry. Early sessions should give learners an overview of the kind of technical and support work that is typically carried out in the industry, and of the relationship between performers and the production team. A visit to a theatre that includes a backstage tour could be used to extend knowledge gained in these sessions. Learners might also complete a spidergram or mind map illustrating the roles and responsibilities of a chosen technical function.

Teaching of the skills associated with setting up equipment can be introduced through exercises and simulations. There should also, however, be opportunities for learners to apply their skills in real situations for example setting up for drama or music rehearsals. Learners should be introduced to the importance of health and safety when working backstage or in a studio. The hazards associated with such work for example working at height, manual handling and working with electrical equipment, should be addressed and activities such as a practical audit of potential hazards in their own workspace could be used to further learner understanding of how risks should be controlled. Learners should consider the health and safety implications of the activities they are undertaking and should produce a scrapbook which includes simple worksheets and illustrations for example a diagram to illustrate safe lifting techniques. The importance of relationships and teamworking should also be stressed and learners should be encouraged to develop good practice in terms of cooperation, listening to others and taking direction and guidance.

The unit should culminate in a project in which learners contribute to a performing arts production or event in a production role. They could, for example, work as a member of the stage crew for a theatrical performance, help to operate sound or lighting equipment at a music event or work to support a recording session. The production or event does not need to be a large-scale public performance. However, it should be substantial enough to allow learners to demonstrate the skills they have developed.

Outline learning plan

The outline learning plan has been included in this unit as guidance only. It is not mandatory.

Topic and suggested assignments/activities
<p>Discussion of health and safety in production work eg working at height, traps, electricity, manual handling</p> <p>Health and safety audit of own performance/rehearsal areas</p> <p>Working with equipment under supervision</p> <p>Produce a health and safety checklist for an activity</p> <p>Assessment: mind maps, observations of discussion activities, audit, scrapbook, observations of activities [1.1, 3.1, 3.2, 3.3]</p>
<p>Skills development activities in a chosen/given area of production work eg lighting, sound, stage management</p> <p>Produce a job outline</p> <p>Assessment: scrapbook, observations of activities [2.1, 3.1, 3.2, 3.3]</p>
<p>Take on a production role in support of a performance or event eg working backstage, operating lights or sound</p> <p>Assessment: observations of activities [2.1, 3.1, 3.2, 3.3]</p>

Assessment

Evidence for this unit will be generated through practical activities. Achievement of assessment criteria 3.1, 4.1, 4.2 and 4.3 should be evidenced through tutor observations of activities supported by learner scrapbooks, which could include mind maps, diagrams and photographs. Learners should demonstrate a willingness to participate in activities, a positive manner.

For 2.1, they must demonstrate that they can set up equipment in a safe and sensible manner under the guidance of a tutor. For 3.1, learners should make a contribution in a production role to an event or production. This will be evidenced largely through tutor observations but recordings, photographs and peer observations will also be useful. To achieve 4.1 learners must be punctual for meetings and rehearsals and be able to focus on working immediately. For 4.2, should demonstrate a willingness to participate in discussions and other activities with a positive manner. To achieve 4.3 learners should show respect and support for others when discussing and developing ideas in rehearsals, and when receiving direction and instruction.

Essential resources

Learners will need a practical space to work in and equipment appropriate to the type of production role or roles being covered. This may include access to a recording studio, rehearsal and performances spaces, as appropriate. Relevant equipment will also need to be provided for example sets, rostra, lighting and/or sound equipment.

Indicative resource materials

Textbooks

Palmer S – *Essential Guide to Stage Management (Essential Guides to the Performing Arts)* (Hodder & Stoughton, 2000) ISBN 978-0340721131

Vasey J – *Concert Sound and Lighting Systems, Second Edition* (Focus Press, 1993)
ISBN 978-0340721131

White P – *Basic Live Sound* (Sanctuary Publishing, 2000) ISBN 978-1860742712

Website

www.nationaltheatre.org.uk

National Theatre

Unit 11: Exploring Design Skills for the Performing Arts

Unit reference number: L/502/3834

Level: 1

Credit value: 4

Unit aim

From costumes to make-up, scenery to props, performers rely on the skills of designers to make them and their work look good. This unit allows learners to explore some of the design skills used in the field of performing arts.

Unit introduction

This unit aims to give learners an idea of what it is like to work as a designer in the performing arts industry. Learners will begin by considering different types of performing arts artefacts, exploring their purpose and effect on the performances they contribute to. They will begin to understand the skills and processes involved in designing and producing an artefact. Learners will then have the opportunity to design one of the following: a prop, costume, make-up, set/ item of scenery, lighting plan or sound plan for a specific purpose. Once this has been completed, the learner will evaluate the process of designing the artefact and review the success of the end product.

Learners will also develop employability skills throughout the unit as they will learn the importance of reliability, a positive attitude and respect for others in relation to working on a design brief.

This unit could be delivered alongside other units such as Preparing Performing Arts Work and Presenting Performing Arts Work.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the purpose of design in performing arts productions	1.1 Identify a purpose for design in performing arts productions
2 Be able to use design skills for a performing arts production	2.1 Take part in practical activities using design skills
3 Be able to demonstrate employability skills through participation in practical activities	3.1 Be reliable when carrying out practical activities 3.2 Show a positive attitude to practical activities 3.3 Be respectful to others in practical activities
4 Be able to evaluate the success of the design for the performing arts production	4.1 Describe own design work for the performing arts production

Unit content

1 **Know the purpose of design in performing arts productions**

Design: costumes; set; props; masks; make-up; lighting; sound

Purpose: eg creating atmosphere, setting a scene, giving a period feel, creating the look of a character

Types of production: eg dance show, variety show, play, gig, talent show

2 **Be able to use design skills for a performing arts production**

Design process: design brief; resources eg found objects; materials; health and safety; skills eg measurements, colour charts, scale drawings, patterns, make-up design; lighting plot; sound cue sheet

Construction process: materials; timescales; equipment; health and safety

3 **Be able to demonstrate employability skills through participation in practical activities**

Reliability: attendance; punctuality; being ready to work

Positive attitude: eg focus, enthusiasm, motivation, willingness to try

Respect for others: tutors and peers; listening to others; being supportive of others and respecting their views; responding appropriately to feedback

4 **Be able to evaluate the success of the design for the performing arts production**

Evaluation: feedback eg verbal, original brief, audience reaction; sources of feedback eg performers, tutor(s), peers, audience members

Areas for future development: improvement in skills; meeting the original brief; communication skills; employability skills eg reliability, attitude, respect, meeting deadlines

Essential guidance for tutors

Delivery

The unit should be delivered through a series of practical tutor-led workshops. Learners should begin by exploring the purpose of designed artefacts in performing arts for example setting a scene, creating an atmosphere, helping to create a character. This should be undertaken by viewing performing arts productions live or on video/DVD and discussing the design elements of each show. Learners could produce a spidergram to illustrate their discussions.

Learners should then focus on one of the following design areas: set, props, costume, make-up or mask. They should explore the ways in which designers work in the area considering the skills, materials and equipment used. This could be through an investigation of specific examples for example learners could be given three different types of mask and asked to consider how each might have been made, the materials used and the purpose of each mask. Findings might be written up in a scrapbook that could include illustrations and draft designs for similar items. Learners should also consider how designers might interact with the director of a performance to ensure they understand what is required.

Learners will need to apply the knowledge and skills gained to a simple design brief presented by the tutor. The brief should require them to produce a simple design for a specific item of set, prop, costume, make-up or mask. The brief can be simulated. However, a more realistic scenario could be provided by linking the brief to a real show or event being produced in another area of the programme or to learners on a different performing arts programme. The brief should be produced in written form but should also be presented to learners in a production meeting setting in which they can ask questions. Learners will then produce ideas for the design, experimenting with the techniques they have learned. They should select an idea for development and present a first draft of their design to the tutor. This could be done informally or learners could take part in a session in which they 'pitch' their design ideas to the group. Tutors should provide feedback to enable learners to improve their work and produce their final design.

It should be noted that this unit does not require learners to realise their design through the production of their artefact. Learners could however realise their designs in *Preparing Work for the Audience*, which includes the option of 'making' items for a performing arts production.

Outline learning plan

The outline learning plan has been included in this unit as guidance only. It is not mandatory.

Topic and suggested assignments/activities
<p>Consider why performing arts productions need artefacts</p> <p>Consider the purpose of props, set, costume, mask and make-up and the effects of these on the production</p> <p>Assessment: spider gram/mind map, scrapbook, observations of discussion contribution [1.1]</p>
<p>Explore the ways in which one of these types of artefact is designed (choose from props, set, costume, make-up or mask)</p> <p>Experiment with design techniques eg producing a scale drawing of a prop or a sketch of a costume</p> <p>Consider how the designer might interact with the director of the performance to understand what is required</p> <p>Assessment: observations of practical activities, observations of discussion contribution, scrapbook [2.1, 3.1, 3.2, 3.3]</p>
<p>Work on the design of a specific artefact from a given brief</p> <p>Produce rough drawings and present initial ideas to tutor</p> <p>Improve work in line with feedback</p> <p>Assessment: scrapbook, rough drawings, prototypes, tutor observations [2.1, 3.1, 3.2, 3.3]</p>
<p>Produce and present a finished design</p> <p>Discussion on the success of the design and ideas for future development</p> <p>Assessment: completed design [2.1, 3.1, 3.2, 3.3, 4.1]</p>

Assessment

Evidence for this unit will be generated through practical workshops and discussion activities. Achievement should be evidenced through learner logbooks and tutor observations of practical activities and discussions. For assessment criteria 1.1 learners should identify why items such as props, sets and costumes are used in performing arts productions. For 2.1, they should also examine specific artefacts and explore some of the design techniques used.

Achievement of 2.1 should be evidenced through the learner's logbook, which could include mood boards, drafts and sketches of initial design ideas and a finished design produced in response to the brief.

To achieve 3.1 learners must be punctual for meetings and rehearsals and be able to focus on working immediately. For 3.2 they should demonstrate a willingness to participate in discussions and other activities with a positive manner. To achieve 3.3 learners should show respect and support for others when discussing and developing ideas in rehearsals, and when receiving direction and instruction.

To achieve 4.1 learners must be able to take part in a discussion about the success of their design, describing what they have designed and what they could do to develop and improve the design. They will be able to discuss the original brief and how they worked and communicated with others during the process.

Essential resources

Learners should have access to materials and equipment for simple prop, set, costume, make-up and/or mask design as appropriate to the type of design area being explored. They should have an appropriate space to work in and access to existing performing arts artefacts for research purposes. They will need access to performing arts productions on video/DVD for research and discussion purposes.

Indicative resource materials

Textbooks

Davies G – *Sets (Stage Source Book)* (A&C Black, 2004) ISBN 978-0713665864

Govier J – *Create Your Own Stage Props* (A&C Black, 1989) ISBN 978-0713630374

Holt M – *Costume and Make-up (Theatre Manual)* (Phaidon, 1988) ISBN 978-0714825120

Huaxiang T – *Character Costume Figure Drawing: Step by Step Drawing Methods for Theatre Costume Designers* (Focal Press, 2004) ISBN 978-0240805344

Sivin C – *Mask Making* (Davis Publications, 1986) ISBN 978-0871921789

Unit 12: Exploring Musical Theatre Skills

Unit reference number: D/502/3837

Level: 1

Credit value: 4

Unit aim

Musical theatre is a popular and enduring form of theatrical entertainment. In this unit learners will explore the skills used by musical theatre performers, combining dancing, acting and singing skills in workshops, rehearsals and performance.

Unit introduction

This unit aims to introduce learners to the skills used by musical theatre performers through participation in practical workshops and the rehearsal and performance of a chorus piece. In tutor-led workshops learners will develop their dance, acting and singing skills. They will also learn how to behave appropriately during these sessions, developing focus and concentration and working cooperatively with tutors and peers.

Learners will also develop employability skills throughout the unit as they will learn the importance of reliability, a positive attitude and respect for others in relation to participation in theatre workshops.

Learners will work with their tutor on the preparation of a chorus number from a musical. The unit will culminate in a performance of the piece to an invited audience for example peers, friends, family members.

This unit provides a skills base for learners that can be used and developed in other units such as *Performing Arts Individual Repertoire and Showcase*, *Preparing Work for an Audience* and *Presenting Work to an Audience*.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to use singing, dancing and acting skills in practical workshops	1.1 Use singing skills in practical workshops 1.2 Use dance skills in practical workshops 1.3 Use acting skills in practical workshops
2 Be able to develop musical theatre work for performance	2.1 Develop musical theatre work with direction and guidance
3 Be able to combine singing, dancing and acting skills in performance	3.1 Combine singing, dancing and acting skills in performance 3.2 Communicate with the audience and other performers for some of the time in performance
4 Be able to demonstrate employability skills through participation in practical activities	4.1 Be reliable when carrying out practical activities 4.2 Show a positive attitude to in practical activities 4.3 Be respectful to others in practical activities

Unit content

1 **Be able to use singing, dancing and acting skills in practical workshops**

Singing skills: clarity; intonation; timing; musicality

Dancing skills: posture; alignment; coordination; balance; spatial awareness; rhythm; timing; movement memory

Acting skills: use of movement and gesture; vocal expression; facial expression

Workshops: warm up; skills development; working on set pieces

2 **Be able to develop musical theatre work for performance**

Development: following direction/accompaniment/choreography; applying rehearsal techniques

Musical theatre role: a role in an extract from a musical theatre piece

3 **Be able to combine singing, dancing and acting skills in performance**

Skills: combination of singing, acting and dancing skills in a role

Performance: chorus piece (to include song, movement and acting within the context of the song)

Communication: with other performers; audience; focus; timing; energy

4 **Be able to demonstrate employability skills through participation in practical activities**

Reliability: attendance; punctuality; being ready to work; suitable attire

Positive attitude: eg focus, enthusiasm, motivation, willingness to try

Respect for others: tutors and peers; listening to others; being supportive of others; respecting the views of others; responding appropriately to feedback

Essential guidance for tutors

Delivery

The unit should be delivered through a series of tutor-led practical workshops designed to allow learners to explore a range of skills in the three areas of dance, singing and acting. Learners should be encouraged to develop good practice in terms of preparing and warming up for class, dressing appropriately for movement sessions and being supportive of others. Early sessions may be structured to include separate workshops in dance, singing and acting led by different specialists. Dance work should include exploration of physical and interpretive skills through participation in simple movement sequences. Singing sessions should include work on projection, intonation and interpretation. In acting workshops, learners should explore characterisation through imaginative games and improvisation. Early sessions should also concentrate on building confidence and teamworking skills.

Learners should go on to explore how the three skills are combined in musical theatre pieces by watching the work of others on video and, if practicable, in a live performance. They should also engage in practical activities where they explore simple extracts from the musical theatre repertoire.

Learners will then apply the skills they have developed to a piece of musical theatre, which will be rehearsed under the direction of the tutor and performed to an audience. The piece should be an extract that combines singing and movement work and provides an opportunity to demonstrate acting skills in the context of a song. In choosing a piece, tutors should take into account learner abilities of. The choice of a simple chorus piece, that allows learners to perform well, is preferable to a more complex number that some learners may struggle with. The learners' age group should also be taken into consideration. For pre-16s in particular tutors should explore repertoire written specifically for the age group rather than opting for a West End favourite.

Rehearsals should be carried out within a vocational context, with learners working as a company. Learners should develop an understanding of the rehearsal process through participation in activities such as warmups, exploring ideas, learning movement sequences, note thumping, refining material technical and dress rehearsals. They should be given the opportunity to develop employability skills in these sessions with the importance of focus, cooperation, reliability and respect for others being stressed. Learners should also be encouraged to undertake some independent learning through homework activities that could include learning lyrics and practising routines.

The unit does not need to culminate in a large-scale public performance. Learners could, for example, show their work to a small audience of family and friends. It would also be appropriate for the piece to be shown as part of a larger showcase that might include work prepared in other units.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Unit introduction Practical workshops to introduce the three disciplines of singing, acting and dance Observing the work of a musical theatre performer you like Assessment: Tutor observation sheet [1.1, 1.2, 1.3, 4.1, 4.2, 4.3]
Practical workshops to develop skills further and explore the way in which they can be combined in a range of short extracts from musical theatre chorus pieces Assessment: Video recordings, tutor observation sheet [1.1, 1.2, 1.3, 4.1, 4.2, 4.3]
Learning and rehearsing a chorus number for performance Practising routine Learning lyrics Assessment: Video recordings and tutor observation sheets [2.1, 2.2, 2.3, 4.1, 4.2, 4.3]
Off book rehearsals Dress and technical rehearsals Performance(s) Post-performance discussions Assessment: Video recordings [2.1, 2.2, 2.3, 4.1, 4.2, 4.3]

Assessment

Evidence for this unit will be generated through practical workshops, rehearsals and a performance. Achievement of assessment criteria 1.1, 1.2, 1.3, 4.1, 4.2 and 4.3 can be evidenced through recordings of practical sessions, which should be supported by tutor observation. Learners should demonstrate a willingness to participate in workshop activities in a positive manner and demonstrate the use of singing, dance and acting skills when taking part in workshops and rehearsals.

The performance should be recorded and supported by tutor observations. Peer evaluations and/or audience feedback could also be used as evidence. For 3.1, learners should show that they are able to contribute to the performance demonstrating the ability to combine singing, dance and acting skills in a musical theatre piece. To achieve 3.2 learners must perform in a manner that communicates the intentions of the piece to the audience and connects with other performers for some of the time.

To achieve 4.1 learners must be punctual for meetings and rehearsals and be able to focus on working immediately. For 4.2, should demonstrate a willingness to participate in discussions and other activities with a positive manner. To achieve 4.3 learners should show respect and support for others when discussing and developing ideas in rehearsals, and when receiving direction and instruction.

Essential resources

For this unit learners should have access to a practical performance space in which to work in and perform. Access to an accompanist or backing tracks and libretti for appropriate musicals will be essential. Video equipment will be needed for evidence recording purposes. Video recordings of musical shows and theatre visits will also be a useful resource.

Indicative resource materials

Textbooks

Cassady M – *Acting Games, Improvisations and Exercises* (Meriwether Publishing, 1993) ISBN 978-0916260927

Gardyne J – *Producing Musicals: A Practical Guide* (The Crowood Press, 2004)
ISBN 978-1861266279

Gough M – *Knowing Dance: A Guide to Creative Teaching* (Dance Books, 1999)
ISBN 978-1852730703

The Teens Musical Theatre Collection: Duets Edition (Book with CD) (Hal Leonard Publishing Corporation, 2002) ISBN 978-0634047657

The Teens Musical Theatre Collection: Young Men's Edition (Book with CD) (Hal Leonard Publishing Corporation, 2002) ISBN 978-0634047640

The Teens Musical Theatre Collection: Young Women's Edition (Book with CD) (Hal Leonard Publishing Corporation, 2002) ISBN 978-0634030772

White M – *Staging A Musical (Stage and Costume)* (A&C Black, 1999) ISBN 978-0713648966

Website

www.musicroom.com

Music Room

Unit 13: Performing Arts Individual Repertoire and Showcase

Unit reference number: D/502/3840

Level: 1

Credit value: 4

Unit aim

In this unit learners can develop an understanding of their own skills through selecting, preparing and presenting examples of their work to an audience.

Unit introduction

In this unit learners will have the opportunity to consider the skills they have been working on within the developing skills units and select a performance or technical skill they wish to showcase individually. Emphasis should be on learners recognising their own strengths and sourcing performance pieces, or ideas for design, which reflect the skills they are developing.

Although this unit focuses on developing individual pieces of work, learners do not need to carry this out entirely independently. Tutor support in planning and research will be vital, along with peer support and encouragement during preparation and rehearsal.

Individual performances can be a key component within musical theatre, dance, music and drama performance pieces. Learners should make a considered choice of performance material taking into account own skills and confidence.

Individual skills in designing sets, costumes, sound and lighting can be showcased through an exhibition or demonstration of work. This may take the form of a display or through learners giving a presentation to an audience of peers. If the technical skills showcased support a fellow learner's performance piece, then demonstration of these skills within the performance can form part of the exhibition.

By focusing on an individual performance piece or exhibition of technical skill the unit allows learners to start to build up a portfolio of individual work. This can then, potentially, be used when applying for an audition or place on a course of further study.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to select appropriate performance or design material	1.1 Identify potential performance or design pieces in the chosen form 1.2 Select appropriate piece for development 1.3 Explain why they chose this piece
2 Be able to plan and prepare material for a performance or presentation	2.1 Plan preparation or rehearsal requirements for a performance or presentation 2.2 Prepare and gather support materials for a performance or presentation 2.3 Work to a schedule and meet deadlines for a performance or presentation
3 Be able to perform or present work to an audience	3.1 Perform or present work to an audience

Unit content

1 **Understand how to select appropriate performance or design material**

Performance pieces: types eg songs, musical pieces, dance, music, dramatic speeches, soliloquies, poems, adapted literature, improvised performance, stand up comedy

Design/technical pieces: types eg set design and construction, costume design and making, lighting design and operation, prop design and making, mask design and making, sound design and operation

Appropriate selection: types eg matches skills and abilities of performer, challenges abilities, builds confidence

2 **Be able to plan and prepare material for a performance or presentation**

Planning: types eg timescales, rehearsal schedule, using and preparing the performance space, using the rehearsal space, props, instruments, costumes, lighting, requisite workshop space, equipment, materials, display space

Preparation: types eg research, learn lines, learn choreography, learn music, learn lyrics, workshops, improvisation, warm ups, preparatory exercises, designs, drawings, making models, making costumes, rehearse

3 **Be able to perform or present work to an audience**

Performance: types eg vocal expression, physical expression, staying in character, spatial awareness, use of props, movement, choreography, rhythm, timing, instrumental, singing, engaging with audience, focus, energy

Present work: types eg display, exhibition, photographs, DVD, lighting plans, cue sheets, grid plans, scale drawings, preparatory drawings and sketches, model sets, designs, constructed costumes, examples of fabrics and techniques, sound recordings, constructed props, found props

Delivery

Although the purpose of this unit is for learners to develop an individual performance piece or production role, delivery may involve some group work as well as individualised learning. When considering the need to select appropriate performance or support material, learners can be presented with a range of different pieces of material and sample these in group workshop activities. Possible performance materials could include singing a solo, an individual choreographed dance piece, performing with a musical instrument or a dramatic monologue. Learners wishing to exhibit a technical or production skill should consider different contexts and performance requirements when selecting a design brief.

Once working on the individual selected piece or performance solo has begun it may be appropriate, at times, to have small group work where learners support each other, through peer observation and technical support under the guidance of the tutor.

It is important for learners developing an individual performance piece to appreciate the need for well-organised rehearsals and an appropriate timescale. Learners should be encouraged to work independently on their preparation in their own time as well as in taught sessions, identifying any preparation requirements and gathering together any support materials as necessary. Learners who have decided to exhibit their technical skills should record the planning and preparation process clearly, and create a display which demonstrates this progression as well as the final piece.

Solo performance pieces to an audience may form part of a showcase to an invited audience, or may occur as a solo within concerts, dramas or dance shows. Exhibition of production skills may form a static display and/or a presentation to an invited audience.

Outline learning plan

The outline learning plan has been included in this unit as guidance only. It is not mandatory.

Topic and suggested assignments/activities
<p>Select chosen form for performance</p> <p>Research individual performance or design for technical support pieces</p> <p>Sample with peer/tutor support a selection of pieces</p> <p>Select appropriate performance or design</p> <p>Explain orally or in a written report reason for final choice</p> <p>Assessment: observation records, oral/written report [1.1, 1.2]</p>
<p>Select date for performance, exhibition or presentation:</p> <p>Prepare rehearsal plan</p> <p>Prepare lists of required materials</p> <p>Develop piece for performance: character development, choreography, music</p> <p>Learn lines, choreography, lyrics, music/complete preparatory sketches, scale drawings</p> <p>Practise presentation</p> <p>Assessment: rehearsal schedule, notes on required materials, DVD/video and photographic evidence, observation records [2.1, 2.2]</p>
<p>Follow rehearsal schedules:</p> <p>Adapt schedules and add additional rehearsals as necessary</p> <p>Prepare designs, models, costumes, lighting and sets for exhibition</p> <p>Learner to practise individually:</p> <p>Work on design and creation of support material in session</p> <p>Observed rehearsals with tutor/peer observations</p> <p>Learners to observe peers and give supportive feedback</p> <p>Assessment: records of peer and tutor feedback, DVD/video evidence, photograph evidence, observation records [2.3]</p>
<p>Make final preparations for performance/exhibition:</p> <p>Technical rehearsals</p> <p>Perform in front of an audience</p> <p>Present work to audience</p> <p>Display work appropriately</p> <p>Assessment: DVD/video evidence, observation records [3.1]</p>

Assessment

Tutor observations will form a key part of the assessment. These may be supported by learners' schedules and plans, and their comments on their progress either in diaries, logbooks or audio recordings.

To achieve this unit, learners need to understand the importance of selecting appropriate performance or design material. To meet 1.1 learners should be able to identify at least three potential performance pieces or design contexts which may suit them and, in order to achieve 1.2 and 1.3, select from these and explain their choice in discussion with the tutor and/or in a written report.

Learners do not need to work alone when creating a performance or technical design and will support and guide when making their choices. Learners need to demonstrate the ability to plan and prepare material for performance or presentation and, to achieve 2.1, should be able to identify their own preparation or rehearsal requirements. These could be identified verbally, but ideally should form part of a written plan for rehearsals or developing design material. For 2.2, learners need to identify and gather any necessary support materials and this could also be included in the plan, with tutor observations of whether learners have actually collected materials together as appropriate.

Working to a realistic rehearsal or design schedule should allow time for learners to reflect on their progress and, with the tutor or suitable mentor, discuss any development of skills or techniques necessary for improving performance. This should allow the learner to assess and modify their plan as necessary and will provide evidence to meet 2.3.

The performances or presentations, as well as the displays of work, will allow learners to demonstrate meeting 3.1 and may be evidenced through DVD and video recordings.

Essential resources

- Selection of appropriate solo performance materials
- Appropriate rehearsal and performance space
- Access to a video camera and playback equipment
- Lighting and sound equipment
- Materials for props, costumes and scenery as appropriate.

Indicative resource materials

Textbooks

Allen A and Coley J – *Dance for All: Book 3* (David Fulton Publishers, 1995)
ISBN 978-1853463709

Cohen L – *Monologues for Young Actors* (Avon Books, 1994) ISBN 978-0380761876

Coleman P – *A Beginner's Guide to Stage Lighting* (Entertainment Technology Press Ltd, 2003) ISBN 978-1904031208

Coleman P – *A Beginner's Guide to Stage Sound* (Entertainment Technology Press Ltd, 2004) ISBN 978-1904031277

Evans – *Acting and Theatre (Usborne Introduction)* (E.D.C. Publishing, 1992)
ISBN 978-0746006993

Harvey A (editor) – *The Methuen Book of Monologues for Young Actors* (Methuen Drama, 2002) ISBN 978-0413772794

Pallin G – *Stage Management: The Essential Handbook, 2nd Revised edition* (Nick Hern Books, 2003) ISBN 978-1854597342

Websites

www.playdatabase.com

Playdatabase.com

www.playsandmusicals.co.uk

Plays and Musicals

www.theatredesign.org.uk

The Society of British Theatre Designers

Unit 14: Working in the Performing Arts

Unit reference number: T/502/3830

Level: 1

Credit value: 4

Unit aim

In this unit learners will develop an understanding of the skills and training needed to work in the performing arts industry.

Unit introduction

Performing arts is an extremely competitive working environment. Many performers will have periods of unemployment, with backstage, front of house and administration jobs also highly sought after. In this unit learners can consider the level of skills, training and experience required to gain employment in this field, and the need to be realistic in their expectations.

Learners will be able to reflect on their existing skills and qualities and the skills they are developing whilst working on this unit. They should recognise that many of these skills are not just relevant to performing arts but are transferable to many other areas of employment.

Learners will have the opportunity to investigate courses they may choose to progress to and consider the additional training available locally to further develop specific performance-related skills.

This unit can be considered in conjunction with any work placement or part-time employment learners have access to. For those learners looking to continue their studies in performing arts, the unit has close links to unit *Performing Arts Individual Repertoire and Showcase*.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know what skills and training are required for jobs in performing arts	1.1 Describe the skills and training needed for a specific performance role 1.2 Describe the skills and training needed for a specific non-performance role
2 Know opportunities for progression in performing arts	2.1 Identify job opportunities in performing arts 2.2 Describe progression opportunities for studying performing arts
3 Know own skills and qualities relevant to performing arts	3.1 List own skills and qualities relevant to performing arts roles 3.2 Select a job role of interest and compare own skills and qualities with those required for the role 3.3 Produce a CV

Unit content

1 **Know what skills and training are required for jobs in performing arts**

Performance role: eg actor, dancer, musician, comedian, clown, street performer, theme park entertainer

Non-performance role: eg front of house attendant, assistant stage manager, deputy carpenter, box office manager, director, choreographer, playwright, stage designer

Skills: eg performance skills, design skills, technical skills, knowledge of marketing and publicity, administration skills

Wider employment skills: eg punctuality, talking and listening to customers, self-confidence, flexibility, respecting the views of others, accepting feedback in a positive manner, acting responsibly, working as a part of a team, dressing appropriately, money-handling skills

Training: performance skills training eg singing lessons, learning an instrument, dance classes, drama classes; production skills eg technical drawing lessons, project management classes

2 **Know opportunities for progression in performing arts**

Training and further study: eg local FE college, schools, sixth form, individual dance schools, music lessons, speech and drama classes, amateur performance companies

Performance role: eg actor, dancer, musician, comedian, clown, theme park entertainer

Non-performance role: eg front of house attendant, assistant stage manager, deputy carpenter, box office manager, director, choreographer, playwright, stage designer

3 **Know own skills and qualities relevant to performing arts**

Skills: eg performing, design, technical, IT, communication, numerical, customer service, literacy, ability to drive, ability to speak another language

Qualities: flexibility; ability to follow instructions; good timekeeping; using initiative; courtesy and politeness; self-confidence; self-motivation; teamworker

Curriculum vitae: personal audit; life history; employment details; personal statement; referees

Delivery

In order to develop knowledge of the skills and training required for jobs in performing arts learners should be given the opportunity to carry out appropriate research. This may take the form of group work, pair working or individual projects. It could involve using the internet, magazines and journals, as well as questioning those currently employed in the sector. It may be helpful to consider visits to local venues to see actual places of work or guest speakers to talk to learners about their job roles.

The assessment criteria requiring learners to describe the opportunities for progression in performing arts may provide a stimulus for to consider their own future plans and progression from the Foundation Learning Tier. Having learners looked at what progression opportunities are available locally it may be appropriate for individual learners to consider, with support, their suitability to progress to BTEC First qualifications, or equivalent, at Level 2. Others may be guided into looking at how they can continue performing by accessing local groups.

In identifying their own skills and qualities learners have the opportunity to consider the transferable nature of the skills they are developing. By considering the high level of competition for jobs in performing arts, particularly for performance roles, learners can be guided to think realistically about further training and whether it is appropriate for them, as well as the need to develop other work-related skills. Some learners may already have a CV which can be updated; others may need to start one from the beginning. In either case, learners can be encouraged to think positively about the skills they have and those they are developing. When looking at job roles of particular interest to them learners do not need to be confined to roles in the performing arts sector. If they have alternative ideas for future employment it may be helpful to compare the skills and qualities required, looking at the match with those they are developing.

Outline learning plan

The outline learning plan has been included in this unit as guidance only. It is not mandatory.

Topic and suggested assignments/activities
<p>Research job roles in performing arts through internet, papers, magazines, radio:</p> <ul style="list-style-type: none">• performance• backstage• front of house/administration <p>Consider intense competition for jobs: the level of training and qualifications required</p> <p>Discussion on what we mean by skills and qualities</p> <p>Selection of roles for further individual research</p> <p>Visiting speakers</p> <p>Assessment: scrapbooks, annotated research material, worksheets [1.1, 1.2]</p>
<p>Look at local venues and the job opportunities in performing arts</p> <ul style="list-style-type: none">• Consider qualifications and skill requirements• Assess where these skills and qualifications can be gained or worked towards• What skills do you need to demonstrate to access further training? <p>Discuss audition pieces, presentation of a portfolio of work, interview skills</p> <p>Assessment: scrapbooks, annotated research material, observation records [2.1, 2.2]</p>
<p>Consider own skills and qualities:</p> <ul style="list-style-type: none">• What skills are developed by taking part in performing arts?• What skills are required for work placement/PT employment?• What other employment opportunities may be suitable outside of Performing Arts? <p>Identify job role(s) of personal interest (these may or may not be in performing arts) and match own skills and qualities to the requirements of the role(s)</p> <p>Create CV</p> <p>Assessment: scrapbooks, annotated research material, worksheets, observation records, CV [3.1, 3.2, 3.3]</p>

Assessment

Assessment evidence for this unit will be generated from the tasks learners undertake. Diaries, logbooks, scrapbooks or notes written by learners may be used to assess awareness of what job roles are available and the required skills and qualities. This knowledge will support the production of an appropriate CV.

To achieve 1.1 the learner needs to know the skills and training required for jobs in performing arts. They should select a performance role and identify the skills and training needed. This focus on training for a performance role should allow learners to demonstrate that they have a realistic idea about the level of commitment, time and talent required to undertake such a job role. To achieve 1.2 learners should select a non-performance job role in performing arts and identify the skills required. They should specify skills for the role as well as generic work-related skills.

The assessment criteria requiring learners to describe the opportunities for progression in performing arts may provide a stimulus for learners to consider their own future plans and progression from the Foundation Learning Tier. Criterion 2.1 requires learners to identify job opportunities in performing arts. Assessment evidence for this may come from records of visits to local venues, interviews with post holders, job adverts in the local media, work experience placements and any part-time employment learners may have. Learners should be able to say for each job role whether specific training, previous experience or qualifications are required.

When describing the progression opportunities for studying performing arts learners should show an awareness of the appropriate stages of progression and some idea of the timescales involved. It may be that some learners are studying for singing, music or dance examinations and they could look at the progression that is available as they achieve particular grades. Some learners may wish to move on to a Level 2 performing arts course and should demonstrate that they have investigated local provision, what qualifications are required and whether they would need to prepare any audition pieces.

For other learners progression to Level 2 may be inappropriate and, having investigated and described what is required, they may recognise this. They should then be guided towards other study opportunities. Assessment of 2.2 should consider the individual learner's needs and the appropriate progression opportunities for them.

To meet the criteria for 3 learners need to be able to identify their own skills and qualities. To achieve 3.1 learners need to list their own skills and qualities relevant to performing arts roles. Learners should demonstrate that they have thought about the performing arts-related skills and qualities they already have and those they are developing through their studies. This could be evidenced as a written record or detailed notes of discussion with a tutor. 3.2, select a job role of interest and compare own skills and qualities, can be assessed in a similar way. To achieve 3.3 learners need to produce (with support and guidance) a useable CV which reflects accurately the skills and qualities they have or are working towards.

Essential resources

- Access to computers and the internet
- Journals and periodicals such as *The Stage*, *Contacts* and *Spotlight*.

Indicative resource materials

Textbooks

Coleman P – *A Beginner's Guide to Stage Lighting* (Entertainment Technology Press Ltd, 2003) ISBN 978-1904031208

Coleman P – *A Beginner's Guide to Stage Sound* (Entertainment Technology Press Ltd, 2004) ISBN 978-1904031277

Evans – *Acting and Theatre (Usborne Introduction)* (E.D.C. Publishing, 1992)
ISBN 978-0746006993

Palmer S – *Essential Guide to Stage Management (Essential Guides to the Performing Arts)* (Hodder & Stoughton, 2000) ISBN 978-0340721131

Websites

www.bbc.co.uk/newtalent	New Talent
www.rsc.org.uk	Royal Shakespeare Company
www.stagemanagementassociation.co.uk	Stage Management Association
www.thestage.co.uk	The Stage

Unit 5: Investigating Interactive Media Products

Unit reference number: L/601/2164

Level: 1

Credit value: 4

Unit aim

The aim of this unit is to develop learners' knowledge and skills in using simple interactive media technologies. It will enable learners to create simple interactive media products.

Unit introduction

Interactive media involves using design, computer skills and digital technology to create interactive outcomes such as DVDs, websites or computer games. Interactive media may include a range of media such as video, sound, text and images, and will be distinguished by a user interface that allows operation and interaction with the product.

In this unit, learners should develop their understanding of interactive media products by investigating existing products. They will experiment with a range of technologies and techniques which are used in the production of interactive media to build a portfolio of interactive media work which they will review.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about interactive media products	1.1 Identify at least three different interactive media products 1.2 Describe the purposes of at least three different interactive media products 1.3 Identify at least three considerations when designing an interactive media product
2 Know how interactive media techniques and technology are used	2.1 Describe uses of interactive media techniques 2.2 Describe uses of interactive media technology
3 Be able to use interactive media techniques and technology to create an interactive media product	3.1 Identify the purpose of the product 3.2 Use interactive media techniques to create the product 3.3 Use interactive media technology to create product 3.4 Present an interactive media product 3.5 Demonstrate safe working practices
4 Be able to review own work	4.1 Collect feedback on work 4.2 Review aspects that went well 4.3 Review aspects that could be improved

Unit content

1 **Know about interactive media products**

Interactive media products: eg websites, CD ROMs, DVDs, games, audio guides

Purpose: eg educational, entertaining, informative

Considerations: target market or audience; the message or information being communicated; the technical elements employed to produce the product; interaction of traditional and new technologies to produce creative visual outcomes

2 **Know how interactive media techniques and technology are used**

Techniques: how content of product can be integrated into interactive media products, eg embedded video in web pages, downloadable video and audio, soundtrack loop on DVD menus, sounds triggered by actions in games

Technology: hardware devices eg types eg video, scanners, digital photography, microphones; software tools eg for image manipulation, web production, video-editing, sound recording and editing, creating simple games, burning to DVD, buttons to link frames and start actions, sound files, video clips or animation sequences

3 **Be able to use interactive media techniques and technology to create an interactive media product**

Content: audio eg dialogue, music; visual eg video, stills, text, graphics, animation; interactivity eg navigation, links

Using techniques and technology: integrating content into interactive media products, eg embedding video in web pages, downloadable video and audio, soundtrack loop on DVD menus, sounds triggered by actions in games

Health and safety: eliminating risk to self and others, thinking and working safely within a studio environment

4 **Be able to review own work**

Collecting feedback: asking questions; listening to others; feedback from peers, from tutor

Format of review: eg verbal, presentation, discussion, audio, audio-visual, written annotations

Performance: aspects eg own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Essential guidance for tutors

Delivery

This unit is designed to introduce the learner to the development of skills and the exploration of basic techniques for the production of interactive media design work. Learners need the opportunity and freedom to explore interactive media design techniques, equipment and materials at this introductory stage without the confines of a final project brief.

As a starting point learners, should be encouraged to investigate interactive media products they should be familiar with such as websites, DVDs or music CDs with interactive media elements. This should enable the learner to recognise the growing influence of interactive media products on their lives. Learners should develop basic skills and understanding by analysing existing interactive media products and exploring digital techniques and technology.

Learners should be taught to use a variety of techniques and technologies which will inform their own experimentation. This could be linked to a number of tasks or mini-briefs.

Depending on the choice of specialist units, tasks could combine work in different specialist areas such as graphic design, moving image, web design or photography.

Specialist programmes are not required for functions such as animation and interactivity; at this level these can be achieved using more familiar programmes such as PowerPoint. This unit can be used to develop basic skills which will be developed in other units, or to give learners a broad experience of a wide range of skills at a basic level.

Opportunities for learners to review the materials, techniques and processes they use and to discuss and comment on their properties and characteristics as well as their success and/or failure will be important.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor delivery – what is interactive media? – definition, uses and purpose. Learners record different types of interactive products, the purposes of each and considerations when designing the product on worksheets. (Learning outcome 1)
Tutor delivery of interactive media techniques and technology. Learner investigation into professional work – visit from guest speaker, or

visit to suitable environment. Learners prepare questions to ask.

Learners present their findings to the group.

Learners describe interactive media techniques and technology, either in discussion or on a worksheet. (Learning outcome 2)

Practical workshops and mini tasks – media skills building including log of work achieved. Workshops could include recording video, audio, camera use, scanning, simple animation, adding interactivity, burning to DVD. (Learning outcome 3)

Topic and suggested assignments/activities

Assignment – portfolio building.

Group discussion with peers and tutor for learners to receive feedback and comment on own work. (Learning outcome 4)

Assessment

This unit is intended to encourage learners' understanding and potential to use media products interactively. Learners should focus on developing skills through a 'hands on' experience of a range of appropriate technologies. This unit explores the interaction of media and can be achieved with a range of simple equipment and computer technology.

To achieve a pass learners should investigate a range of existing interactive media products. They should experiment with a range of technologies and techniques and comment on their work. Learners may need guidance and assistance but should make constructive use of this to be considered for a pass. When commenting on their own work they will be able to list the strengths and weaknesses of their work and suggest how it could be improved.

To achieve assessment criteria 1.1, 1.2 and 1.3 learners must name at least three interactive media products and describe the purpose of each. They should also name at least three factors to be considered when designing an interactive media product. This could be evidenced through a presentation, a discussion with the tutor, or through completion of a worksheet or proforma.

To achieve assessment criteria 2.1 and 2.2, learners must describe at least two different multimedia techniques and at least two different multimedia technologies.

To achieve assessment criteria 3.1, 3.2 and 3.3, 3.4 and 3.5 learners must be observed using interactive media techniques and technology to create one simple interactive media product. Evidence could take the form of a portfolio of evidence with appropriate annotations and responses to a series of tasks or mini-briefs.

Evidence for assessment criterion 4.1 could take the form of a group discussion where the learner gathers feedback on work from peers and the tutor. To achieve assessment criteria 4.2 and 4.3 the learner should consider two aspects that went well and at least one aspect that could be improved. Observation records and witness statements must be retained for verification purposes.

Essential resources

The resources needed will vary according to the specific technical and material demands of the multimedia tasks chosen, but are likely to include computers with appropriate software, hardware and peripherals, examples of multimedia products, specialist journals and other reference materials.

Indicative resource materials

Textbooks

- Barron A E and Ivers K – *Multimedia Projects in Education: Designing, Producing and Assessing* (Libraries Unlimited Inc, 2005) ISBN 978-1591582496
- Branston G and Stafford R – *The Media Student's Book* (Routledge, 2006) ISBN 978-0415371438
- Chapman N and J – *Digital Multimedia* (John Wiley and Sons Limited, 2009) ISBN 978-0470512166
- Counts E – *Multimedia Design and Production: For Students and Teachers* (Allyn and Bacon, 2003) ISBN 978-0205343874
- Elsom-Cook M – *Principles of Interactive Multimedia* (McGraw-Hill, 2001) ISBN 978-0077096106
- England E, Finney, A – *Managing Multimedia* (Addison-Wesley, 2001) ISBN 978-0201728989
- Kindem G and Musburger R – *Introduction to Media Production* (Focal Press, 2009) ISBN 978-0240810829
- Lachs V – *Making Multimedia in the Classroom: A Practical Guide* (Routledge, 2000) ISBN 978-0415216845
- Vaughan T – *Multimedia: Making it Work*, seventh edition (McGraw-Hill, 2007) ISBN 978-0072264517
- Wall P – *Media Studies for GCSE: Pupil Book* (Collins Educational, 2007) ISBN 000723497X

Websites

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| www.bbctraining.com | BBC Academy – Provides introductory guides to radio, television, audio and video recording, web design, post production and journalism etc. |
| www.bluelemon.de/html/en/index_1.html | Bluelemon – Provides examples of interactive media products created in 'Director'. |
| www.teachnet-uk.org.uk/2005%20Projects/MFL-Interactive%20Powerpoint/interactive-powerpoint/index.htm | Teachernet UK – Interactive Powerpoint projects. |
| www.theory.org.uk/student-tips.htm | Theory.org.uk – Website offering online resources and links for media students. |

Unit 6: Developing Multimedia Products

Unit reference number: Y/601/2166

Level: 1

Credit value: 4

Unit aim

This unit will enable learners to develop the skills needed to generate ideas for, produce and review a multimedia product.

Unit introduction

The multimedia sector is huge and growing daily. Multimedia means projects that combine different types of mediums, for example, text, graphics, sound, photography, video and interactive elements. The development of new technology and the growth of the internet have generated many opportunities for media professionals in this area. Every day we use a wide range of multimedia products such as presentations, multimedia websites or DVDs in our work or in our play.

This unit might be appropriately coupled with another unit such as *Unit 7: Introduction to Video Production* or *Unit 8: Introduction to Photography* in order to develop a vocational context. For example, if the learner is working with multimedia and photography, they might produce project work that embraces the specialist requirements for both introductory units.

Learners will plan and produce a multimedia product. This may involve the use of software and the creative integration of audio and visual material to produce a multimedia product, eg web page, internet/intranet, audiovisual presentations or displays within exhibition or museum design. It could also include sound and vision used in a range of environments, for example project still or moving image and sound at a fashion show.

It is essential that the product is focused on the needs of the user. Design and layout are important but the final product produced for this unit must be easy to use and easy to understand. At this level it is not necessary for the learner to produce a complete final project, only ideas and materials when working towards a multimedia product.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to generate ideas for multimedia products	1.1 Collect information from different sources to generate ideas for multimedia products
2 Be able to produce a multimedia product	2.1 Identify the purpose of the multimedia product 2.2 Plan the production of a multimedia product 2.3 Follow health and safety requirements 2.4 Present the multimedia product which meets the identified purpose.
3 Be able to review own work	3.1 Collect feedback on work from different sources 3.2 Review aspects that went well 3.3 Review aspects that could be improved

Unit content

1 **Be able to generate ideas for multimedia products**

Ideas: considering what the messages are or information that needs to be communicated; who it is for; notes and group discussion, brainstorming, development exercises such as sketches, flowcharts, storyboards, ideas worksheets

Sources: sources eg website design, CD ROM or other multimedia presentations, sources used by media designers; professional practice eg multimedia designers in advertising mediums eg television, internet websites, CD ROM, presentations

2 **Be able to produce a multimedia product**

Materials, techniques and processes: selecting appropriate materials eg aesthetic qualities, fitness for purpose, alternative options, properties, characteristics, effects, limitations and creative potential; understanding why some materials and techniques are more suitable than others

Planning: making appropriate developments; selecting final design, choosing appropriate processes and techniques, checking design against the project; meeting deadlines, identifying and selecting appropriate multimedia equipment and processes, identifying limitations eg resources, time, budget, deadlines

Gather resources: identifying and gathering a range of material for content

Combining materials into multimedia production: deciding on a final format; exploring combining different mediums; inputting from different mediums eg video, audio, scanning and digital photography; sequences or linking frames

Recording: production log

Health and safety: importance of health and safety eg work safely with electrical equipment and computers

Presenting product: eg explaining purpose of product, how it was produced

3 **Be able to review own work**

Collecting feedback: asking questions; listening to others; feedback from others eg peers, tutor; checking that product met purpose

Format of review: eg verbal, presentation, discussion, audio, audio-visual, written annotations

Performance: aspects eg own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Essential guidance for tutors

Delivery

This unit has been designed to give learners an opportunity to gain a basic understanding of how to plan and produce a multimedia product. The unit is also designed to allow the learner to work to a carefully structured, simple brief to encourage the development of research techniques, ideas generating and development skills appropriate to a given theme.

The use of a range of media sources will be used as a context for developing the learner's understanding of:

- multimedia techniques and processes
- multimedia visual language communication skills
- using sources to generate ideas for multimedia project briefs.

Learners will be encouraged to use the work of professional practitioners to inform and inspire their own work. Briefs should include information on requirements, limitations, and deadlines.

Learners need to be able to develop appropriate ideas and choose and use suitable multimedia techniques, assets, equipment and materials appropriate to their project ideas. They will need to assemble these into a multimedia document. There is no requirement at this level for learners to use complex multimedia authoring software; documents can be assembled in more familiar programmes such as PowerPoint. Multimedia is a complex area and it is not considered necessary that the learner produces a final product but materials in preparation for the outcome.

Ideas can be generated through traditional graphic methods such as sketches, thumbnails, storyboards, diagrams, flowcharts, ideas worksheets, as well as digitally through inputting, scanning, manipulating and refining images and text. Learners could be encouraged to investigate professional practice in multimedia design. Learners could keep a research file on a range of design work with a focus on reviewing a chosen product and the resources the designer used to undertake their work.

Learners will also need to comment on the progress of their development and make evaluations of their final work.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning.</p> <p>Tutor-led delivery – what is multimedia – its definition, use and purpose.</p> <p>Learner investigation into professional work – guest speaker or visit to suitable environment. Learner to prepare questions to ask.</p> <p>Presentation of findings. (Learning outcome 1)</p>
<p>Practical workshops and mini-tasks – gathering resources and assembling multimedia documents.</p> <p>Introduction to assignment – for example CD/DVD multimedia content for a local band.</p> <p>Assignment work – generating different visual ideas.</p> <p>One-to-one discussion with tutor to discuss ideas generated and choose an idea to develop. (Learning outcome 2)</p> <p>Assignment work – planning and gathering resources including log of work achieved.</p> <p>Assignment work – assembling the project including log of work achieved.</p> <p>Presenting the product to the group. (Learning outcome 2)</p>
<p>One-to-one discussion with the tutor to receive feedback and comment on own work. (Learning outcome 3)</p>

Assessment

For assessment criterion 1.1, learners should have evidence that they have used different sources to generate at least two of the ideas for multimedia designs. This criterion can be assessed through discussion, and through a portfolio of information collected, eg web page printouts, fliers.

To achieve assessment criteria 2.1 and 2.2, learners must prepare a plan showing the purpose of the product, the final design, the processes and techniques to be used and limitations such as resources available, time and budget and the materials and resources used. Learners must be observed following health and safety requirements to achieve assessment criterion 2.3. To meet assessment criterion 2.4, learners must present the product to an audience; the product must meet the purpose agreed for assessment criterion 2.1.

Evidence for assessment criterion 3.1 could take the form of a group discussion where the learner gathers feedback on work from peers and the tutor. To achieve assessment criteria 3.2 and 3.3, the learner should consider two aspects that went well and at least one aspect that could be improved. Observation records and witness statements must be retained for verification purposes.

Learners should be able to comment appropriately about the final outcome using a range of multimedia technical terms. At this level the work produced should be an appropriate response to an agreed brief or topic but will not necessarily be complete. Learners may need guidance and assistance but should make constructive use of this to be considered for a Pass. When commenting on their own work they will be able to list the strengths and weaknesses of their work and suggest how it could be improved.

Essential resources

Sufficient resources, work and storage space should be available for learners to explore the range of materials and techniques identified in this unit.

The following types of equipment are appropriate at this level:

- traditional graphic mediums – drawing pens, pencils, etc
- computers and printers
- software for the manipulation of digital images
- image and sound editing
- digital cameras or flatbed scanners.

Indicative resource materials

Textbooks

- Barron A E and Ivers K – *Multimedia Projects in Education: Designing, Producing and Assessing* (Libraries Unlimited Inc, 2005) ISBN 978-1591582496
- Chapman N and J – *Digital Multimedia* (John Wiley and Sons Limited, 2009) ISBN 978-0470512166
- Counts E – *Multimedia Design and Production: For Students and Teachers* (Allyn and Bacon, 2003) ISBN 978-0205343874
- Edney, A – *Powerpoint 2007 in Easy Steps* (Computer Step, 2007) ISBN 978-1840783278
- Elsom-Cook M – *Principles of Interactive Multimedia* (McGraw-Hill, 2001) ISBN 978-0077096106
- England E and Finney A – *Managing Multimedia* (Addison-Wesley, 2001) ISBN 978-0201728989
- Kindem G and Musburger R – *Introduction to Media Production* (Focal Press, 2009) ISBN 978-0240810829
- Lachs V – *Making Multimedia in the Classroom: A Practical Guide* (Routledge, 2000) ISBN 978-0415216845
- Vaughan T – *Multimedia: Making it Work, Seventh Edition* (McGraw-Hill, 2007) ISBN 978-0072264517

Websites

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| www.bbctraining.com | BBC Academy – Provides introductory guides to radio, television, audio and video recording, web design, post production and journalism etc. |
| www.bluelemon.de/html/en/index_1.html | Bluelemon – Provides examples of interactive media products created in 'Director'. |
| www.teachnet-uk.org.uk/2005%20Projects/MFL-Interactive%20Powerpoint/interactive-powerpoint/index.htm | Teachnet UK – Interactive PowerPoint projects. |
| www.theory.org.uk/student-tips.htm | Theory.org.uk – Website offering online resources and links for media students. |

Unit 8: Exploring Digital Photography

Unit reference number: D/601/2170

Level: 1

Credit value: 4

Unit aim

This unit is an introduction to digital photography and is intended to enable learners to explore basic techniques, equipment and materials in order to produce digital photographs.

Unit introduction

Photography has a wide range of applications within the media sector including photo-journalism, advertising and fashion photography, as well as applications such as wedding and portrait photography.

Learners will explore the processes involved in digital photography and will develop ideas for their own photographic work inspired by an agreed theme. This will encourage them to create a range of photographic images. They will then review their work.

This unit can be coupled with another optional unit such as *Unit 5: Introduction to Multimedia Production* to develop a vocational context. For example, if the learner is working with multimedia and photography, they might produce project work that embraces the specialist requirements for both units.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know photography technology and materials	1.1 Identify uses of photography equipment 1.2 Identify uses of digital materials and software
2 Be able to generate ideas for photographic images	2.1 Collect information from different sources to generate ideas for digital photography
3 Be able to produce photographic images	3.1 Produce a plan for producing photographic images 3.2 Capture images according to agreed plan 3.3 Select and print final images
4 Be able to review own work	4.1 Collect feedback on work from different sources 4.2 Review aspects that went well 4.3 Review aspects that could be improved

Unit content

1 **Know photography technology and materials**

Digital equipment: types eg suitable computer, digital camera, scanner, ink jet printer

Digital materials and software: types eg memory cards, image manipulation software, types of printing methods and paper

Other equipment and facilities: tripod, artificial light

Techniques: eg framing, lighting, focus; editing techniques using software eg changing colours, removing objects

2 **Be able to generate ideas for photographic images**

Sources: subject eg landscape, portrait; use eg decorative, illustrative, documentary advertising

Methods: eg individual notes and group discussion, brainstorming, development exercises; professional practice in different mediums eg press, advertising, fashion, reportage, documentary, exhibition

Resources: types eg selecting appropriate photographic and digital equipment, availability, available budget

Limitations: types eg availability of resources, timescales, cost

3 **Be able to produce photographic images**

Planning: methods eg shooting schedule, studio booking, choice of location

Image capture and printing: image selection and framing; digital technology eg use of available memory, image control using camera settings, downloading images to a computer, image manipulation to improve quality; selecting images for printing; printing of final images

4 **Be able to review own work**

Collecting feedback: asking questions; listening to others; feedback from peers, from tutor

Format of review: eg verbal, presentation, discussion, audio, audio-visual, written annotations

Performance: aspects eg own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Essential guidance for tutors

Delivery

This unit requires a structured approach to the development of skills and the exploration of and digital photographic techniques for the production of photographs. Any briefs agreed should give learners enough detail to encourage them to research themes, and should include information on requirements, limitations, and deadlines. Learners need the opportunity and freedom to explore photography at this introductory stage but would also benefit from guidelines set by the tutor in order to harness the technology.

Health and safety is very important when working in a photographic studio, or on location. Learners must understand the health and safety issues associated with the use of photographic equipment.

Learners should be encouraged to approach photography as a means of visual expression and communication. An introduction into understanding narrative imagery could be of benefit to the learner.

Learners should be encouraged to investigate a range of photographic techniques, equipment and materials. As an introduction to photography learners should explore the simplest forms and develop their ideas within the framework of a carefully agreed theme.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor-led delivery – uses of photography, equipment, materials and software. Learners record use of different photography equipment, digital materials and software on worksheet. (Learning outcome 1)
Investigation into professional work. Presentation of learner findings. Learner investigation into sources to generate ideas for photographic images. One-to-one discussion with tutor to discuss findings. (Learning outcome 2)
Workshops – digital techniques. Introduction to assignment – plan and produce a series of photographs for an exhibition promoting the local area based on the theme 'old meets new'. Assignment work – planning, sketching ideas and deciding locations and resources. Assignment work – taking photographs. Assignment work – choosing, cropping, editing and printing final images. Exhibiting work. (Learning outcome 3)
Group discussion with peers and tutor to receive feedback and comment on work. (Learning outcome 4)

Assessment

To achieve a pass learners need to demonstrate an exploration of photographic techniques, equipment and materials. They should develop a range of ideas for photographic images and produce appropriate photographic images. Learners should be able to comment appropriately about the final outcome. At this level the work produced should be an appropriate response to an agreed brief or topic but will not necessarily be complete. Learners may need guidance and assistance but should make constructive use of this to be considered for a pass. When commenting on their own work they will be able to list the strengths and weaknesses of their work and suggest how it could be improved.

To achieve assessment criteria 1.1 and 1.2, learners must identify at least three types of equipment used for digital photography and identify at least three types of digital materials and software. Evidence could be in the form of discussions with the tutor with a signed witness statement, or through completed worksheets.

To achieve assessment criterion 2.1, learners must show evidence that they have used different sources to generate at least two ideas for digital photography. This can be evidenced through observation of group discussions or one-to-one discussions with the tutor with a signed witness statement, or through written evidence of brainstorming sessions, drawings and visual references.

To achieve assessment criterion 3.1, learners must produce a plan for producing photographic images including materials and equipment to be used, the subject of photographs, location, lighting and constraints; for example, time, budget, availability of resources. Evidence for assessment criterion 3.2 can be the images captured. Evidence for assessment criterion 3.3 can be the final images printed out appropriately.

Evidence for criterion assessment criterion 4.1 could take the form of a group discussion where the learner gathers feedback on work from peers and the tutor. To achieve assessment criteria 4.2 and 4.3, the learner should consider two aspects that went well and at least one aspect that could be improved. Observation records and witness statements must be retained for verification purposes.

Essential resources

Sufficient resources, work and storage space should be available for learners to explore the range of materials and techniques identified in this unit.

The following equipment would be appropriate at this level:

- digital cameras
- lighting equipment – Tungsten halogen lamp units, electronic flash units, reflectors
- computers and printers
- software for the manipulation of digital images
- flatbed scanners.

Indicative resource materials

Textbooks

Andrews P – *Adobe PhotoShop Elements 7: A Visual Introduction to Digital Photography* (Focal Press, 2008) ISBN 978-0240521572

Andrews P and Langford M – *Langfords Starting Photography: The Guide to Creating Great Images* (Focal Press, 2008) ISBN 978-0240521107

Daly T – *The Digital Photography Handbook* (Amphoto Books, 2004) ISBN 978-0817437930

Eggers R – *Basic Digital Photography* (Amherst Media, 2001) ISBN 978-1584280361

Lessing P – *My New Digital Camera: A Very Basic Guide to Understanding, Editing and Saving Digital Photographs* (Capital Books, 2004) ISBN 978-1931868174

Journals

Pixel Magazine – www.pixelmagazine.co.uk (Park View Publishing)

Professional Photographer – www.professionalphotographer.co.uk (Archant Specialist)

The British Journal of Photography – www.bjp-online.com (Incisive Media Ltd)

Websites

www.magnumphotos.com

Magnum Photos is a photo cooperative owned by its photographer members.

www.rps.org

The Royal Photographic Society was founded to promote the art and science of photography.

www.thebppa.com

The British Press Photographers' Association.

Unit 10: Developing Audio Production

Unit reference number: T/601/2174

Level: 1

Credit value: 4

Unit aim

The aim of this unit is to give learners basic knowledge of different audio products, sound recording techniques and technology and the skills to enable them to produce an audio product.

Unit introduction

The term 'audio production' encompasses a wide variety of production activity, whether recording a local band's demo tape, community radio, podcasting or programmes on national radio.

Learners should develop a basic understanding of sound recording through investigation and experimentation. While learners will develop a basic understanding of various styles, techniques and technologies, they will also gain a basic understanding of broadcast audio production. In creating their own audio product learners will develop basic skills in sound recording, editing and mixing.

This unit could be coupled with another optional unit such as *Unit 7: Developing Video Products* to develop a vocational context. For example, if learners are working with audio and video, they might produce project work that embraces the specialist requirements for both units.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know types of audio products	1.1 Describe at least three different audio products
2 Be able to generate ideas for audio production	2.1 Use different sources to generate ideas for an audio production
3 Be able to use recording techniques and technology to produce an audio product	3.1 Use appropriate recording techniques for agreed audio production 3.2 Use appropriate recording technology for agreed audio production 3.3 Use appropriate post production techniques for agreed production
4 Be able to review own work	4.1 Collect feedback on work from different sources 4.2 Review aspects that went well 4.3 Review aspects that could be improved

Unit content

1 Know types of audio products

Products: items for broadcast eg news, commercials, drama; music recording; audio books

Audio delivery formats: types eg CD, music TV, digital sound files, eg MP3, wav

2 Be able to generate ideas for audio production

Sources: eg news items, commercials, drama, music

Ideas: eg message or purpose, subject, information to be communicated, story, who it is for; methods eg brainstorm ideas; exploring how others/professionals use audio production, content eg scripted voice, unscripted voice, music, sound effects

3 Be able to use recording techniques and technology to produce an audio product

Pre-recorded sources: types eg CD, digital sound files, interview material, commentary

Audio capture: types eg indoor and outdoor broadcast, interviews, atmosphere, dialogue, group debate

Mixing audio: types eg for radio production, live, recorded, studio, analogue, digital

Technical conventions: types eg effects, recording and playback formats (CD, digital sound files, eg MP3, wav)

Production: techniques eg recording, monitoring levels, location

Post-production: eg mixing, linear, non-linear

4 Be able to review own work

Collecting feedback: asking questions; listening to others; feedback from peers, from tutor

Format of review: eg verbal, presentation, discussion, audio, audio-visual, written annotations

Performance: aspects eg own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Delivery

This unit has been designed to give learners an opportunity for learners to undertake focused projects in the specialist area of audio recording. The intention is to focus the learner's attention on the wide-ranging opportunities provided by the medium. This in turn will inform them when addressing other mediums associated with audio production, for example video, music, etc.

As a starting point, the learner will need to research existing audio products and formats. Learners should be encouraged to investigate the many and varied applications of audio in a variety of contexts from news to music, drama to advertising. Learners should be encouraged to experiment with different technologies in different conditions and for varying purposes. Through workshops and mini-briefs learners will understand the suitability of various recording devices to environment and conditions, ie what microphone to use outdoors for atmosphere or dialogue. In response to an agreed brief or topic learners should produce short audio products in a broadcast format either individually or as part of a group. Product quality and time management should be taken into consideration during commenting on their work.

Learners should be encouraged to listen to a wide range of radio productions to understand the creative possibilities of the medium.

Technical skills could be developed in practical workshop sessions giving learners the opportunity to experiment with techniques and technology. While some activities could be centred on individual learning much of the production work could be team based.

Activities could be organised in the form of mini-assignments that allow learners to focus on special aspects of audio production such as interviewing, vox pops, editing, recording voice pieces, etc.

Classroom discussion is a vital element in both generating ideas and evaluating skills.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning.</p> <p>Tutor delivery – what to look for – different audio products, audio uses and formats.</p> <p>Learner investigation into professional work.</p> <p>Presentation of learner findings.</p> <p>Learners describe different audio products, in discussion or on worksheet. (Learning outcome 1)</p>
<p>Workshops – audio capture indoors and outdoors, mixing audio, adding effects, using pre-recorded sources and exporting.</p> <p>Learner investigation into sources. Learners use different sources to identify ideas for audio production, in discussion with the tutor. (Learning outcome 2)</p> <p>Mini-brief – work in groups to plan and record vox pops, for example, about a new movie release.</p> <p>Class feedback on work produced.</p> <p>Introduction to assignment – for example plan and produce a radio commercial.</p> <p>Assignment work.</p> <p>Presentation of product to the class. (Learning outcome 3)</p>
<p>Group discussion for learners to receive feedback from peers and tutor and comment on own work. (Learning outcome 4)</p>

Assessment

To achieve a pass learners should demonstrate understanding and use of pre-production and production techniques in relation to an agreed brief or and be able to comment on the process appropriately. At this level the work produced should be an appropriate response to an agreed brief or topic but will not necessarily be complete. Learners may need guidance and assistance but should make constructive use of this to be considered for a pass. When commenting on their own work they will be able to list the strengths and weaknesses of their work and suggest how it could be improved.

To achieve assessment criterion 1.1, learners need to describe at least three types of audio products. Evidence could be in the form of an oral presentation, or a discussion with the tutor with a signed witness statement, or through a completed worksheet.

To achieve assessment criterion 2.1, learners must show evidence that they have used different sources to generate at least two ideas. This can be evidenced through observation of group discussions or one-to-one discussions with the tutor with a signed witness statement, or through written evidence of brainstorming sessions, drawings and visual references.

To achieve assessment criteria 3.1, 3.2 and 3.3, learners must create an audio product. Evidence can be the product recorded, with a learner log of techniques and technology used, or observation of learners' work with signed witness statements. Samples of recordings should be kept on tape or disc so that learners are able to monitor their skills development. Learners should at all times be encouraged to evaluate their own performance and receive feedback from peers as well as tutors.

Evidence for assessment criterion 4.1 could take the form of a group discussion where the learner gathers feedback on work from peers and the tutor. To achieve assessment criteria 4.2 and 4.3, the learner should consider two aspects that went well and at least one aspect that could be improved. Observation records and witness statements must be retained for verification purposes.

Essential resources

Learners need access to a range of facilities that may include portable recording equipment, studio facilities, a range of microphones with varying pick up patterns and mixing desks or computers with multi-track mixing facilities.

Examples of professional recordings and scripts should be made available to learners.

Learners will need internet access for research purposes as well as access to books on radio production and industry journals.

Indicative resource materials

Textbooks

Kinnaird M – *Sounds Like a Good Idea* (Network Continuum Education, 2008)
ISBN 978-1855394483

McLeish R – *Radio Production, Fifth Edition* (Focal Press, 2005) ISBN 978-0240519722

Nisbett A – *Sound Studio: Audio Techniques for Radio, Television, Film and Recording, Sixth Edition* (Focal Press, 2003) ISBN 978-0240519111

Journals

Broadcast

Radio Magazine

Websites

www.broadcastnow.co.uk	Broadcast – Online magazine dedicated to news and features on broadcasting.
www.flashkit.com	Flashkit – Copyright free digital sound effects and loops.
www.mediacollege.com/audio/	Media College – Provides tutorials in aspects of audio, eg connections, microphones, sequencing.
www.ofcom.org.uk	Ofcom – The regulator of the radio industry.
www.radioacademy.org/	The Radio Academy – A site dedicated to senior industry figures and academics with background features and careers.

Unit 13: Job Opportunities in Creative Media

Unit reference number: J/601/2177

Level: 1

Credit value: 4

Unit aim

The principal aim of this unit is for learners to gain knowledge of working in a media industry by exploring job opportunities across the creative media sector.

Unit introduction

The creative media sector includes a wide range of different types of company and job roles.

It is important that those who are thinking about working in the creative media industry should understand what types of jobs are available, what those jobs involve, and how they might be obtained.

In this unit, learners will explore conditions of employment and the qualifications and skills required for different jobs in the sector. Learners will have the opportunity to set realistic short- and medium-term goals for their career pathway in media.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know job opportunities in the creative media sector	1.1 Identify at least three jobs in different industries of the creative media sector 1.2 Describe at least three different job roles in the creative media sector
2 Know terms and conditions of employment within the creative media sector	2.1 Describe the terms and conditions of employment for at least three selected jobs in the creative media sector
3 Know about the qualifications and skills needed for jobs in the creative media sector	3.1 Identify qualifications required for at least three selected jobs in the creative media sector 3.2 List skills required for selected jobs in the creative media sector
4 Be able to plan how to start work within the creative media sector	4.1 Plan to start work within the creative media sector

Unit content

1 Know about job opportunities in the creative media sector

General job roles: eg management, creative, editorial, technical, research, financial, organisational, administrative

Film and TV industry: eg presenter, animator, art director, director, producer, autocue operator, boom operator, lighting technician, camera operator, editor, foley artist, production assistant, grip, runner

Web design and multimedia industry: eg multimedia design, multimedia production, web developer, photo imaging, applications developer, animator, scriptwriter, Search Engine Optimisation (SEO) specialist, programmer, quality assurance tester

Radio and music production industry: eg recording engineer, producer, studio assistant, booker, studio manager, editor, service and maintenance, mastering engineer, studio administration, reporter, interviewer, researcher, script writer, presenter, studio assistant, programme scheduler, volunteer

Print and advertising industry: jobs eg researcher; graphic designer; layout artist; photographer; journalist; copywriter; subeditor; editor; printer; production coordinator; print finisher; publisher

Games design industry: eg 3D modeller, animator, artist, audio engineer, designer, scriptwriter, level designer, programmer, games tester

2 Know terms and conditions of employment within the creative media sector

Work patterns: self-employment; hours of work; shift work eg early starts, late finishes, night work, weekend work, Bank holiday work; irregular work pattern; flexitime; days off during week; annual leave

Pay: pay patterns eg weekly, monthly, salary scales, increments on completion of job

Benefits: types of benefit eg pension, bonus, overtime, training/professional development; non-PAYE

3 Know about the qualifications and skills needed for jobs in the creative media sector

Qualifications: essential; desirable; general qualifications eg GCSEs, GCEs, diplomas; work-based qualifications eg NVQs; vocational qualifications eg BTEC qualifications, apprenticeships; practical qualifications in eg moving and lifting, first aid; higher qualifications eg degree

Skills and qualities: personal qualities eg organising self, ability to interrelate with others; work-related skills eg communication, teamwork, problem solving, self-management

4 **Be able to plan how to start work within the creative media sector**

Career planning: personal skills audit, own abilities, interests, values, personal qualities, lifestyle, constraints

Finding out about jobs: career pathways; experience requirements; methods eg websites, Connexions, careers fairs, trade journals, people eg family, friends, tutor

Making plans: consider options; realistic short-term goals; medium-term goals

Essential guidance for tutors

Delivery

Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, seminars, practical workshops, external trips and guest speakers. Additional learning resources include journals, videos, DVDs, case studies, learner presentations and group work.

The tutor could start delivering the unit by inviting guest speakers working in different jobs across the creative media sector. Learners could prepare questions to ask speakers about their job roles and conditions of employment.

Learners may be able to visit different media organisations and interview or work shadow an employee. On return to the centre, learners could create a leaflet to include information about the job role and conditions of employment as a factsheet for other learners to follow.

Videos and case studies can be used to help learners understand the range of job roles in the sector.

In groups, learners could complete web-based research into job roles in different settings and departments in media organisations, and then report back to the rest of the group.

For learning outcome 2, learners could work in groups and use the local and national press and the internet to find a variety of job advertisements and list the work patterns, pay and benefits advertised.

The opportunity to analyse real job descriptions, covering a wide range of jobs in the media sector, would help learners to understand the similarities and differences between the work patterns, pay and benefits of different jobs in the sectors.

Learners could be grouped with those who are interested in similar jobs to complete web-based research into the qualifications, skills and qualities required for their preferred jobs in the sector and then report back to the rest of the group. Learners may use PowerPoint or flipcharts to present this information.

Learners could visit Connexions, or access careers advice from LearnDirect to help them begin their career plan. The need for goal setting and the difference between long- and short-term goals could be explored through a question and answer session.

Learners at this level may need support in completing a personal skills audit and identifying and setting long- and short-term goals for themselves for learning outcome 4. This may be achieved through one-to-one discussion or tutorials.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning.
Tutor-led discussions on job opportunities in: <ul style="list-style-type: none">• film and TV industry• web design and multimedia industry• radio and music recording industry• print and advertising industry• games design industry.
Visit by Connexions advisers.
Visit by professional/s in media sector.
Tutor-led discussions and worksheets on: <ul style="list-style-type: none">• working patterns• pay and benefits• qualifications, skills and qualities.
Introduction to research assignment.
Small group research on internet and newspapers/journals – learners select one of the above and gather information about the following: <ul style="list-style-type: none">• range of jobs• working patterns• pay• benefits• qualifications• skills and qualities.
Small-group presentations of information on selected media industry.
Personal skills audit, one-to-one guidance discussing opportunities and making plans.
Portfolio building, feedback and improvement.

Assessment

The assessment criteria for this unit can be combined into one assignment task as a plan to start work. This may take the form of a loose-leaf folder.

To meet assessment criterion 1.1, learners will need to identify three different jobs from different industries in the media sector; this could include the following industries:

- film and TV industry
- web design and multimedia industry
- radio and music production industry
- print and advertising industry
- games design industry.

To meet assessment criterion 1.2, learners could select three jobs from one sector, or across the media sectors; for example a television studio, an advertising agency, a hospital radio station; and describe a total of three jobs in the selected setting/s.

To meet assessment criterion 2.1, learners could select three jobs from one sector, or across the media sectors and compare the work patterns, pay and benefits. These could be the three jobs selected for assessment criterion 1.2. This could be presented in the format of a chart.

For assessment criteria 3.1 and 3.2, learners will need to give details about the skills and qualifications required for three jobs from one sector, or across the media sectors. These could be the three jobs selected for assessment criteria 1.2 and/or 2.1.

The career plan required for assessment criterion 4.1 requires the learner to undertake a personal skills audit and identify their interests. This could be recorded using a pro forma.

Learners will need to provide evidence of their research into possible jobs in the media sector. This may be evidenced with leaflets, downloads from websites, discussions with the class group, tutors or careers advisers.

The career plan should identify one medium-term goal and two short-term goals.

Essential resources

Centres should develop and maintain their own library of resources containing up-to-date information on the creative media sector.

Indicative resource materials

Textbooks

BFI Film and Television Handbook (published annually by the British Film Institute)

Bowker J – *Looking at Media Studies for GCSE, Second Edition* (Hodder Arnold, 2003)
ISBN 978-0340848555

Branston G and Stafford R – *The Media Student's Book, Fourth Edition* (Routledge, 2006)
ISBN 978-0415371438

Wallus J – *The Media (Look Ahead: a Guide to Working in)* (Heinemann Library, 2001)
ISBN 978-0431094878

Websites

www.businesslink.gov.uk	Business Link – provides local and regional business links and practical advice for businesses.
www.connexions-direct.com	Connexions – advice for young people, including careers advice.
www.learndirect-skills.co.uk	Learndirect – advice on courses and training.
www.mediaweek.co.uk	MediaWeek – media news, comment and blogs.
www.media-match.com/jobtypes/job-descriptions.php	Media-match – recruitment website for the media sector, gives job descriptions for different roles.
www.nebpn.org	National Education and Business Partnership Network.
www.skillset.org/careers/	Skillset, the Sector Skills Council for the Media sector – advice on careers in the sector
www.excellencegateway.org.uk	Excellence Gateway – resources, support and advice for post-16 learning and skills.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know digital video production technology and techniques	1.1	Identify digital video equipment	<ul style="list-style-type: none"> □ <i>Digital video equipment:</i> e.g. memory card, HD camcorder, SD camcorder, digital single lens reflex (DSLR)
		1.2	Describe digital video techniques	<ul style="list-style-type: none"> □ <i>Digital video techniques:</i> e.g. framing, shot type (close up, low angle), shot length; camera set ups, e.g. setting up the recording equipment in the correct way, e.g. using a tripod, positioning microphones
2	Be able to generate ideas for a video production	2.1	Collect information from different sources to generate ideas for a video production	<ul style="list-style-type: none"> □ <i>Sources:</i> e.g. viewing video productions, looking for stories, internet □ <i>Ideas:</i> message; subject; information to be communicated; story, e.g. drama, news item; style of video; audience, purpose; methods, e.g. mindmap ideas, gather visual references, drawings, thumbnail sketches; exploring professional practice
3	Be able to apply pre-production techniques	3.1	Prepare a plan to produce an agreed video production	<ul style="list-style-type: none"> □ <i>Planning:</i> factors, e.g. time lines, equipment lists, location, audience, budget, contingency, resources, talent, crew
		3.2	Prepare a storyboard for an agreed video production	<ul style="list-style-type: none"> □ <i>Storyboard:</i> methods e.g. hand-drawn or digital photos, shot length, shot type and annotations; sequencing

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to undertake production and post-production work for agreed video production	4.1	Choose equipment to produce agreed video	<ul style="list-style-type: none"> □ <i>Appropriate equipment:</i> e.g. camera, tripod, sound, lighting equipment
		4.2	Demonstrate production skills while producing agreed video	<ul style="list-style-type: none"> □ <i>Skills:</i> e.g. setting up, run through, shooting, logging shots
		4.3	Follow post-production processes for agreed video production	<ul style="list-style-type: none"> □ Post-production: post-production practices, e.g. editing picture, editing sound, adding graphics, adding text
		4.4	Follow health and safety procedures	<ul style="list-style-type: none"> □ Health and safety: working safely with electrical equipment and computers, e.g. video cameras, digital editing equipment; handling lighting; handling props
5	Be able to review own work	5.1	Collect feedback on work from different sources	<ul style="list-style-type: none"> □ Collecting feedback: asking questions; listening to others; feedback from others, e.g. peers, tutor
		5.2	Review aspects that went well	<ul style="list-style-type: none"> □ Format of review: e.g. verbal, presentation, discussion, audio, audio-visual, written annotations
		5.3	Review aspects that could be improved	<ul style="list-style-type: none"> □ Performance: aspects, e.g. own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Information for tutors

Delivery

This unit is designed as an introduction to video production and as such should give the learner a basic understanding of professional practices whilst encouraging the learner to develop an interest through experimentation.

This unit requires the learner to think of and select ideas using investigation into professional work as a starting point, and then to plan and produce own video material. Owing to the nature of the work some production work can be team based. The learning programme should be balanced to allow for technical input (such as compositional elements of video and camera usage) and workshop time to give all learners an opportunity to experiment with different techniques and technology. When working as part of a group it is important that learners understand their individual roles and that work is structured in such a way as to allow individual achievement to be accurately assessed. Learners could revolve around production and post-production roles to ensure they can experience each area.

Investigation into how professionals working in video have used 'similar' resources should include visual enquiry and practical exploration. For example, learners could be asked to explore the source of an idea or a variety of camera angles or compositions that they have seen in professional work. Research could include a consideration of different styles of video production, from music video to documentaries, in developing an awareness of techniques and styles.

When producing video recordings the learner will need to use a range of resources. They will need to understand how to use recording equipment and techniques in an appropriate and safe way.

At this introductory stage learners should prepare pre-production work in response to an agreed brief or topic. Learners will need to be introduced to the importance of research and this can be initially tutor-led in the form of a range of video production examples. The learner should be encouraged to recognise the importance of pre-production and preparation as the key to successful video production work. Learners should be shown examples of storyboards and produce their own to gain an understanding of sequencing.

In response to an agreed brief or topic, the learner should demonstrate the skills they have learned to effectively produce a video production in whole or part form. They also need to understand the importance of health and safety during a production.

Learners should be encouraged to keep production notes or a blog to log the work they have achieved.

Note: while learners should have an awareness of, and may experiment with, post-production techniques, there is no requirement in this unit for them to produce final edited footage. However this unit could be linked to *Unit 11: Audio and Video Editing* and the footage generated could be used to form a basis for the work on that unit.

Learners are required to discuss both their experience and achievement in this unit. They may answer questions such as: What was achieved? How was it achieved? How could it be improved?

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor delivery – digital video equipment and techniques, shooting techniques, what to look for in professional work. Learners identify digital video equipment and describe techniques through discussion with the tutor or on a worksheet. (learning outcome 1) Group discussion – developing ideas for video production, sources of ideas. One-to-one discussion with the tutor to identify ideas. (learning outcome 2)
Investigation into professional work. Presentation of student findings. Tutor delivery – the production process and health and safety. Practical workshop – set up video production equipment. Mini-brief – work in groups to film a 30-second video about what learners like about the course. Practical workshop – introduction to editing and exporting video. Screening of learners’ work for mini-brief. Introduction to assignment – promotional video for school/college sports activities. Assignment Task 1 – generating ideas, planning, storyboard/scripting, shot choices. Assignment Task 2 – filming, capturing footage, basic editing and exporting including daily log of learner work. Screening of learner work for assignment. (learning outcomes 3 and 4)
Group discussion with peers and tutor to receive feedback and comments on own work. (learning outcome 5)

Assessment

To achieve a pass learners must demonstrate understanding and use of video equipment and techniques and be able to comment on the process appropriately. At this level the work produced should be an appropriate response but will not necessarily be complete. Learners may need guidance and assistance but should make constructive use of this to be considered for a pass. When commenting on their own work they will be able to list the strengths and weaknesses of their work and suggest how it could be improved.

To achieve assessment criteria 1.1 and 1.2, learners must identify at least two types of digital video equipment and describe at least two types of video production techniques. This can be evidenced in the form of a presentation, completed worksheets or discussions with the tutor with a signed witness statement:-

To achieve assessment criterion 2.1, learners must show evidence that they have used different sources to generate at least two ideas. Learners could present evidence of their research into these ideas in the form of a workbook, screen grab or blog, or one-to-one discussions with the tutor with a signed witness statement, or through written evidence of brainstorming sessions, drawings and visual references.

To achieve assessment criterion 3.1, they need to put together a plan to produce a video, listing factors such as equipment to be used, location, style, planned audience and constraints such as timelines.

To achieve assessment criterion 3.2, learners need to prepare a storyboard for a video production agreed with the tutor which can be hand-drawn, use digital photographs with appropriate annotation e.g. framing, shot type and length.

To achieve assessment criteria 4.1, 4.2, and 4.3 learners should be observed selecting appropriate equipment and using appropriate skills for the agreed video production and then using appropriate post-production processes. Evidence for assessment criteria 4.1, 4.2 and 4.3 could be through checklists and logs produced by the learner, observation reports and witness statements, and the footage that is filmed and edited accompanied by a learner log of work achieved. Evidence for assessment criterion 4.4 could be in the form of photographs of the learner working safely and a signed witness statement to say that the learner has followed health and safety guidance.

For assessment criterion 5.1, learners must review the feedback they received and comment on how they might have changed their video product in the light of feedback. Learners could take part in a group discussion where learners show their video work and comment either live or through a director's commentary. To achieve assessment criteria 5.2 and 5.3 learners should consider two aspects that went well and at least one aspect that could be improved. Observation records and witness statements must be retained for verification purposes.

Suggested resources

Books

Millerson G and Owens J – *Video Production Handbook, Third Edition* (Focal Press, 2011) ISBN 9780240522203

Vineyard J – *Setting up Your Shots: Great Camera Moves Every Film Maker Should Know* (Weiss Productions, 2008) ISBN 9781932907421

Websites

www.mediacollege.com

Media college – educational and resource website for electronic media

<http://voices.yahoo.com/equipment-tips-beginner-broadcase-journalism-video-5386937.html>

Tips on video production

Unit 9: Developing Animation

Unit reference number: T/505/1501

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit has been designed as introduction to animation. It aims to develop learners' knowledge of animation styles and techniques and to enable them to develop basic skills for animation techniques.

Unit introduction

Animation production is a significant activity in the media sector, in television programmes, but also on the internet and in the computer games industry. While computer-generated animation is now very popular, traditional techniques such as stop frame animation are still widely used.

Learners may be introduced to a number of animation techniques but should focus on one specific technique for the production of an animation sequence. Learners will experiment with a range of animation techniques from Flipbook to Flash. They will be able to produce a short animation sequence.

Essential resources

Centres could offer research resources in the form of relevant books, videos and internet access on technique, history and contemporary practices.

Learners should have access to adequate production equipment. This may take the form of a traditional rostrum with film or video recording and suitable audio facility or of appropriate computer software packages.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know animation styles and techniques	1.1	Describe styles used by different animators	<ul style="list-style-type: none"> □ <i>Styles</i>: e.g. traditional hand drawn, stop motion, computer generated
		1.2	Identify techniques used by contemporary animators	<ul style="list-style-type: none"> □ <i>History of animation</i>: past animation; current animation □ <i>Techniques</i>: types, e.g. flip book, filmstrip, time lapse photography, sequential photographs, movement, drawing, collage, index cards, cut-out animation, cell animation, mark making on film, collage
2	Be able to develop ideas for an animated sequence	2.1	Collect information from different sources to generate ideas	<ul style="list-style-type: none"> □ <i>Sources</i>: e.g. stories, drama, pictures, shapes, animals
		2.2	Develop ideas for an animated sequence	<ul style="list-style-type: none"> □ <i>Ideas</i>: audience; story, e.g. simple, comic, dramatic, children's, fairytale adaptation; methods e.g. thoughtshower, gather visual references, drawings, thumbnail sketches □ <i>Develop a character</i>: types, e.g. human, non-human, roles, behaviour, voice
3	Be able to produce materials for an animated sequence	3.1	Plan to produce an agreed animated sequence	<ul style="list-style-type: none"> □ <i>Plan</i>: idea; materials; techniques; storyboard; timescales
		3.2	Produce materials for the agreed animated sequence	<ul style="list-style-type: none"> □ <i>Use appropriate techniques</i>: techniques, e.g. cut-outs, drawings, painting, mixed media, stop frame, digital photography, photocopied, software, sound, music, SFX, voice over □ <i>Materials</i>: e.g. paints, drawing materials, cut-out shapes, software, computer, digital camera

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to review own work	4.1	Collect feedback on work from different sources	<ul style="list-style-type: none"> □ Collecting feedback: asking questions; listening to others; feedback from peers, from tutor
		4.2	Review aspects that went well	<ul style="list-style-type: none"> □ Format of review: e.g. verbal, presentation, discussion, audio, audio-visual, written annotations
		4.3	Review aspects that could be improved	<ul style="list-style-type: none"> □ Performance: aspects, e.g. own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Information for tutors

Delivery

This unit is intended as an introduction to animation and to encourage some creative expression whilst developing a limited understanding of a few of the practical applications in animation products.

The unit could be taught through a variety of activities. Short introductory practical exercises might include the production of storyboards, cut-outs, simple flipbooks, etc. Various animation techniques can be underpinned with screenings of professionally produced examples in advertising, music videos, film. Discussion of examples should concentrate on the animation method employed and demonstrate the way in which the animation has been constructed, whether it be cell, cut-outs, mixed media, stop frame, etc.

Animation is a time consuming business and this unit is an introduction to animation. Simple animation could be achieved and simple animation techniques such as flipbook.

Lectures and discussions should be incorporated into the programme as time and resources allow.

Where possible, outside visits could include animation studios, festivals and cinema screenings.

Learners should be encouraged to investigate a range of animation styles to give a basic awareness of the range of animation styles in existence. For example, they could investigate styles, content and techniques. To introduce the learners to animation they should first explore the simplest forms. They should understand the importance of preparation to animation. Learners should produce materials in preparation for an animated sequence. They should communicate a clear idea of style and technique intended for the final animation. A short animation sequence will not be an impossible task for learners given the development of technology and techniques in animation.

Learners should show their animation sequence to an audience in order to gather feedback. This feedback will inform their review of their own work.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning. Tutor-led delivery – different animation styles.
Learner investigation into professional work. Presentation of learner findings. Learners describe styles and techniques used by different animators. (learning outcome 1)
Practical workshops in different animation techniques, including some screenings. Learners generate ideas from different sources and develop an idea for a specific animation. (learning outcome 2)
Introduction to assignment – in small groups animate a scene from an animation, for example, a children’s story. Assignment Task 1 – generating visual ideas for backgrounds and characters, deciding on techniques, script, storyboard. Assignment Task 2 – creating materials for animation. Depending on the techniques chosen this could include 2D paper puppets, clay models, a sequence of still photographs which could be imported into a programme such as Powerpoint or iMovie to produce a final digitised animated sequence. Learners present work for assignment. (learning outcome 3)
Group discussion with peers and tutor to receive feedback and comment on own work. (learning outcome 4)

Assessment

To achieve a pass, learners need to investigate the work of others in the field of animation. They should develop range of initial ideas for an animated sequence, and produce appropriate materials for an animated sequence. Learners will make appropriate comments about their own work. At this level the work produced should be an appropriate response to an agreed brief or topic but will not necessarily be complete. Learners may need guidance and assistance but should make constructive use of this to be considered for a pass. When commenting on their own work they will be able to list the strengths and weaknesses of it and suggest how it could be improved.

To achieve assessment criteria 1.1 and 1.2, learners need to describe different styles used by animators and identify at least two techniques used by contemporary animators. Evidence could be in the form of an oral presentation supported by video examples of professional animators and techniques, or the form of a research file.

To achieve assessment criterion 2.1, learners must produce information collected from different sources with at least two ideas generated from this information for an animated sequence for 2.2. Evidence can be in the form of a research file.

To achieve assessment criterion 3.1, learners must plan an animated sequence which has been agreed with the tutor. This can be evidenced through appropriate pre-production documentation, through a discussion with a signed witness statement, or through completion of a proforma. The plan should include the idea, materials and techniques to be used, type of artwork and storyboard. To achieve assessment criterion 3.2, learners must produce materials for the animated sequence. This can be evidenced through appropriate documentation including screen grabs of their digital animations, layouts of cell animation, photographs of their claymation characters, through a discussion with a signed witness statement, or through completion of a proforma.

Evidence for assessment criterion 4.1 could take the form of a learners' review of the group feedback. This should be evidenced through learners' reflections on their work and the changes they could make. To achieve assessment criteria 4.2 and 4.3, the learner should consider two aspects that went well and at least one aspect that could be improved. Observation records and witness statements must be retained for verification purposes. Observation sheets showing evidence of each member's contribution to group discussions should be retained.

Suggested resources

Books

Lord P and Sibley B – *Cracking Animation: The Aardman Book of 3D Animation* (Thames & Hudson, 2004) ISBN 978-0500511909

Shaw S – *Stop Motion: Craft Skills for Model Animation* (Focal Press, 2008) ISBN 978-0240520551

Websites

www.aardman.com	Aardman – a tour of the studio and showcase for Aardman's current offerings
www.anim8ed.org.uk	Online animation resource aimed at young people
www.awn.com	Animation World Network – an electronic monthly publication devoted to the art, craft and industry of animation, featuring intelligent news, reviews, commentary and opinion written by the leading minds in the field today.
www.pixar.com	Pixar – offers information on the different stages of production.

Unit 11: Audio and Video Editing

Unit reference number: A/505/1502

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

The aim of this unit is to introduce learners to the knowledge and skills needed for editing and can be applied to audio/visual, and audio or visual-based production work.

Unit introduction

Editing techniques can be applied to audio or visual production work. Learners will develop their knowledge of when and why editing is carried out and will generate ideas for editing by collecting information and planning to edit materials. Learners will then follow their plan to edit the materials and will review their work by collecting feedback and reviewing aspects that went well and aspects that could be improved.

Much professional editing is now undertaken using digital systems and it is likely that the production work for this unit will take place using digital systems. However, learners should have an awareness of both traditional and digital techniques and this unit does not preclude the use of traditional editing equipment for production work.

Essential resources

Resources should be available for learners to watch and take part in critical evaluations of video/audio/visual materials, either in a group or in an individual context. Appropriate editing equipment is required. A suitable level of either analogue (two-machine or three-machine edit) or digital editing facilities (timeline-based or non-linear) should be available for the completion of any video process.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand when editing is used and why	1.1	Identify different materials that are edited	<ul style="list-style-type: none"> □ <i>Audio</i>: e.g. news, commercials, drama, commentary, music, speech/dialogue □ <i>Audio-visual</i>: e.g. drama, documentary, news, commercials, music video, cinema trailers □ <i>Editing techniques</i>: e.g. cut, cutaway shot, reaction shot, insert shot, fade
		1.2	Explain why editing is carried out	<ul style="list-style-type: none"> □ <i>Purpose of editing</i>: to construct a narrative; to meet time constraints; to improve performance
2	Be able to generate ideas for editing	2.1	Collect information from different sources to generate ideas for editing	<ul style="list-style-type: none"> □ <i>Sources</i>: e.g. a news item, a drama, music □ <i>Ideas</i>: e.g. drama, music video, documentary, advertisement, to improve performance, e.g. music, to shorten an item, e.g. news item, drama scene □ <i>Pre-recorded and found sources</i>: types, e.g. video, audio, CD, from web, live recordings, radio recordings □ <i>Self-generated materials</i>: video soundtrack; audio recordings; digital formats
		2.2	Plan to edit materials	<ul style="list-style-type: none"> □ <i>Plan</i>: reasons for editing; sections to be edited; techniques to be used
3	Be able to edit materials	3.1	Edit materials according to plan	<ul style="list-style-type: none"> □ <i>Video and audio equipment</i>: e.g. camcorder, mobile telephone, digital sound files, e.g. MP3, wav □ <i>Editing systems</i>: e.g. digital, linear, non-linear, time-based, digital audio, appropriate analogue systems □ <i>Edit</i>: for pace, timing, sequence, sound balance, shortening or lengthening

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to review own work	4.1	Collect feedback on work	<ul style="list-style-type: none"> □ <i>Collecting feedback</i>: asking questions; listening to others; feedback from peers, from tutor
		4.2	Review aspects that went well	<ul style="list-style-type: none"> □ <i>Format of review</i>: e.g. verbal, presentation, discussion, audio, audio-visual, written annotations
		4.3	Review aspects that could be improved	<ul style="list-style-type: none"> □ <i>Performance</i>: aspects, e.g. own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Information for tutors

Delivery

This unit is designed as an introduction to the process and practices of editing and as such should give learners a basic understanding of professional practice while encouraging them to develop an interest through experimentation.

This unit requires learners to think of, and select, ideas using investigation into professional work as a starting point, and then to plan and produce edited material. The learning programme should be balanced to allow for technical input and workshop time to give all learners an opportunity to experiment with different techniques and technology. When working as part of a group it is important that learners understand their individual roles and that work is structured in such a way as to allow individual achievement to be accurately assessed.

Briefs and topics should be agreed with the tutor and may include creating advertising such as film trailers or editing vox pops to support opinion, etc.

The learner should be encouraged to investigate professionally edited material such as television, radio, and motion picture products. The learner should be encouraged to recognise the editing techniques employed to deliver the message/meaning/story. In response to an agreed brief or topic the learner should gather appropriate materials for editing. These materials can be found, for example copyright free audio or video clips from the web, or self-generated. The materials should then be collated and organised in preparation to be edited. It is recommended that the learner is given sufficient guidelines and parameters in the agreed brief or topic so that they are able to focus their search. In response to an agreed brief or topic they should demonstrate the skills they have learned to produce an edited product in an assigned format effectively.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led delivery – what materials are edited? Why?

Learner investigation into professional work.

Presentation of learner findings.

Learners identify different materials that are edited and describe when editing is carried out. (learning outcome 1)

Learners research different sources to develop initial ideas. (learning outcome 2)

Topic and suggested assignments/activities

Workshops and mini-tasks – video and audio editing techniques, effects and exporting.

Introduction to Assignment – for example plan and produce a video ‘magazine’ show for 14-18 year olds.

Assignment work – as groups decide on format and produce/gather resources including individual log of work achieved.

Assignment work – as individuals edit a section of the show including log of work.

Assignment work – as groups review and edit together the final cut of show including individual log of work achieved.

Presenting work. (learning outcome 3)

Group discussion with peers and tutor for learners to receive feedback and comment on own work. (learning outcome 4)

Assessment

To achieve a pass, learners should demonstrate an investigation of examples of edited materials in relation to an agreed brief or topic. Learners should gather a range of materials to be edited. Learners should undertake editing of materials and be able to comment appropriately on the process. At this level the work produced should be an appropriate response to an agreed brief or topic but will not necessarily be complete. Learners may need guidance and assistance but should make constructive use of this to be considered for a pass. When commenting on their own work they will be able to list the strengths and weaknesses of their work and suggest how it could be improved.

To achieve assessment criteria 1.1 and 1.2, learners must identify types of materials that are edited and explain why editing is carried out. Evidence can be in the form of an oral presentation, completed worksheets or a discussion with the tutor with signed witness statement.

To achieve assessment criterion 2.1, learners must show that they have used different sources to generate at least two ideas for editing. This can be evidenced through a completed log and discussion with the tutor or completed log. To achieve assessment criterion 2.2 learners must produce an initial plan for editing the materials. Assessment criterion 3.1 can be evidenced through the edited material which must follow the plan.

Assessment criteria 4.1, 4.2 and 4.3 must take the form of a presentation where the learner shows their edited work to the group or group discussion where the learner gathers feedback on work from peers and the tutor. The learner should describe two aspects which went well and at least one aspect that could be improved. Observation records and witness statements should be kept for verification purposes.

When working as part of a group it is important that learners understand their individual roles and that work is structured in such a way as to allow individual achievement to be accurately assessed.

Suggested resources

Books

Kinnaird M – *Sounds Like a Good Idea* (Continuum, 2008) ISBN 978-1855394483

McLeish R – *Radio Production, Fifth Edition* (Focal Press, 2005)
ISBN 978-0240519722

Millerson G – *Video Production Handbook, Third Edition* (Focal Press, 2008)
ISBN 978-0240513218

Nisbett A – *Sound Studio Audio Techniques for Radio, Television, Film and Recording Sixth Edition* (Focal Press, 2003) ISBN 9780240519111

Wells P – *Digital Video Editing: A User's Guide* (Crowood Press Ltd, 2007)
ISBN 978-1861269522

Websites

www.mediacollege.com

Media college – educational and
resource website for electronic media

Unit 6: Growing Plants for Commercial Use

Unit reference number: Y/600/5959

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

The aim of this unit is to give learners the knowledge and skills needed to grow plants successfully. Learners will also learn how to measure the commercial success of plant growth.

Unit introduction

It is important that learners realise that growing plants is an important industry as plants are a source of a wide range of things including food, medicines, dyes, flavours and aromatic oils.

The unit develops learners' knowledge and the practical skills required to carry out successful plant experiments. To grow plants successfully learners must research and determine the conditions that aid optimal growth. Learners will be introduced to factors that affect plant growth and will explore ways in which to obtain optimum plant growth or yield.

Learners will investigate the conditions fundamental for the successful growth of a variety of plant types, for example types of soil, water, pH, minerals, fertilisers, growth medium, pesticides, light and temperature. They will also consider the importance of organic techniques as a way of understanding the effects of commercial plant growth on the Earth and the environment, together with the views of society on these issues.

Essential resources

Learners require access to a range of biology resources, similar to those used for GCSE Science.

They will need access to a biology/science laboratory equipped with standard laboratory chemistry apparatus. It would also be helpful if learners had access to a greenhouse or outdoor area for growing, although small-scale work could be undertaken on windowsills or benches near windows.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learners present for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit learners should:

Learning outcomes		Assessment criteria		Unit amplification
1	Know the different conditions that allow plants to grow successfully	1.1	identify factors that affect plant growth	<ul style="list-style-type: none"> □ <i>Light, temperature and water</i>: the requirements for photosynthesis, importance of space for leaf and root growth without competition □ <i>Types of growth media</i>: different types of soil, e.g. peat, lime, sandy, clay, loam, hydroponics □ <i>Soil air</i>: importance of worms, ploughing or digging □ <i>Effect of pH</i>: adding lime, manure or peat to alter soil characteristics □ <i>Fertilisers</i>: testing soil for nitrate, working out amount of fertiliser needed □ <i>Minerals</i>: importance of NPK, other minerals such as magnesium □ <i>Pesticides</i>: likely pests in the growth area, appreciation of biological control □ <i>Competition from weeds</i>: what weeds are, competition
2	Be able to grow a chosen plant under suitable conditions	2.1	select a chosen plant for growth	<ul style="list-style-type: none"> □ <i>Chosen plant</i>: the different optimal conditions and requirements for named, chosen plant growth; consider environmental implications, i.e. grown organically or not □ <i>Method of planting</i>: best method of growing chosen plant including consideration of costs and amount of light needed □ <i>Seeds</i>: time of year for planting; growth medium required; space needed; depth of planting; effect of late frosts; use of greenhouse or cloches □ <i>Weather forecast</i>: importance of avoiding frosts or very dry weather □ <i>Cuttings</i>: importance of hormone rooting powder; growth medium
		2.2	grow the chosen plant under suitable conditions	

Learning outcomes		Assessment criteria		Unit amplification
				<ul style="list-style-type: none"> □ <i>Bulbs and tubers</i>: growth medium; depth of planting; space required □ <i>Care of plant</i>: water requirements of potted plants; control of pests; use of pesticide; use of greenhouse or cloches; regular weeding
3	Be able to monitor the plant's growth	3.1	measure and record the plant's growth at appropriate intervals	<ul style="list-style-type: none"> □ <i>Height of plants</i>: regular measurements taken, e.g. weekly or daily □ <i>Number of leaves</i>: regular counts □ <i>Dry mass</i>: as a measure of growth □ <i>Number of roots</i>: measurable in hydroponics methods □ <i>Health of plant</i>: colour of leaves (photographic evidence); evidence of pests; dryness of soil □ <i>Final yield</i>: yield, e.g. mass of leaves, number of flowers, mass of roots, flavour of crop, aesthetics
		3.2	report what is shown by the evidence collected	<ul style="list-style-type: none"> □ <i>Data</i>: numerical or graphical data as a measure of the plant's growth; photographs
		3.3	suggest one improvement to the methods used for growing the plant	<ul style="list-style-type: none"> □ <i>Growth problems</i>: any problems identified during the monitoring process; suggestions for improvement
4	Know how to measure the commercial success of growing plants	4.1	identify the customer demand for the selected plant	<ul style="list-style-type: none"> □ <i>Customer demand</i>: knowing what the customer wants, e.g. popular flower colour, favourite vegetable, appearance/taste of organic products
		4.2	identify the costs incurred when growing the plant commercially	<ul style="list-style-type: none"> □ <i>Cost</i>: costs versus value of product, i.e. cost-effectiveness; whether there is a market for the product □ <i>Simple charts or graphs</i>: to analyse data and to comment on any trends or patterns

Information for tutors

Delivery

The purpose of this unit is to develop learners' knowledge of some of the practical concepts involved in plant biology. The unit will show how applying this biological knowledge allows learners to optimise plant growth or yield, as in the manufacturing or 'service' plant biology industry.

It is important during the delivery and assessment of this unit that learners understand the roles of employees working within the plant industry or organisations that use plant science. This can be achieved by carrying out assignments/activities within a workplace setting. Learners need to develop skills in the safe handling of laboratory apparatus and gardening equipment; observation and measurement; the ability to safely follow laboratory procedures and processes; recording, interpreting and analysing data; carrying out risk assessment and using correct symbols and terminology.

Delivery strategies should reflect the nature of work within the plant biology industry by using an assignment/portfolio-building approach where learners start to take responsibility for their own learning and develop their practical investigative skills. The knowledge gained about the factors affecting the growth of plants in learning outcomes 1 and 2 can then be applied to real-life applications through learning outcomes 3 and 4.

Learners need to know the importance of soil structure and composition, soil pH and the variety of minerals available in soil water. In addition, for learning outcome 1, learners need to be aware of the importance of water conservation (where necessary) and the principle of hydroponics. As well as monitoring growth for learning outcome 3, learners need to understand the importance of caring for plants during growth by dealing with both weeds and potential pests and diseases. This will include an appreciation of the importance of the weather and protecting crops from dry conditions or unexpected frosts. Learning outcome 4 requires learners to consider both the costs incurred and the potential market returns on the crop yield. This will relate to their market research. Learners should also include an aesthetic appreciation of the crop relating to, for example, flowers of a particular colour, or the flavour and appearance of vegetables.

Visiting speakers from the plant biology industry or visits/placements to market gardens, hydroponics centres, research centres or farms would be useful to place concepts in a vocational setting.

Suggested skills activity

Learners can carry out a number of formative developmental activities and assignments to prepare for summative assignments. Activities that learners could carry out include:

- using the internet to find out about conditions required for successful plant growth
- carrying out simple experiments on photosynthesis to demonstrate the importance of light, water and carbon dioxide
- investigating the structure of a seed and the requirements for germination
- carrying out simple experiments to show the main parts of any plant and understand the economic importance of these parts

- carrying out a survey of soil nitrogen in different areas
- carrying out a survey to show the effects of pests and weeds on plant growth
- investigating the effects of pesticides or weedkillers on seed germination and plant growth
- investigating the effects of human activity on the environment as a result of commercial plant growth.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Assessment evidence can be generated through the use of scientific investigative reports, presentations, posters, graphs, charts etc.

The assessment strategies used in learning outcomes 1, 2, 3 and 4 should address the need for learners to develop practical and investigative skills to collect, interpret and evaluate data to explain scientific theories. They should also cover the importance of health and safety and risk analysis during practical investigations, the validity/reliability of data and identification of errors.

The practical applications of plant biology need to be considered, wherever possible, throughout the unit and are focused mainly in learning outcomes 1 and 4. Learning outcomes 2 and 3 address learners' ability to use the information from learning outcome 1 and grow a plant crop of their choice successfully. This will involve using scientific skills for quantitatively monitoring and displaying the growth of their plant. Learners' practical tasks should be supported by assessor observation records to confirm the assessment criteria achieved.

Suggested resources

Books

Claybourne A, Ballard C, Silverman B and Lynette R – *Growing Plants* (Heinemann Library, 2008) ISBN 97804311111339

Hendy J - *Gardening Projects for Kids: Fantastic Ideas for Making Things, Growing Plants and Flowers and Attracting Wildlife* (Southwater, 2011)
ISBN 9781780190198

Websites

British Tomato Growers' Association	www.britishtomatoes.co.uk
Friends of the Earth	www.foe.co.uk
Growell - hydroponics advice and supplies	www.growell.co.uk
Hydrohobby - hydroponics supplier	www.hydrohobby.co.uk
National Gardening Association plant care guides	www.garden.org/plantguide
National Herb Centre	www.herbcentre.co.uk
National Trust	http://shop.nationaltrust.org.uk/
Soil Association	www.soilassociation.org

Unit 10: Making and Testing Cosmetic Products

Unit reference number: A/600/5985

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

The aim of this unit is to give learners opportunities to apply their knowledge and understanding of science to test and create cosmetic products.

Unit introduction

Cosmetic scientists and beauty therapists use and provide advice and information to customers about many types of cosmetic products including skincare preparations and colouring agents. This unit gives learners the opportunity to investigate cosmetics used in the beauty industry, their composition and the common ingredients used in their manufacture. It also gives them the opportunity to experiment with making simple cosmetic products and to carry out simple laboratory and consumer testing.

Learners will develop skills in handling laboratory apparatus, making observations and taking measurements. They will explore the application of underlying scientific principles and techniques and learn how to observe health and safety at work requirements and conduct risk assessments appropriately.

Essential resources

Visits to a beauty salon or cosmetics manufacturer are strongly recommended.

Basic equipment and suitable premises for making and testing cosmetic products are essential for this unit. Access to a fully equipped, basic science laboratory would be advantageous, but it is possible to make cosmetic products with only a small range of equipment. The main requirements are as follows:

- safety equipment (safety glasses, protective clothing, gloves etc)
- heating equipment
- basic glassware (test tubes, beakers, stirring rods, measuring cylinders, thermometers, filter funnels)
- accurate scales or chemical balance
- microscope and slides
- ingredients for making chosen cosmetic products

- suitable containers (lipstick cases, hollow pencils for eyeliner, small jars with lids and eyeshadow compacts can be purchased from the same suppliers as basic ingredients)
- common solvents, indicator papers, filter paper.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learners present for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit learners should:

Learning outcomes		Assessment criteria		Unit amplification
1	Know the types and uses of cosmetic products	1.1	describe the types and uses of cosmetic products	<ul style="list-style-type: none"> □ <i>Skincare products</i>: type, e.g. lip balm, lipstick, facial masks, foundation, moisturiser, face wash, soaps, creams, aftershave, cleanser □ <i>Deodorants and antiperspirants</i>: types, e.g. roll-on, cream, blocks, aerosols □ <i>Make-up products</i>: types, e.g. lipstick, eyeliner, mascara, nail varnish, blusher, lip gloss, bronzer, face powder □ <i>Hair care products</i>: types, e.g. hair gel, shampoos, conditioner, dyes, sprays, wax, lightener □ <i>Perfumes</i>: types, e.g. sprays, roll-on, aerosols, concentrated, perfume, eau de toilette □ <i>Packaging and labelling</i>: ingredients; safety precautions; safety signs; recycling; instructions; effects and benefits; shelf-life
2	Understand the functions of key ingredients in cosmetic products	2.1	explain the role played by key ingredients in cosmetic products	<ul style="list-style-type: none"> □ <i>Dyes and pigments</i>: colouring agents □ <i>Oils, waxes and gels</i>: types, e.g. beeswax, olive oil, coconut oil, protective barrier, moisturiser, skin softener, coating, conditioner, water retainer □ <i>Solvents</i>: types, e.g. alcohols, water, dissolving agent, carrier/medium □ <i>Emulsifiers</i>: types, e.g. gelatine, linoleic acid, suspension agent □ <i>Perfumes</i>: essential oils; mask smells; aroma

Learning outcomes		Assessment criteria		Unit amplification
				<ul style="list-style-type: none"> □ <i>Preservatives</i>: antioxidants; stabilisers; extend shelf-life □ <i>Medical</i>: types e.g. anti-dandruff, UV filters (sun protection factors), antibacterial agents, antifungal agents □ <i>Soaps and shampoos</i>: salts of fatty acids; remove grease and dirt
3	Be able to safely prepare cosmetic products	3.1	safely follow given instructions to demonstrate the preparation of cosmetic products	<ul style="list-style-type: none"> □ <i>Preparation of cosmetic products</i>: types, e.g. soap, shampoo, lipstick, lip balm, foundation, deodorant, facial mask, hair conditioner, essential oil extracts □ <i>Health and safety</i>: risk assessments; safety precautions
4	Be able to safely test cosmetic products	4.1	safely follow given instructions to demonstrate safe testing of cosmetic products	<ul style="list-style-type: none"> □ <i>Testing of commercial and prepared products</i>: simple laboratory tests, e.g. pH, cooling effect, chromatography, melting point, solubility, microscopic examination of emulsions □ <i>Scientific principles</i>: principles, e.g. evaporation, solutions, suspensions, solvents, solubility, melting point, boiling point, acid, alkali, pH, saponification, hydrophilic, hydrophobic, colour, light, reflection

Information for tutors

Delivery

The purpose of this unit is to help learners develop their knowledge of some of the underlying concepts involved in science, applying these to the cosmetic manufacturing and service industries. Tutors should support learners as they take progressive responsibility for their own learning and develop their practical investigative skills, both individually and in teams.

For learning outcome 1, the knowledge gained about the types of cosmetic products will supplement the information about their uses. Learners could access information from given websites, apply to commercial organisations for information and gather information from beauty therapy salons. A talk from a beauty therapist, or a visit to a salon, would also be advantageous and would place underlying principles in a vocational setting.

Learners could be asked to identify safety labels and practise interpreting the contents of these labels used on cosmetic products in terms of use, directions for use and their ingredients. This will tie in with learning outcome 2.

For learning outcome 2, delivery needs to focus on the learners' understanding of the importance of the ingredients of cosmetic products and their functions. This can include aspects such as the role of the solvent as a carrier for application of the main ingredient in aerosols or sprays and the role of the emulsifier in creams and gels to act as a suspension agent and also extend the life of the product. Activities could be carried out such as making some suspensions and observing the effect of adding an emulsifying agent.

For learning outcome 3, learners will be able to apply some of the knowledge they have gained in learning outcomes 1 and 2. This learning outcome addresses the importance of combining the correct ingredients when making cosmetic products and understanding the underlying scientific principles that give the products their desirable properties. For example, water-hating (hydrophobic) and water-loving (hydrophilic) substances and their role in emulsions.

Learners will have the opportunity to test commercial products and their own products in learning outcome 4. Activities that learners could carry out include investigations on measuring pH, for example using universal pH paper, examining suspensions under the microscope, making soap, and labels on cosmetic products. Additional activities could include chromatography of pigment, finding the melting point of lipstick, solubility of ingredients and preparing lip balm, hair gel, hair conditioner, deodorant or facial masks.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

The assessment strategies used in this unit need to reflect the evidence required and should use investigative activities where communication skills can be developed through learners' presentations. Assessment evidence could take the form of scientific laboratory reports, posters, graphs and charts.

Assessment strategies used should address the need for learners to develop practical and enquiry skills, and to use ICT to collect, interpret and evaluate data to explain scientific theories. They should also cover the importance of health and safety and risk analysis during practical investigations, the validity/reliability of data, and identification of errors.

The applications of science need to be considered, wherever possible, throughout the unit and particularly in learning outcomes 2 and 3. Learning outcomes 1 and 3 address examples of the useful applications and implications of science and technology.

To carry out investigative work, learners will require a brief which will guide them through the practical or case study/assignment work and give ideas about how to obtain information to solve straightforward problems.

Learner evidence will need to be supported by tutor observation or witness statement for learning outcomes 3 and 4.

Suggested resources

Books

Fraser R - *Neal's Yard Remedies Recipes for Natural Beauty* (Haldane Mason, 2007) ISBN 9781905339297

Khechara S - *The Holistic Beauty Book* (Green Books, 2008) ISBN 9781900322270

Tourles S - *Organic Body Care Recipes* (Storey Books, 2007) ISBN 9781580176767

Websites

Cosmetics, Toiletry and Perfumery Association www.catie.org.uk

Somerset Cosmetics Company www.makingcosmetics.com

Unit 21: Working in a Team

Unit reference number: R/503/2843

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

This unit looks at how learners can be effective members of a team. Learners will identify the skills, roles and responsibilities needed to complete the team task and match their skills accordingly; they will take part in team tasks and review their contribution.

Unit introduction

Since very few people work in complete isolation in the workplace, most employers seek employees who are able to work effectively with others in a team or group setting. An effective team depends on the cooperation and skills of all team members.

This unit helps learners to understand how they can contribute to the success of a team, based on an understanding of their own strengths, skills and experiences, as well as the nature of the task at hand.

Additionally, learners will develop an understanding of the key behaviours and attitudes required in order to communicate and cooperate with others in a team. They will also learn about the roles and responsibilities of all team members by completing a team task. Learners will consider their effectiveness as team members and identify areas for improvement.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know that effective teamwork requires team members to behave in certain ways	1.1	Outline positive behaviours necessary for teamwork	<ul style="list-style-type: none"> □ <i>Behaviours for effective teamwork:</i> encouraging, considerate, ability to listen, respectful, tolerant, patient, flexible, loyal, ability to accept constructive criticism, able to motivate others
2	Know how to contribute to a team task	2.1	Outline own strengths, skills and experiences that might be relevant to team task	<ul style="list-style-type: none"> □ <i>Strengths, skills and experiences:</i> organising skills; practical skills, e.g. computer literate, photography skills; previous experiences, e.g. experience of planning an event; communication skills, e.g. multilingual, skilled writer; interpersonal skills, e.g. good listener, confident, punctual, reliable, patient □ <i>Aspects of a task they could do well, based on identified strengths, skills and experience:</i> e.g. good spelling and language skills suited to task of proofreading written work produced by team, organising skills suited to drawing up timeline for completion of the team project
		2.2	Identify team skills needed to complete team task	
		2.3	Outline how own strengths and skills could match the needs of the team task	
3	Know the roles and responsibilities of team members (including their own) in relation to a given task	3.1	Identify what the task is about and what the team is working to achieve	<ul style="list-style-type: none"> □ <i>What team is working to achieve:</i> aim or aims of the team's task, assignment or project; goals, deadlines, timelines; particular quality or standard of work required
		3.2	Identify own role and responsibilities and those of others in the team	<ul style="list-style-type: none"> □ <i>Responsibilities within the team:</i> own individual roles and responsibilities agreed with whole team; individual roles and responsibilities of other team members
		3.3	Outline how own role contributes to the work of the team as a whole	<ul style="list-style-type: none"> □ <i>Contribution of own role to work of whole team:</i> how own role affects roles of others in the team; how own role affects overall team success

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to work positively as a member of a team	4.1	Give examples of listening to the ideas and suggestions of others	<ul style="list-style-type: none"> □ <i>Listen to the ideas and suggestions of others:</i> paying attention to and showing respect for the advice, ideas, suggestions or opinions put forward by others, e.g. by not interrupting, asking questions to clarify what was said
		4.2	Give ideas and suggestions as to how the team might complete their task	<ul style="list-style-type: none"> □ <i>Give ideas and suggestions as to how the team might complete their task:</i> participating in group discussions, problem-solving or 'thoughtshower' sessions, finding out information and reporting back to the group
		4.3	Give examples of offering help or support to other team members	<ul style="list-style-type: none"> □ <i>Offer help to other team members:</i> e.g. offer to help other team members complete their task, volunteer to take on the task of a team member who is absent
		4.4	Give examples of accepting the help or advice of others	<ul style="list-style-type: none"> □ <i>Accept help or advice from other team members:</i> try out ideas or suggestions put forward by others; listen respectfully to advice from another team member; accept help from other team members in order to get individual task finished on time
		4.5	Complete the aspects of the allocated task, in line with the brief	<ul style="list-style-type: none"> □ <i>Complete own task in line with the given brief:</i> complete task to required standard and within stipulated timeframe
5	Be able to review own performance as a member of a team	5.1	Identify which positive teamworking behaviours were demonstrated by self in undertaking the task	<ul style="list-style-type: none"> □ <i>Positive teamworking behaviours demonstrated:</i> listened to opinions of others, responded politely to questions, satisfactorily completed the individual task assigned to them, helped others carry out their tasks or responsibilities, offered suggestions as to how the team's goals could be achieved, accepted advice from others, learner's own contribution contributed to success of whole task
		5.2	Identify own teamworking skills that could be improved	<ul style="list-style-type: none"> □ <i>Identify teamworking skills that could be improved:</i> be more patient with other team members, don't interrupt when others are making suggestions, pay more attention to timings allocated for completion of own individual task

Information for tutors

Delivery

The emphasis in this unit is on developing the learner's knowledge and understanding of teamwork through a practical teamworking task.

To understand the positive behaviours necessary for effective teamwork in learning outcome 1, it would be useful for learners to compare two different teamworking scenarios. This could be done in small groups. A question-and-answer session could determine the positive behaviours. Key words could be collated on a board or a flipchart. Teams could work to design a poster or give a presentation which identifies positive behaviour. The posters or presentations could be displayed in the class or working area for learners to refer to during the rest of the unit. Alternatively, line managers could discuss with individual learners their impressions of different teamworking scenarios within the workplace. Learners could obtain input from colleagues regarding their ideas on positive behaviours required for teamwork.

Learning outcomes 2, 3, 4 and 5 require the identification of team and individual tasks which would enable the participation of all group members. Learners could be involved in selecting the group task. Teams could be made up of around 4–7 people. In teams, learners could discuss possibilities for tasks and then report back to the rest of the group. Learners could develop a whole group discussion to decide which tasks are manageable, achievable and match the skills and interests of the team members in 'What if?' scenarios.

For learning outcome 2, learners could make a list of their own strengths, skills and experiences and match them to individual tasks in the chosen group task.

For learning outcome 3, learners could work with team members for the group task to develop a mind map or flowchart-type diagram, using prompts and question-and-answer sessions until a picture of the whole task and the individual roles and responsibilities of each member is complete. Learners could present their ideas about how their own role contributes to the work of the team to the rest of the group.

Learners need to implement the agreed team task for learning outcome 4. They could work in groups to devise a checklist to log their involvement in the task.

Learners should be encouraged to analyse their own performance in the team task for learning outcome 5, using evidence from their checklist. Individual learners should concentrate on their behaviour and skills as a member of the team rather than how well the outcome was achieved. Ways for learners to develop teamworking skills could be explored through tutorials, small-group discussions or discussions with a line manager or supervisor.

Assessment

For 1.1, the learner must outline at least two different positive behaviours that are needed for teamwork to be effective. This information could be evidenced in a number of different ways, for example a leaflet, presentation or a poster.

For 2.1, 2.2, and 2.3 learners need to refer to the identified group task when identifying their strengths, skills and experiences and how these may help them complete aspects of the task. A chart could be suitable evidence for these criteria. The learner needs to be able to make the link between their strengths, skills and experiences and the group task. Alternative methods of evidencing learning may be used.

The evidence required for 3.1, 3.2 and 3.3 could be combined into one task. The information could be evidenced in a number of ways, such as PowerPoint slides, a poster or through one-to-one discussion with the tutor or line manager. The learner needs to refer to the chosen task and identify what the task is about and its intended outcome, and the role and responsibilities of all members of the team for 3.1 and 3.2.

For 3.3, the learner needs to outline at least two reasons why their own role is necessary for the successful completion of the group task.

The evidence required for 4.1, 4.2, 4.3, 4.4 and 4.5 can be provided in a logbook completed by the learner during the task. The logbook can take a variety of formats, depending on the needs of individual learners. The logbook needs to be verified by the tutor/line manager. Alternative methods of evidencing may be used, for example a witness statement or observation.

For 5.1, the learner needs to identify details about which positive teamworking behaviours (identified in 1.1) they demonstrated during the completion of the task. Giving two ways of improving their teamworking skills would provide the evidence for 5.2. Both these criteria could be assessed through one-to-one discussion with the tutor/line manager. Responses should be recorded for verification purposes.

Suggested resources

Book

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

Other

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN 9781846909368

Websites

www.gov.uk/government/organisations/department-of-health	The Department of Health
www.gov.uk	Source of advice on public services
www.skillsforcare.org.uk	Skills for Care and Development; the Sector Skills Council for the social care sector – advice for those working in the social care sector
www.skillsforhealth.org.uk	Skills for Health; the Sector Skills Council for the health sector – advice for those working in the healthcare sector
www.yell.co.uk	<i>The Yellow Pages</i>

Unit 20: Carrying out an Individual Project

Unit reference number: K/504/9146

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is for learners to identify, research and discuss a project area related to their chosen vocational sector, compiling all their findings into a report.

Unit introduction

This unit is about learners investigating an area that they are interested in, related to their chosen vocational sector. It is expected that learners will choose an aspect of health and social care to research. They will be given the opportunity to choose their own focus for the project and then undertake the research needed to put together a report on this topic.

Learners will be able to choose from a range of topics within their chosen vocational area. They will then be shown how to set aims for the project, so that they can really focus on relevant and interesting ideas. Learners will then be able to undertake relevant research, accessing a range of information sources that will give them information about the project area.

Once learners have gathered together their research they will be shown how to relate all of this to the project aims they set themselves and how to compile their work into a report, including all of the relevant sections.

This is a really practical unit that is led by the learner and their interests. It allows them to develop skills that are essential for working in many sectors, including time management, self-discipline in keeping to deadlines that they set themselves and independent enquiry through the undertaking of research.

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Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to select an appropriate project topic	1.1	Produce a proposal for a project related to chosen vocational area	<ul style="list-style-type: none"> □ <i>Identification of project topic</i>: investigation into ideas for project, methods of ensuring that project is viable including availability of information and secondary research, methods of rejecting invalid project ideas; ideas for project e.g. access to leisure centres for people with mobility difficulties, day care provision for young children, analysis of menus in care homes for the elderly, access to public transport for people who use a wheelchair, social activities for people with hearing impairment, local access to national health service dentists
		1.2	Set aims for the project	<ul style="list-style-type: none"> □ <i>Setting aims</i>: identifying appropriate and achievable aims, ensuring aims are realistic, positive and negative examples of aims, SMART goal setting

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to investigate the project area	2.1	Plan the project using appropriate methods of research	<ul style="list-style-type: none"> □ <i>Project planning</i>: scheduling actions to achieve project; time-management skills, planning time for tasks and activities including prioritising the most important activities and allocating an appropriate amount of time to do them; understanding that tasks and activities should be prioritised according to given daily objectives
		2.2	Carry out research into the project area	<ul style="list-style-type: none"> □ <i>Carrying out research</i>: methods of secondary research available, i.e. books, journals, reports, web-based research; methods used to ensure that the research is valid and appropriate to the project aim; primary research and methods that can be used including questionnaires, interviews and surveys; aspects to be considered if undertaking primary research, i.e. confidentiality and appropriate behaviour
				<ul style="list-style-type: none"> □ <i>Guidelines in structuring a report</i>: relevant sections of a report including title page, acknowledgements, abstract, methodology, findings, discussion and bibliography; use of pictures and graphs in a report; methods used to ensure aims are clearly met, importance of proof reading a report
3	Be able to produce a project report	3.1	Present a project report including: <ul style="list-style-type: none"> • introduction • aims • findings • discussion • conclusion 	<ul style="list-style-type: none"> □ <i>Guidelines in structuring a report</i>: relevant sections of a report including title page, acknowledgements, abstract, methodology, findings, discussion and bibliography; use of pictures and graphs in a report; methods used to ensure aims are clearly met, importance of proof reading a report

Information for tutors

Delivery

This unit allows learners to integrate and apply knowledge from many other units across the specification. It is important that the research topic is of personal interest to the learner and that the learner possesses or acquires a knowledge and understanding of the topic and related areas.

Although a major part of the delivery focuses on the learner practically conducting their research project, the unit must be supported by theoretical input from the tutor. Learners must understand concepts related to the research proposal and design as well as research skills, techniques and methodologies before they can consider, explore and produce a valid research proposal. At the research proposal stage, the tutor may, if necessary, provide support to help shape the proposal and provide direction to the learner to ensure an original and valid research proposal is presented. A PowerPoint development of a poster or a video could be used as more creative methods of presenting their report.

The research proposal will require learners to adopt an investigative approach and will include a statement of the area of research and background factors related to it. Tutors should direct learners to consider at this stage: 'Why is the proposed project worthwhile? Who would the results be useful to? What does the literature say? What would the project contribute to the chosen vocational area? If support from the tutor is required at the research proposal stage, it must be provided in order to ensure the proposal and design are valid. Once the area to be investigated has been established by the learner and agreed with the tutor, the learner may commence their full research proposal. The learner will then be able to move onto their research project independently, or with support.

Possible research project titles include:

- local day-care provision for young children
- meeting nutritional needs of the elderly
- access to public transport or public buildings for people with mobility difficulties.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor-led discussion on how to select appropriate topics for a project in the chosen vocational area. Learners undertake investigation into possible project areas. Learners draft aims for the chosen project.
Learners prepare a project plan to ensure the project is completed. Learners investigate research methods available. Learners undertake appropriate research into the public service project. Learners examine the research and consider how to discuss this within their project.
Learners identify the sections required in a project report. Assessment: series of one-to-one meetings with tutor to discuss proposal and set aims, plan project and carry out research. Learners produce public service reports with sections indicated in assessment criterion 3.1 (learning outcomes 1, 2 and 3). Review own performance and their completed project.
Assessment debrief and feedback.

Assessment

To achieve criteria 1.1 and 1.2, the learner must produce and set aims for a proposal for a project related to the chosen vocational area, in this case health and social care. In order to do this successfully, learners may or may not require support from the tutor. The amount of support that they require should not influence their success. The aims of the project should be clearly stated and should originate from the learner.

For criteria 2.1 and 2.2 learners need to plan and carry out the research as detailed in their research project. They should be given the opportunity to carry out this research, and will require access to the necessary resources.

Criterion 3.1 requires learners to gather information from their research and compile this into the report as described in the unit content and the assessment criteria. It is important that the learners produce a report that clearly introduces the project, showing how and why the aims have been set. The findings of the research will then be included in the report along with a discussion as to what learners have found out about the area that they have researched. The final section of the report will define how the research has met the aims that the learners have set for themselves.

Learners may require support in the setting of the aims and the compilation of the report, which is appropriate for the tutor to provide.

Suggested resources

Books

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

Other

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN 9781846909368

Websites

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|--|--|
| www.gov.uk/government/organisations/department-of-health | The Department of Health |
| www.gov.uk | Source of advice on public services |
| www.skillsforcare.org.uk | Skills for Care and Development; the Sector Skills Council for the social care sector – advice for those working in the social care sector |
| www.skillsforhealth.org.uk | Skills for Health; the Sector Skills Council for the health sector – advice for those working in the health-care sector |
| www.yell.co.uk | <i>The Yellow Pages</i> |

Unit 30: Safe Learning in the Workplace

Unit reference number: L/503/2856

Level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to give learners the knowledge and skills to learn safely in the workplace. Learners are made aware of their responsibilities towards safety for themselves and for others and how to deal with low risk hazards.

Unit introduction

This unit is for learners who are preparing to undertake work experience and provides knowledge and understanding of risks and hazards in the workplace. The unit will develop learners, understanding of their own responsibilities and the appropriate actions to take in order to minimise the risk of harm to self or others in the workplace.

Learners will find out about procedures for dealing with hazards and risks in the workplace and the role of health and safety officers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Be able to identify risks and hazards in the workplace	1.1 Identify examples of risk in the workplace environment 1.2 Identify examples of hazard in the workplace environment
2 Know how to reduce risk of harm to self or others	2.1 Identify aspects of different workplace environments which could cause harm to self or others 2.2 Outline how aspects of personal behaviour can reduce risk of harm

Learning outcomes	Assessment criteria
3 Know how to deal with hazards and risks within the workplace environment	3.1 Identify the person responsible for health and safety in the workplace environment 3.2 Outline the duties of the person responsible for health and safety in the workplace environment 3.3 Outline reporting procedures for hazards and risks in the workplace 3.4 State the procedures for dealing with low-risk hazards in accordance with instructions

Unit content

1 **Be able to identify risks and hazards in the workplace**

Definition of terms: hazard; risk (according to the Health and Safety Executive)

Different examples of hazards and risks: general hazards and risks relating to eg electricity, fire, hazardous substances, noise, slips, trips and falls, manual handling; hazards and risks relating to specific workplaces eg working at height, working with animals, working with computers, confined spaces, machinery and equipment, hand tools and sharp objects, personal protective equipment and clothing, pressure equipment, vehicles and transport

2 **Know how to reduce risk of harm to self or others**

Aspects of personal behaviour can reduce risk of harm: importance of personal awareness eg awareness of policies, procedures, legal obligations and safe working practice relating to controlling risks to health and safety means individual knows how to work correctly with hazardous substances, awareness of presence of risk in workplace environment means individual is prepared and vigilant, awareness of own limitations and when/where to get help means appropriate people can be informed of risk or hazard, recognising signage means individual knows route to follow in fire evacuation; importance of personal conduct in following workplace instructions, guidelines and procedures means reduction of risks in key areas such as housekeeping eg keeping walkways and workspaces clear, emergencies eg participating attentively in fire drills, personal hygiene eg washing hands in workplace, accidents eg not carrying uncovered hot drinks around the office

Aspects of different workplace environments which could cause harm to self or others: different workplace environments eg personal safety, stress, substance misuse in the workplace, work related violence, bullying and harassment, lone working, mobile working and length of working time

3 **Know how to deal with hazards and risks within the workplace environment**

Duties of the person responsible for health and safety in the workplace: receive information about reported health and safety incidents or concerns, investigate and act on health and safety concerns reported by staff, log records of reported health and safety issues or incidents, give advice and training to staff regarding safe working practices and procedures, carry out health and safety inspections in the workplace, monitor health and safety policies and procedures for the workplace, attend health and safety meetings

Procedures for reporting hazards: know the appropriate way to report a risk or hazard promptly and who the risks should be reported to eg poor housekeeping which poses a potential fire hazard should be reported as soon as possible and in person to the fire warden for the relevant floor and logged in the appropriate logbook

Procedures for dealing with low-risk hazards in accordance with instructions: know the appropriate action for dealing with low-risk hazards eg a spillage of non-toxic substance should not be left unattended until a member of cleaning team arrives to clear it up

Essential guidance for tutors

Delivery

The unit has been designed to make the key topics practically based wherever possible. Tutors delivering this unit have the opportunity to use a wide range of techniques and resources including presentations, seminars, practical workshops, external visits and simulations. Additional learning resources could include video, DVDs, case studies, web-based research, learner presentation and groupwork.

'*The Essentials of Health and Safety At Work*', published by The Health & Safety Executive (2006) is a key reference guide providing authoritative information on health and safety practice in the workplace.

Learners may be able to visit different workplace environments to observe health and safety practices and could create a checklist, leaflet, poster or presentation to include information about health and safety in the workplace for other learners to follow. Learners could also speak to friends or relatives who are in employment and ask them about health and safety in their workplace environments.

Video and case studies may be useful in helping learners understand the importance of health and safety in the workplace. In groups, learners could complete web-based research into health and safety practices in different workplace environments and then report back to the rest of the group.

Simulation activities could be used for some procedures, for example a fire drill.

Assessment

The criteria for this unit can be combined into one assignment task as a health and safety portfolio. This could take the form of a loose leaf folder.

To meet 1.1 and 1.2, the learner needs to define both a risk and a hazard (according to the Health and Safety Executive definitions). The learner needs to identify two examples of hazards and two examples of risks in two different workplaces.

For 2.1, the learner is required to identify at least two different aspects of the workplace that could cause harm, accidents, incidents or injuries.

For 2.2, the learner is required to outline ways in which their own behaviour could minimise risk of harm to self or others in the workplace, giving at least two examples.

For 2.1, the learner must show a basic understanding of how the two different aspects of the workplace they have identified could cause harm, accidents, incidents or injuries.

For the two examples required in 2.2, the learner may refer to one, or more than one, type of workplace environment. In achieving 2.2, the learner must show a basic understanding of the link between personal behaviour and the effect on the risk of harm to self or others.

For 2.1 and 2.2 could be combined in a chart or other appropriate means of evidence.

For 3.1 and 3.2, the learner is to identify and outline the duties of the person responsible for health and safety in a specific workplace environment (either real or simulated). Where more than one person is responsible and their duties differ, the learner need only refer to the duties of one person. At least two different aspects of the health and safety officer's duties must be described.

To meet 3.3, learners need to describe how to report hazards in a workplace environment (either real or simulated). For 3.4, the learner is required to give two specific examples of procedures for dealing with low-risk hazards according to the given instructions for a workplace (either real or simulated).

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Pearson* suite. It has particular links with:

Entry Level	Level 1	Level 2
Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer
Unit 9: Self-management Skills	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 12: Conduct at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 14: Investigating Rights and Responsibilities at Work	Unit 21: Investigating Rights and Responsibilities at Work	Unit 20: Investigating Rights and Responsibilities at Work
Unit 15: Managing Your Health at Work	Unit 22: Managing Your Health at Work	Unit 21: Managing Your Health at Work
Unit 20: Preparing for Work Placement	Unit 28: Preparing for Work Placement	Unit 26: Preparing for Work Placement
Unit 22: Safe Learning in the Workplace		

Essential resources

The Essentials of Health and Safety At Work, published by The Health and Safety Executive (2006)

Websites

www.hse.gov.uk

July 2017

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