

# **Pearson Edexcel Level 2 Certificate in Community Arts Administration (QCF)**

## **Specification**

NVQ/Competence-based qualification

First registration August 2014

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*All information in this specification is correct at time of going to publication.*

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# Contents

<b>Purpose of this specification</b>	<b>1</b>
<b>1 Introducing Pearson Edexcel NVQ/Competence-based qualifications</b>	<b>2</b>
What are NVQ/Competence-based qualifications?	2
<b>2 Qualification summary and key information</b>	<b>3</b>
QCF qualification number and qualification title	4
Qualification objectives	4
Relationship with previous qualifications	4
Apprenticeships	4
Progression opportunities	5
Industry support and recognition	5
Relationship with National Occupational Standards	5
<b>3 Qualification structure</b>	<b>6</b>
Pearson Edexcel Level 2 Certificate in Community Arts Administration (QCF)	6
<b>4 Assessment</b>	<b>8</b>
Assessment requirements/strategy	9
Types of evidence	9
Assessment of knowledge	10
Credit transfer	10
<b>5 Centre resource requirements</b>	<b>11</b>
<b>6 Centre recognition and approval</b>	<b>12</b>
Centre recognition	12
Approvals agreement	12
<b>7 Quality assurance of centres</b>	<b>13</b>
<b>8 Programme delivery</b>	<b>14</b>
<b>9 Access and recruitment</b>	<b>15</b>
<b>10 Access to qualifications for learners with disabilities or specific needs</b>	<b>16</b>

<b>11 Unit format</b>	<b>17</b>
Unit title	17
Unit reference number	17
QCF level	17
Credit value	17
Guided learning hours	17
Unit aim	17
Unit assessment requirements/evidence requirements	17
Learning outcomes	18
Assessment criteria	18
Unit 1: Give customers a positive impression of yourself and your organisation	19
Unit 2: Keep up to date with developments in the arts	23
Unit 3: Working in a team	26
Unit 4: Support the organisation of an event	29
Unit 5: Assist in developing, delivering and evaluating projects	32
Unit 6: Assist in securing funding for community arts projects	35
Unit 7: Assist in pitching for community arts work	38
Unit 8: Understand the process for developing and evaluating projects	41
Unit 9: Support marketing activities in a creative and cultural context	44
Unit 10: Support fundraising for a creative and cultural organisation	47
Unit 11: Database Software	50
Unit 12: Using Email	53
Unit 13: Using the Internet	56
Unit 14: Presentation Software	59
Unit 15: Spreadsheet Software	62
Unit 16: Word Processing Software	65
Unit 17: Make and receive telephone calls	68
Unit 18: Support the organisation of business travel or accommodation	72
Unit 19: Use electronic message systems	76
Unit 20: Use a diary system	79
Unit 21: Organise and report data	82

Unit 22: Store and retrieve information	84
Unit 23: Ensure responsibility for actions to reduce risks to health and safety	87
Unit 24: Assisting with daily financial issues	90
Unit 25: Manage and market own freelance services	93
Unit 26: Understanding the core knowledge needed by those who work with children and young people	96
Unit 27: Understanding the core knowledge needed by those who work with children and young people, and its impact	101
<b>12 Further information and useful publications</b>	<b>108</b>
<b>13 Professional development and training</b>	<b>109</b>
<b>14 Contact us</b>	<b>110</b>
<b>Annexe A: Assessment requirements/strategy</b>	<b>111</b>
<b>Annexe B: Personal, Learning and Thinking Skills (PLTS) Mapping</b>	<b>129</b>



# Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- the combination of units that a learner must have completed before the qualification will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Framework in which the qualification is included, where appropriate.

# 1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

## What are NVQ/Competence-based qualifications?

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National Vocational Qualifications (NVQs) or Competence-based qualifications reflect the skills and knowledge needed to do a job effectively. They are work-based qualifications that give learners the opportunity to demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, allowing flexibility in their delivery to meet the individual learner's needs. The qualifications are based on the National Occupational Standards (NOS) for the sector, which define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

Most NVQ/Competence-based qualifications form the competence component of Apprenticeship Frameworks. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

There are three sizes of NVQ/Competence-based qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has met the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.



## 2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 Certificate in Community Arts Administration (QCF)
QCF Qualification Number (QN)	600/9614/7
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	07/06/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	26
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	165 - 211
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 9, Access and Recruitment</i> )
Funding	For details on funding availability, please check the Learning Aims Reference Service (LARS), which replaces the Learning Aim Reference Application (LARA).

## QCF qualification number and qualification title

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Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in the *Edexcel Information Manual*, available on our website: [www.edexcel.com](http://www.edexcel.com)

## Qualification objectives

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The Pearson Edexcel Level 2 Certificate in Community Arts Administration (QCF) is for learners who work in, or want to work in a support capacity within any community arts context, such as, art, dancing or music.

It gives learners the opportunity to:

- demonstrate competence in the following related job role within community arts; Community Arts Administration Assistant
- develop general skills and knowledge required in all aspects of supporting Community Arts
- have existing skills recognised
- achieve a nationally-recognised Level 2 qualification

## Relationship with previous qualifications

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This qualification is a replacement for the EDI Level 2 Certificate in Community Arts Administration (QCF).

## Apprenticeships

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Creative and Cultural Skills include the Pearson Edexcel Level 2 Certificate in Community Arts Administration (QCF) as the competence component for the Intermediate Apprenticeship in Community Arts (England).

## **Progression opportunities**

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Learners who have achieved the Pearson Edexcel Level 2 Certificate in Community Arts Administration (QCF) can progress to Pearson Edexcel Level 3 Diploma in Community Arts Management (QCF).

## **Industry support and recognition**

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This qualification is supported by Creative and Cultural Skills, the Sector Skills Council for the UK's creative and cultural industries including; craft, cultural heritage, design, literature, music, performing arts and visual arts.

## **Relationship with National Occupational Standards**

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This qualification is based on the National Occupational Standards (NOS) in community arts, which were set and designed by Creative and Cultural Skills, the Sector Skills Council for the sector.

### 3 Qualification structure

#### Pearson Edexcel Level 2 Certificate in Community Arts Administration (QCF)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	26
Minimum number of credits that must be achieved at level 2 or above	23
Number of mandatory credits that must be achieved	11
Number of optional credits that must be achieved	15

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	L/601/0933	Give customers a positive impression of yourself and your organisation	2	5	33
2	M/601/5851	Keep up to date with developments in the arts	2	4	36
3	F/502/3538	Working in a team	2	2	12
Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
4	L/601/2505	Support the organisation of an event	2	2	15
5	K/601/5833	Assist in developing, delivering and evaluating projects	2	3	27
6	M/601/5834	Assist in securing funding for community arts projects	2	3	27
7	T/601/5835	Assist in pitching for community arts work	2	3	27
8	T/601/5852	Understand the process for developing and evaluating projects	2	1	9
9	R/601/6832	Support marketing activities in a creative and cultural context	2	4	28
10	K/601/6822	Support fundraising for a creative and cultural organisation	2	4	28

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
11	M/502/4555	Database Software	2	4	30
12	M/502/4300	Using Email	2	3	20
13	A/502/4297	Using the Internet	2	4	30
14	M/502/4622	Presentation Software	2	4	30
15	F/502/4625	Spreadsheet Software	2	4	30
16	R/502/4628	Word Processing Software	2	4	30
17	K/601/2446	Make and receive telephone calls	1	3	10
18	Y/601/2510	Support the organisation of business travel or accommodation	2	3	18
19	H/601/2476	Use electronic message systems	2	1	6
20	K/601/2477	Use a diary system	2	3	9
21	R/601/2487	Organise and report data	2	3	12
22	R/601/2490	Store and retrieve information	2	3	17
23	A/601/5867	Ensure responsibility for actions to reduce risks to health and safety	3	4	38
24	K/601/5850	Assisting with daily financial issues	2	3	27
25	T/600/8948	Manage and market own freelance services	3	6	60
26	T/502/7537	Understanding the core knowledge needed by those who work with children and young people	2	3	26
27	D/505/3355	Understanding the core knowledge needed by those who work with children and young people, and its impact	3	4	28

Centres should be aware that within the level 2 qualification in this specification, learners will be required to meet the demands of unit(s) at level 3. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level units during delivery and assessment of the qualification.

## 4 Assessment

This qualification is assessed through an externally verified Portfolio of Evidence that consists of evidence gathered during the course of the learner's work.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met, and it should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. The unit specification or suitable centre documentation can be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria of the unit and learning outcomes is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning programme, whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy.
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.
- Further guidance is available in the policy document *Recognition of Prior Learning Policy and Process*, available on the Edexcel website.
- a **combination** of these.

## Assessment requirements/strategy

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The assessment requirements/strategy for this qualification has been included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualification to ensure that it remains valid and reliable. It has been developed by Creative and Cultural Skills in partnership with employers, training providers, awarding organisations and the regulatory authorities.

The Skills for Justice assessment strategy is also included in *Annexe A* as it sets out the assessment requirements for some of the units in the qualification. The units are identified in *Section 11*.

The e-skills assessment strategy is also included in *Annexe A* as it sets out the assessment requirements for some of the units in the qualification. The units are identified in *Section 11*.

## Types of evidence

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To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria as well as the requirements of the Creative and Cultural Skills assessment requirements/strategy. As stated in the assessment requirements/strategy, the evidence for this qualification can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, in line with the requirements outlined in the Assessment Strategy in *Annexe A* (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations for cross-referencing purposes in their portfolios.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Any specific evidence requirements for individual units are stated in the unit introduction for the units in *Section 11*.

There is further guidance about assessment on our website. Please see *Section 12* for details.

## Assessment of knowledge

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This qualification includes the following knowledge-based units:

- T/601/5852 Understand the process for developing and evaluating projects

The unit above must be assessed in line with the wider Creative and Cultural Skills assessment strategy and any specific unit assessment requirements, which are stated in the units in *Section 11*.

- T/502/7537 Understanding the core knowledge needed by those who work with children and young people
- D/505/3355 Understanding the core knowledge needed by those who work with children and young people, and its impact

The two units above must be assessed in line with the Skills for Justice assessment strategy (please see *Annexe A*) and any specific unit assessment requirements, which are stated in the units in *Section 11*.

Other units within this qualification include knowledge-based learning outcomes and assessment criteria. The evidence provided to meet these learning outcomes and assessment criteria must be in line with Creative and Cultural Skills assessment strategy/requirements. Any specific assessment requirements are stated in the unit introduction for the units in *Section 11*.

Centres need to look closely at the verbs used for each assessment criterion in these units when devising the assessment to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements. Any assignment brief should indicate clearly, which assessment criteria are being targeted.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment. To avoid over-assessment, centres are encouraged to link delivery and assessment across the knowledge-based learning outcomes.

## Credit transfer

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Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement.



## 5 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support both the delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment requirements/strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where permitted, RWE must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment requirements/strategy in Annexe A. Staff assessing learners must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.
- There must be systems in place to ensure the continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 9 Access and recruitment* and *Section 10 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, [www.gov.uk/government/organisations/home-office](http://www.gov.uk/government/organisations/home-office)

## 6 Centre recognition and approval

### Centre recognition

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Centres that have not previously offered Pearson Edexcel accredited vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson Edexcel vocational qualifications is available at [www.pearsonwbl.edexcel.com/qualifications-approval](http://www.pearsonwbl.edexcel.com/qualifications-approval).

### Approvals agreement

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All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, Conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

## 7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model is as described below.

Centres offering Pearson Edexcel NVQs/Competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits must reflect the centre's performance, taking account of the number:

- of assessment sites
- and throughput of learners
- and turnover of assessors
- and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a Pearson BTEC Apprenticeship framework) a single standards verifier will be allocated to verify all elements of the Pearson BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full Pearson BTEC Apprenticeship, the same standards verifier will be allocated.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment, verification and for the specific occupational sector are being consistently met.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the UK NVQ Quality Assurance Centre Handbook and the *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at [www.pearsonwbl.edexcel.com/NVQ-competence-based](http://www.pearsonwbl.edexcel.com/NVQ-competence-based).

## 8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning,) that meets learners' needs. However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Those planning the programme should aim to address the occupational nature of the qualification by:

- engaging with learners, initially, through planned induction, and subsequently through the involvement of learners in planning for assessment opportunities
- using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification
- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units, as appropriate, thereby reducing the assessment burden on learners and assessors
- taking advantage of suitable digital methods to capture evidence.

## 9 Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to them during the delivery and assessment of the qualification. The review must take account of the information and guidance in *Section 10 Access to qualifications for learners with disabilities or specific needs*.

## 10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification can be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information regarding Access Arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

These documents are available on our website, at [www.edexcel.com/Policies](http://www.edexcel.com/Policies)

# 11 Unit format

Each unit has the following sections.

## Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

## Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level 8. The QCF Level Descriptors inform the allocation of the level.

## Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

## Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition includes workplace guidance to support the development of practical job-related skills, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes the time spent by staff assessing learners' achievements, for example in the assessment of competence for NVQs/Competence qualifications.

## Unit aim

This gives a summary of what the unit aims to do.

## Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

## **Learning outcomes**

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## **Assessment criteria**

The assessment criteria specify the standard required by the learner to achieve the learning outcome.



# **Unit 1:** **Give customers a positive impression of yourself and your organisation**

**Unit reference number:** L/601/0933

**QCF level:** 2

**Credit value:** 5

**Guided learning hours:** 33

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## **Unit aim**

Excellent customer service is provided by people who are good with people. The learner's behaviour affects the impression that customers have of the service they are receiving. This unit is about communicating with the customers and giving a positive impression whenever dealing with a customer. By doing this the learner can create a positive impression of the organisation and the customer service it provides. All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression, responds to us and gives us good information. Every detail of the learners' behaviour counts when dealing with a customer.

## **Unit assessment requirements/evidence requirements**

- 1 Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.
- 2 You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
- 3 You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
- 4 Your communication with customers may be face to face, in writing, by telephone, text message, e-mail, internet (including social networking), intranet or by any other method you would be expected to use within your job role.

- 5 You must provide evidence of creating a positive impression with customers:
  - a) during routing delivery of customer service
  - b) during a busy time in your job
  - c) during a quiet time in your job
  - d) when people, systems or resources have let you down
- 6 You must provide evidence that you communicate with customers effectively by:
  - a) using appropriate spoken or written language
  - b) applying the conventions and rules appropriate to the method of communication you have chosen

Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

## 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			Evidence type	Portfolio reference	Date
1	Establish rapport with customers	1.1	Meet their organisation's standards of appearance and behaviour				
		1.2	Greet their customer respectfully and in a friendly manner				
		1.3	Communicate with their customer in a way that makes them feel valued and respected				
		1.4	Identify and confirm their customer's expectations				
		1.5	Treat their customer courteously and helpfully at all times				
		1.6	Keep their customer informed and reassured				
		1.7	Adapt their behaviour to respond to different customer behaviour				
2	Respond appropriately to customers	2.1	Respond promptly to a customer seeking help				
		2.2	Choose the most appropriate way to communicate with their customer				
		2.3	Check with their customer that they have fully understood their expectations				
		2.4	Respond promptly and positively to their customer's questions and comments				
		2.5	Allow their customer time to consider their response and give further explanation when appropriate				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Communicate information to customers	3.1	Quickly find information that will help their customer				
		3.2	Give their customer information they need about the services or products offered by their organisation				
		3.3	Recognise information that their customer might find complicated and check whether they fully understand				
		3.4	Explain clearly to their customers any reasons why their expectations cannot be met				
4	Understand how to give customers a positive impression of themselves and the organisation	4.1	Describe their organisation's standards for appearance and behaviour				
		4.2	Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately				
		4.3	Identify their organisation's rules and procedures regarding the methods of communication they use				
		4.4	Explain how to recognise when a customer is angry or confused				
		4.5	Identify their organisation's standards for timeliness in responding to customer questions and requests for information				

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## **Unit 2: Keep up to date with developments in the arts**

**Unit reference number: M/601/5851**

**QCF level: 2**

**Credit value: 4**

**Guided learning hours: 36**

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### **Unit aim**

This unit is about learners understanding how to keep up to date with developments within both their organisation and sector and developing networks and personal contacts to help provide them with a wide range of information, support and resources.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

## 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			Evidence type	Portfolio reference	Date
1	Understand how to carry out research to keep up to date with developments in the arts	1.1	Describe reasons for keeping up to date with development in the arts				
		1.2	Define the types of information that need to be researched				
		1.3	Give examples of different information sources that may be used to obtain information				
		1.4	Describe a range of research methods that would provide the type of information required				
2	Understand how to present clear and accurate information	2.1	Summarise who will need to see the outcomes of research				
		2.2	Describe reasons for systematically analysing information				
		2.3	Compare a range of methods that can be used to collate and analyse both quantitative and qualitative information				
		2.4	Give examples of different formats for reporting information				
		2.5	Select appropriate formats for different types of information				
3	Understand how to develop networks	3.1	Describe the benefits of developing networks				
		3.2	Identify opportunities to build personal contacts and form networks that provide information, support and resources				
		3.3	Describe the reasons for maintaining confidentiality				
		3.4	Describe how own organisation networks with other organisations				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to keep up to date with developments in own organisation and sector	4.1	Assess the trends and opportunities that currently affect demand and impact on a particular project			
		4.2	Gather information from networks that add value to own organisation in line with organisational guidelines			
		4.3	Present clear and accurate information on outcomes of research			

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## **Unit 3: Working in a team**

**Unit reference number: F/502/3538**

**QCF level: 2**

**Credit value: 2**

**Guided learning hours: 12**

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### **Unit aim**

This unit covers the dynamics of team working and examines what it is to be an effective team player. It covers the interpersonal skills needed, what it means to make a positive contribution to a team, the importance of adapting to different contexts and taking responsibility for own role and input.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.



## 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	Evidence type	Portfolio reference	Date
1 Be able to apply the skills needed to form collaborative relationships	<p>1.1 Demonstrate the ability to participate effectively in a team, showing they can:</p> <ul style="list-style-type: none"> <li>• help establish a consensus and reach agreements</li> <li>• be open and receptive to other people's ideas and input</li> <li>• provide constructive support and feedback to others</li> <li>• perform their agreed role and assigned tasks in a manner that ensures group success</li> </ul>			
2 Be able to adapt their behaviour within a team to ensure successful working relationships are established and maintained	2.1 Reflect on their own performance and behaviour in the team and assess the influence this has on others			
	2.2 Use a range of verbal and non-verbal techniques that help facilitate discussions and support other team members			
3 Know the approaches that can be used to resolve issues and achieve team goals	3.1 Demonstrate some empathy skills in appreciating other team members' positions			
	3.2 Demonstrate the ability to compromise if necessary to ensure that the team goals are achieved			

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## **Unit 4: Support the organisation of an event**

**Unit reference number: L/601/2505**

**QCF level: 2**

**Credit value: 2**

**Guided learning hours: 15**

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### **Unit aim**

This unit is about supporting the organisation of an event.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

## 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			Evidence type	Portfolio reference	Date
1	Understand the role and purpose of providing support with the organisation of an event	1.1	Describe the role and responsibilities required when supporting the organisation of an event				
		1.2	Identify a range of support activities that may be required when supporting the organisation of an event				
		1.3	Identify the purpose and value of giving assistance with organising an event				
		1.4	Describe the different types of events and their main features				
		1.5	Describe the types of risks associated with events and how to minimise these				
		1.6	Outline the types of information that delegates will need				
		1.7	Explain how to identify suitable venues for different types of events				
		1.8	Describe the types of resources needed to prepare for different types of events				
		1.9	Outline the different special requirements that delegates may have and how to meet these				
		1.10	Describe the health, safety and security requirements that need to be considered when organising events				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to support the organisation of an event	2.1 Contribute to the organisation of an event by: <ul style="list-style-type: none"> <li>• supporting the implementation of the plan for the event to meet agreed objectives</li> <li>• identifying resources and support needed for organising an event</li> <li>• identifying and costing suitable venues</li> <li>• arranging resources and production of event materials</li> <li>• preparing and sending of invitations to delegates</li> <li>• co-ordinating delegate responses</li> <li>• liaising with the venue to confirm event requirements</li> <li>• providing delegates with joining instructions and event materials</li> <li>• rehearsing arrangements to make sure the event runs smoothly, if required</li> <li>• following all legal and contractual requirements</li> <li>• following the relevant health, safety and security requirements for the event</li> </ul>			

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## **Unit 5: Assist in developing, delivering and evaluating projects**

**Unit reference number: K/601/5833**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 27**

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### **Unit aim**

This unit is about assisting with the development, delivery and evaluation of project work. Learners will need to understand the key aims and objectives of the project as well as their role within the team. It will be important that learners understand about timescales and budgets. Learners will also provide support to the post project evaluation.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

## 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		Evidence type	Portfolio reference	Date
1	Be able to contribute to the development of aims and objectives for a project	1.1	Give comments and suggestions which contribute towards developing the key aims and objectives for a project			
		1.2	Define their own role in the project team			
2	Be able to contribute to the tracking and monitoring of a project	2.1	Apply organisational process for tracking and monitoring of projects to include: <ul style="list-style-type: none"> <li>• timescales</li> <li>• budgets</li> </ul>			
3	Be able to evaluate the success of a project	3.1	Define the financial and non-financial critical success factors for the project			
		3.2	Select relevant information which assists the evaluation of the project			
		3.3	Analyse collected information			
		3.4	Give positive and negative points regarding the project that can be used within an evaluation report			

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## **Unit 6: Assist in securing funding for community arts projects**

**Unit reference number: M/601/5834**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 27**

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### **Unit aim**

This unit is about providing support to those in the organisation who are responsible for securing funding. Learners will be required to undertake research, evaluate potential sources of income and assist in the preparation of income/expenditure budgets.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

## 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			Evidence type	Portfolio reference	Date
1	Know potential sources of funding/income streams for the organisation	1.1	Identify the aims, objectives and core values for a project				
		1.2	Identify possible sources of funding/income streams and evaluate the suitability of these sources for the project to include: <ul style="list-style-type: none"> <li>• public</li> <li>• private</li> <li>• lottery</li> <li>• trust foundations</li> </ul>				
2	Assist in the completion of funding applications	2.1	Examine information about the organisation				
		2.2	Select the most relevant material for a given funding application				
		2.3	Demonstrate the use of clear, concise and accurate facts and figures in the funding application				
3	Assist in the construction of an income and expenditure budget	3.1	Gather information and contribute to the construction of a budget				
		3.2	Explain the process for monitoring the budget				

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## **Unit 7: Assist in pitching for community arts work**

**Unit reference number: T/601/5835**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 27**

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### **Unit aim**

This unit is about putting together an organisational summary and helping to present examples of completed work for a pitch. Learners will need good IT skills to upload media files and prepare documents and will require excellent oral and written communication skills.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

## 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			Evidence type	Portfolio reference	Date
1	Be able to assist with the preparation of a pitch	1.1	Give suggestions and comments which contribute to the preparation of an organisational summary				
		1.2	Give suggestions and comments which contribute to the preparation of briefs				
		1.3	Perform activities which contribute to the preparation of examples of completed work				
		1.4	Prepare and upload media files				
2	Understand the importance of meeting the criteria and needs of funding bodies or commissioners	2.1	Explain the importance of meeting the criteria or needs of funding bodies or commissioners when making a pitch.				
		2.2	Give examples of criteria or needs and explain how the pitch might address them				
3	Be able to contribute to a pitch for community arts work	3.1	Present their own role in the pitch				
		3.2	Present information clearly and accurately				

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## **Unit 8: Understand the process for developing and evaluating projects**

**Unit reference number: T/601/5852**

**QCF level: 2**

**Credit value: 1**

**Guided learning hours: 9**

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### **Unit aim**

This unit is about understanding how projects are developed, delivered and evaluated.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

## 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			Evidence type	Portfolio reference	Date
1	Understand how to develop aims and objectives for a project	1.1	Define what an aim is				
		1.2	Define what an objective is				
		1.3	Summarise the steps involved in developing aims and objectives for a project				
2	Understand how to track and monitor a project	2.1	Explain own organisational process for tracking and monitoring of projects to include: <ul style="list-style-type: none"> <li>• timescales</li> <li>• budgets</li> </ul>				
3	Understand the process for evaluating a project	3.1	Explain the importance of evaluating and reporting on a project				
		3.2	Explain the role that evaluation plays in continuous performance improvement for own organisation and for other stakeholders				
		3.3	Describe the principles and methods involved in evaluation				
		3.4	Explain why it is important to identify and use critical success factors when evaluating projects				



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## **Unit 9: Support marketing activities in a creative and cultural context**

**Unit reference number: R/601/6832**

**QCF level: 2**

**Credit value: 4**

**Guided learning hours: 28**

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### **Unit aim**

This unit is about providing administrative and basic research support for marketing activities in a creative and cultural context.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

## 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			Evidence type	Portfolio reference	Date
1	Be able to answer enquiries from and keep records of customers	1.1	Answer enquiries about the organisation, exhibitions or events				
		1.2	Seek advice or refer queries to suitable colleagues or sources of information when unable to answer queries directly				
		1.3	Keep records of customers, visitors or audiences in the format required by the organisation				
2	Be able to provide administrative support and co-ordination for marketing activities	2.1	Set up and provide support for meetings with colleagues, taking notes or minutes as necessary				
		2.2	Manage personal and colleagues' diaries				
		2.3	Co-ordinate activities with press and public relations personnel				
		2.4	Co-ordinate mailings				
3	Be able to collect and provide information to assist with marketing	3.1	Gather information to assist in researching marketing opportunities in line with audience needs				
		3.2	Provide information and data to assist with planning marketing activities, materials and events				
		3.3	Collect data to be used in evaluating the success of marketing activities				
		3.4	Input and manage data using a database				

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# **Unit 10: Support fundraising for a creative and cultural organisation**

**Unit reference number:** K/601/6822

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 28

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## **Unit aim**

This unit is about helping to secure funding for a cultural heritage organisation through answering enquiries, recording and providing information to support fundraising and funding bids, and providing relevant administrative support. It can be applied to fundraising from individuals, grant-providing bodies and corporate donors or sponsors.

## **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

## 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			Evidence type	Portfolio reference	Date
1	Be able to answer enquiries from current and potential funders	1.1	Respond to queries about fundraising from individuals or organisations				
		1.2	Provide information and answer enquiries at fundraising events				
		1.3	Know when to refer queries to colleagues or sources of information				
		1.4	Record data about current and potential funders in line with the organisation's procedures				
2	Be able to provide administrative support and co-ordination for fundraising activities	2.1	Provide support for meetings with colleagues and funders				
		2.2	Manage own and support others' diaries				
		2.3	Co-ordinate mailings				
3	Collect and provide information to assist with fundraising	3.1	Identify sources of information to support fundraising activities				
		3.2	Carry out research to support a fundraising activity				
		3.3	Record and manage information in line with the organisation's procedures				

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# Unit 11: Database Software

**Unit reference number:** M/502/4555

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

This is the ability to use a software application designed to organise and store structured information and generate reports. This unit is about the skills and knowledge required by an IT user to select and use intermediate database software tools and techniques to:

- enter information into databases, that is at times non-routine or unfamiliar;
- retrieve information by creating queries using multiple selection criteria; and
- produce reports by setting up menus or short cuts.

Learners will also be able to create and modify single table, non-relational databases. Any aspects that are unfamiliar may require support and advice from others.

Database tools, functions and techniques will be described as 'intermediate' because:

- the software tools and functions involved will at times be non-routine or unfamiliar; and
- the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements.

## Unit assessment requirements/evidence requirements

Please refer to the e-skills assessment requirements/strategy in *Annexe A* for this unit. Also, refer to the overarching Creative and Cultural Skills assessment requirements/strategy for the qualification in *Annexe A*.



## 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			Evidence type	Portfolio reference	Date
1	Create and modify non-relational database tables	1.1	Identify the components of a database design				
		1.2	Describe the field characteristics for the data required				
		1.3	Create and modify database tables using a range of field types				
		1.4	Describe ways to maintain data integrity				
		1.5	Respond appropriately to problems with database tables				
		1.6	Use database tools and techniques to ensure data integrity is maintained				
2	Enter, edit and organise structured information in a database	2.1	Create forms to enter, edit and organise data in a database				
		2.2	Select and use appropriate tools and techniques to format data entry forms				
		2.3	Check data entry meets needs, using IT tools and making corrections as necessary				
		2.4	Respond appropriately to data entry errors				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Use database software tools to run queries and produce reports	3.1	Create and run database queries using multiple criteria to display or amend selected data			
		3.2	Plan and produce database reports from a single table non-relational database			
		3.3	Select and use appropriate tools and techniques to format database reports			
		3.4	Check reports meet needs, using IT tools and making corrections as necessary			

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## Unit 12: Using Email

**Unit reference number:** M/502/4300

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 20

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### Unit aim

This is the ability to make the best use of email software to safely and securely send, receive and store messages. This unit is about the skills and knowledge to make effective use of a range of intermediate email software tools to send, receive and store messages for, at times, non-routine or unfamiliar activities. Any aspect that is unfamiliar may require support and advice from others.

Email tools and techniques will be defined as 'intermediate' because:

- the software tools and functions will be at times non-routine or unfamiliar; and
- the techniques required will involve a number of steps and at times be non-routine or unfamiliar.

An activity will typically be 'non-routine or unfamiliar' because:

- the task or context is likely to require some analysis, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content and meaning) before an approach can be planned; and
- the user will take some responsibility for developing the input or output of information.

### Unit assessment requirements/evidence requirements

Please refer to the e-skills assessment requirements/strategy in *Annexe A* for this unit. Also, refer to the overarching Creative and Cultural Skills assessment requirements/strategy for the qualification in *Annexe A*.

## 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			Evidence type	Portfolio reference	Date
1	Use e-mail software tools and techniques to compose and send messages	1.1	Select and use software tools to compose and format e-mail messages, including attachments				
		1.2	Determine the message size and how it can be reduced				
		1.3	Send e-mail messages to individuals and groups				
		1.4	Describe how to stay safe and respect others when using e-mail				
		1.5	Use an address book to organise contact information				
		2	Manage incoming e-mail effectively	2.1	Follow guidelines and procedures for using e-mail		
		2.2	Read and respond to e-mail messages appropriately				
		2.3	Use email software tools and techniques to automate responses				
		2.4	Describe how to archive e-mail messages, including attachments				
		2.5	Organise, store and archive e-mail messages effectively				
		2.6	Respond appropriately to e-mail problems				

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## Unit 13: Using the Internet

**Unit reference number:** A/502/4297

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### Unit aim

This is the ability 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. This unit is about the skills and knowledge needed by the IT User to understand and make effective use of a connection method and intermediate Internet software tools and techniques to search for and exchange information for, at times, non-routine or unfamiliar activities. Any aspect that is unfamiliar may require support and advice from others.

Internet tools and techniques at this level will be defined as:

- the software tools and functions will be at times non-routine or unfamiliar; and
- the range of techniques used for searching and exchanging information will involve a number of steps and at times be non-routine or unfamiliar.

An activity will typically be 'non-routine or unfamiliar' because:

- the task or context is likely to require some analysis, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content and meaning) before an approach can be planned; and
- the user will take some responsibility for the selecting how to search for and exchange the information.

### Unit assessment requirements/evidence requirements

Please refer to the e-skills assessment requirements/strategy in *Annexe A* for this unit. Also, refer to the overarching Creative and Cultural Skills assessment requirements/strategy for the qualification in *Annexe A*.

## 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			Evidence type	Portfolio reference	Date
1	Connect to the Internet	1.1	Identify different types of connection methods that can be used to access the Internet				
		1.2	Identify the benefits and drawbacks of the connection method used				
		1.3	Get online with an Internet connection				
		1.4	Use help facilities to solve Internet connection problems				
2	Use browser software to navigate web pages effectively	2.1	Select and use browser tools to navigate web pages				
		2.2	Identify when to change settings to aid navigation				
		2.3	Adjust browser settings to optimise performance and meet needs				
		2.4	Identify ways to improve the performance of a browser				
3	Use browser tools to search for information from the Internet	3.1	Select and use appropriate search techniques to locate information efficiently				
		3.2	Describe how well information meets requirements				
		3.3	Manage and use references to make it easier to find information another time				
		3.4	Download, organise and store different types of information from the Internet				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Use browser software to communicate information online	4.1	Identify opportunities to create, post or publish material to websites				
		4.2	Select and use appropriate tools and techniques to communicate information online				
		4.3	Use browser tools to share information sources with others				
		4.4	Submit information online				
5	Understand the need for safety and security practices when working online	5.1	Describe the threats to system performance when working online				
		5.2	Work responsibly and take appropriate safety and security precautions when working online				
		5.3	Describe the threats to information security when working online				
		5.4	Manage personal access to online sources securely				
		5.5	Describe the threats to user safety when working online				
		5.6	Describe how to minimise internet security risks				
		5.7	Apply laws, guidelines and procedures for safe and secure Internet use				
		5.8	Explain the importance of the relevant laws affecting Internet users				

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(if sampled)



## Unit 14: Presentation Software

**Unit reference number:** M/502/4622

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### Unit aim

This is the ability to use software applications to produce effective presentations, which include a combination of media (e.g. images, animation and sound) for education, entertainment or information sharing.

This unit is about the skills and knowledge required by an IT user to select and use a wide range of intermediate presentation software tools and techniques effectively to produce presentations that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

Presentation tools and techniques at this level will be described as 'intermediate' because:

- the software tools and functions used will be at times non-routine or unfamiliar;
- the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements; and
- the user will take some responsibility for inputting, structuring, editing and presenting the information, which at times may be non-routine or unfamiliar.

### Unit assessment requirements/evidence requirements

Please refer to the e-skills assessment requirements/strategy in *Annexe A* for this unit. Also, refer to the overarching Creative and Cultural Skills assessment requirements/strategy for the qualification in *Annexe A*.

## 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			Evidence type	Portfolio reference	Date
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	Enter text and other information using layouts appropriate to type of information				
		1.3	Insert charts and tables into presentation slides				
		1.4	Insert images, video or sound to enhance the presentation				
		1.5	Identify any constraints which may affect the presentation				
		1.6	Organise and combine information of different forms or from different sources for presentations				
		1.7	Store and retrieve presentation files effectively, in line with local guidelines and conventions where available				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Use presentation software tools to structure, edit and format slide sequences	2.1	Identify what slide structure and themes to use				
		2.2	Select, change and use appropriate templates for slides				
		2.3	Select and use appropriate techniques to edit slides and presentations to meet needs				
		2.4	Select and use appropriate techniques to format slides and presentations				
		2.5	Identify what presentation effects to use to enhance the presentation				
		2.6	Select and use animation and transition effects appropriately to enhance slide sequences				
3	Prepare slideshow for presentation	3.1	Describe how to present slides to meet needs and communicate effectively				
		3.2	Prepare slideshow for presentation				
		3.3	Check presentation meets needs, using IT tools and making corrections as necessary				
		3.4	Identify and respond to any quality problems with presentations to ensure that presentations meet needs				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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# Unit 15: Spreadsheet Software

**Unit reference number:** F/502/4625

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

This is the ability to use a software application designed to record data in rows and columns, perform calculations with numerical data and present information using charts and graphs. This level is about the skills and knowledge required by an IT user to select and use a wide range of intermediate spreadsheet software tools and techniques to produce, present, and check spreadsheets that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

Spreadsheet software tools and techniques will be described as 'Intermediate' because:

- the range of data entry, manipulation and outputting techniques will be at times non-routine or unfamiliar;
- the tools, formulas and functions needed to analyse and interpret the data requires knowledge and understanding (for example, mathematical, logical, statistical or financial); and
- the user will take some responsibility for setting up or developing the structure and functionality of the spreadsheet.

## Unit assessment requirements/evidence requirements

Please refer to the e-skills assessment requirements/strategy in *Annexe A* for this unit. Also, refer to the overarching Creative and Cultural Skills assessment requirements/strategy for the qualification in *Annexe A*.

## 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			Evidence type	Portfolio reference	Date
1	Use a spreadsheet to enter, edit and organise numerical and other data	1.1	Identify what numerical and other information is needed in the spreadsheet and how it should be structured				
		1.2	Enter and edit numerical and other data accurately				
		1.3	Combine and link data across worksheets				
		1.4	Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available				
		2.1	Identify which tools and techniques to use to analyse and manipulate data to meet requirements				
2	Select and use appropriate formulas and data analysis tools to meet requirements	2.2	Select and use a range of appropriate functions and formulas to meet calculation requirements				
		2.3	Use a range of tools and techniques to analyse and manipulate data to meet requirements				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Select and use tools and techniques to present and format spreadsheet information	3.1	Plan how to present and format spreadsheet information effectively to meet needs				
		3.2	Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets				
		3.3	Select and format an appropriate chart or graph type to display selected information				
		3.4	Select and use appropriate page layout to present and print spreadsheet information				
		3.5	Check information meets needs, using spreadsheet tools and making corrections as necessary				
		3.6	Describe how to find errors in spreadsheet formulas				
		3.7	Respond appropriately to any problems with spreadsheets				

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# Unit 16: Word Processing Software

**Unit reference number:** R/502/4628

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

This is the ability to use a software application designed for the creation, editing and production of largely text-based documents. This unit is about the skills and knowledge required by an IT user to select and use a range of intermediate word processing software tools and techniques to produce documents that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

Word processing tools and techniques will be described as 'intermediate' because:

- the software tools and functions will be at times non-routine or unfamiliar;
- the choice of techniques will need to take account of a number of factors or elements; and
- the user will take some responsibility for the inputting, manipulating and outputting of the information.

## Unit assessment requirements/evidence requirements

Please refer to the e-skills assessment requirements/strategy in *Annexe A* for this unit. Also, refer to the overarching Creative and Cultural Skills assessment requirements/strategy for the qualification in *Annexe A*.

## 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			Evidence type	Portfolio reference	Date
1	Enter and combine text and other information accurately within word processing documents	1.1	Identify what types of information are needed in documents				
		1.2	Use appropriate techniques to enter text and other information accurately and efficiently				
		1.3	Select and use appropriate templates for different purposes				
		1.4	Identify when and how to combine and merge information from other software or other documents				
		1.5	Select and use a range of editing tools to amend document content				
		1.6	Combine or merge information within a document from a range of sources				
		1.7	Store and retrieve document and template files effectively, in line with local guidelines and conventions where available				
2	Create and modify layout and structures for word processing documents	2.1	Identify the document requirements for structure and style				
		2.2	Identify what templates and styles are available and when to use them				
		2.3	Create and modify columns, tables and forms to organise information				
		2.4	Select and apply styles to text				



Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Use word processing software tools to format and present documents effectively to meet requirements	3.1	Identify how the document should be formatted to aid meaning				
		3.2	Select and use appropriate techniques to format characters and paragraphs				
		3.3	Select and use appropriate page and section layouts to present and print documents				
		3.4	Describe any quality problems with documents				
		3.5	Check documents meet needs, using IT tools and making corrections as necessary				
		3.6	Respond appropriately to quality problems with documents so that outcomes meet needs				

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*(if sampled)*



## 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			Evidence type	Portfolio reference	Date
1	Understand how to make telephone calls	1.1	Describe the different features of telephone systems and how to use them				
		1.2	Give reasons for identifying the purpose of a call before making it				
		1.3	Describe different ways of obtaining the names and numbers of people that need to be contacted				
		1.4	Describe how to use a telephone system to make contact with people inside and outside an organisation				
		1.5	Explain the purpose of giving a positive image of self and own organisation				
		1.6	Explain the purpose of summarising the outcomes of a telephone conversation before ending the call				
		1.7	Describe how to identify problems and who to refer them to				
		1.8	Describe organisation structures and communication channels within an organisation				
		1.9	Describe how to follow organisational procedures when making a telephone call				
		1.10	Explain how to report telephone system faults				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
2 Understand how to receive and transfer telephone calls	2.1	Describe how to identify callers and their needs				
	2.2	Explain the purpose of giving accurate and up to date information to callers				
	2.3	Explain the purpose of confidentiality and security when dealing with callers				
	2.4	Describe the types of information that could affect confidentiality and security and how to handle these				
	2.5	Describe ways of identifying the appropriate person to whom a call is transferred				
	2.6	Describe the information to be given when transferring calls or leaving messages				
	2.7	Describe how to identify problems and who to refer them to				
	2.8	Describe how to follow organisational procedures when receiving a telephone call				
	2.9	Explain how to report telephone system faults				
3 Be able to make telephone calls	3.1	Identify the purpose of the call				
	3.2	Obtain the name and number of the person to be contacted				
	3.3	Make contact with the person				
	3.4	Communicate information to achieve the purpose of the call				
	3.5	Project a positive image of self and organisation				
	3.6	Summarise the outcomes of the conversation before ending a call				
	3.7	Report telephone system faults, if necessary				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to receive telephone calls	4.1	Answer a phone following organisational procedures				
		4.2	Give a positive image of self and organisation				
		4.3	Identify the caller, where they are calling from, and what they need				
		4.4	Give accurate and up to date information whilst protecting confidentiality and security				
		4.5	Transfer calls, if required				
		4.6	Take and pass on messages according to the caller's needs				
		4.7	Summarise the outcomes of the conversation before ending the call				
		4.8	Report telephone system faults, if necessary				

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# **Unit 18: Support the organisation of business travel or accommodation**

**Unit reference number: Y/601/2510**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 18**

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## **Unit aim**

This unit is about supporting the delivery of business travel or accommodation arrangements following instruction from the organiser or traveller(s).

## **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

## 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			Evidence type	Portfolio reference	Date
1	Understand the purpose of confirming a brief and budget for business travel or accommodation	1.1	Explain the purpose of obtaining and confirming instructions for arranging business travel or accommodation				
		1.2	Explain the purpose and benefits of confirming the requirements of a brief and budget for business travel or accommodation arrangements				
		1.3	Explain the purpose of following the requirements of a brief and budget for business travel or accommodation arrangements				
		1.4	Describe how to support the organisation of business travel or accommodation to meet expectations				
		1.5	Describe the main types of business travel or accommodation arrangements that may need to be made and the procedures to follow				
		1.6	Describe how to obtain best value for money when making business travel or accommodation arrangements				
		1.7	Describe how to keep records of business travel or accommodation arrangements				
		1.8	Outline the documents and information to provide to the person who is travelling and how to obtain these				
		1.9	Describe the types of problems that may occur with business travel or accommodation arrangements and the correct procedures to follow in order to deal with these problems				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Know the sources of information and facilities available to make business travel or accommodation arrangements	2.1	Describe sources of information, and the facilities available, for making business travel or accommodation arrangements			



Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
3 Be able to support the organisation with business travel or accommodation arrangements	3.1	Confirm the brief and budget for business travel or accommodation arrangements				
	3.2	Check a draft itinerary and schedule with organiser or traveller(s)				
	3.3	Identify suitable business travel or accommodation options				
	3.4	Book suitable business travel or accommodation arrangements, following instructions: <ul style="list-style-type: none"> <li>• to meet the brief and budget using available sources of information and facilities</li> <li>• obtaining best value for money</li> <li>• making payment or agreeing payment arrangements</li> </ul>				
	3.5	Obtain confirmations, and collate documents for business travel or accommodation arrangements				
	3.6	Maintain records of business travel or accommodation arranged				
	3.7	Provide the organiser or traveller(s) with an itinerary and required documents in good time				
	3.8	Confirm with the organiser or traveller(s) that itinerary and documents meet requirements				
	3.9	Resolve or refer problems to the appropriate person				

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(if sampled)

## **Unit 19: Use electronic message systems**

**Unit reference number: H/601/2476**

**QCF level: 2**

**Credit value: 1**

**Guided learning hours: 6**

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### **Unit aim**

This unit is about organising and updating messages using an electronic message system.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in Annexe A.

## 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			Evidence type	Portfolio reference	Date
1	Understand the use of electronic message systems	1.1	Describe the main types of electronic message systems				
		1.2	Describe the different features of electronic message systems				
		1.3	Explain the purpose of keeping an electronic message system up to date				
		1.4	Describe how to use an electronic message system to check and delete or discard messages				
		1.5	Explain the purpose of leaving clear messages for others				
2	Be able to use electronic message systems	2.1	Keep a message system up to date				
		2.2	Check system for messages				
		2.3	Respond to messages within agreed timescales				
		2.4	Delete messages when dealt with				
		2.5	Select the information to be given when taking or leaving messages				
		2.6	Leave messages on other people's systems, if required				

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## **Unit 20: Use a diary system**

**Unit reference number: K/601/2477**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 9**

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### **Unit aim**

This unit is about using a diary system to organise and record work activities so that planned work can take place.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

## 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			Evidence type	Portfolio reference	Date
1	Understand a diary system	1.1	Explain the purpose of using a diary system				
		1.2	Describe different types of diary systems				
		1.3	Describe the purpose of obtaining relevant information about requested diary entries and changes				
2	Understand how to use a diary system	2.1	Describe the types of information needed for diary entries				
		2.2	Explain how to prioritise requests				
		2.3	Explain the purpose of prioritising requests				
		2.4	Explain the purpose of trying to balance the needs of all those involved				
		2.5	Explain the purpose of communicating changes to those affected				
		2.6	Explain the purpose of keeping a diary system up to date				
		2.7	Describe the different types of problems that may occur when new requests are made and solutions to these problems				
		2.8	Explain the purpose of following security and confidentiality procedures when using a diary system				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
3 Be able to use a diary system	3.1	Obtain information needed to make diary entries				
	3.2	Make diary entries accurately and clearly				
	3.3	Prioritise changes to entries, as required				
	3.4	Record agreed changes in the diary				
	3.5	Identify and report the effects of any changes for existing entries				
	3.6	Solve problems by negotiating alternative arrangements, when necessary				
	3.7	Keep a diary up to date and store it securely				

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(if sampled)

## **Unit 21: Organise and report data**

**Unit reference number: R/601/2487**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 12**

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### **Unit aim**

This unit is about organising and reporting data to the agreed format and timescales.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.



## 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			Evidence type	Portfolio reference	Date
1	Understand how to organise and report data that has been researched	1.1	Describe different ways of organising data that has been researched				
		1.2	Describe different ways of reporting data				
		1.3	Describe the purpose of presenting data to the agreed format and timescale				
2	Be able to organise data	2.1	Organise data so that it can be reported				
		2.2	Check the accuracy of the data, and make adjustments, if required				
		2.3	Obtain feedback on data collected, if required				
3	Be able to report data	3.1	Present data in agreed format				
		3.2	Present data to agreed timescale				

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(if sampled)

## **Unit 22: Store and retrieve information**

**Unit reference number: R/601/2490**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 17**

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### **Unit aim**

This unit is about storing and retrieving information securely and within confidentiality requirements of the organisation.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

## 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			Evidence type	Portfolio reference	Date
1	Understand processes and procedures for storing and retrieving information	1.1	Explain the purpose of storing and retrieving required information				
		1.2	Describe different information systems and their main features				
		1.3	Explain the purpose of legal and organisational requirements for the security and confidentiality of information				
		1.4	Explain the purpose of confirming information to be stored and retrieved				
		1.5	Describe ways of checking information for accuracy				
		1.6	Explain the purpose of checking information for accuracy				
		1.7	Explain the purpose of providing information to agreed format and timescales				
		1.8	Describe the types of information that may be deleted				
		1.9	Describe problems that may occur with information systems and how to deal with them, when necessary				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to store information	2.1	Identify, confirm and collect information to be stored				
		2.2	Follow legal and organisational procedures for security and confidentiality of information to be stored				
		2.3	Store information in approved locations				
		2.4	Check and update stored information, if required				
		2.5	Delete stored information, if required				
		2.6	Deal with, or refer problems, if required				
3	Be able to retrieve information	3.1	Confirm and identify information to be retrieved				
		3.2	Follow legal and organisational procedures for security and confidentiality of information				
		3.3	Locate and retrieve the required information				
		3.4	Check and update information, if required				
		3.5	Provide information in the agreed format and timescale				
		3.6	Deal with, or refer problems if required				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)

## **Unit 23:                                   Ensure responsibility for actions to reduce risks to health and safety**

**Unit reference number:   A/601/5867**

**QCF level:                                   3**

**Credit value:                               4**

**Guided learning hours:   38**

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### **Unit aim**

The aim of this unit is to provide learners with the knowledge, understanding and skills to understand their health and safety responsibilities in the workplace.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

## 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			Evidence type	Portfolio reference	Date
1	Be able to identify the hazards and evaluate the risks in the workplace	1.1	Identify workplace instructions that are relevant to them and their job role				
		1.2	Identify working practices and hazards in the workplace that could be harmful				
		1.3	Evaluate the hazards and prioritise in risk order				
		1.4	Report hazard(s) to the responsible person				
2	Be able to reduce the risks to health and safety in the workplace	2.1	Perform work activities at own level of competence in accordance with identified health and safety: <ul style="list-style-type: none"> <li>• Workplace policies</li> <li>• Instructions and procedures</li> <li>• Suppliers and manufacturers' information</li> <li>• Relevant legal requirements</li> </ul>				
		2.2	Manage hazards in accordance with workplace instructions and legal requirements				
		2.3	Report any differences between workplace instructions and supplier/manufacturer instructions				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Know how to reduce risks to health and safety in the workplace	3.1	Explain their responsibility in remaining alert to hazards and risks				
		3.2	Describe own responsibilities and scope for action in controlling risk				
		3.3	Explain the importance of adhering to health and safety policies and practices				
		3.4	Describe where and when to get additional health and safety assistance				
		3.5	Describe the importance of personal presentation and behaviour in maintaining health and safety in the workplace				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)





## 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	Evidence type	Portfolio reference	Date
1 Be able to maintain accurate and up to date financial records	1.1 Identify budget costs using valid, reliable and accurate sources of information			
	1.2 Maintain accurate and up-to-date financial records in the correct format, using appropriate computer software or manual format			
	1.3 Provide reports on expenditure against the budgets, in the correct format			
	1.4 Liaise with others to inform of any financial variances or discrepancies when these occur			
	1.5 Produce and maintain spreadsheets setting out: <ul style="list-style-type: none"> <li>• Costs</li> <li>• Expenses</li> </ul>			
	1.6 Set up and maintain supporting balance sheets, ensuring information is: <ul style="list-style-type: none"> <li>• Accurate</li> <li>• Up to date</li> <li>• Set out in the correct format</li> </ul>			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to follow company policy in relation to purchase orders, petty cash, floats and per diems	2.1	Process purchase orders for payments				
		2.2	Monitor petty cash				
		2.3	Assemble and monitor floats				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)

## **Unit 25: Manage and market own freelance services**

**Unit reference number: T/600/8948**

**QCF level: 3**

**Credit value: 6**

**Guided learning hours: 60**

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### **Unit aim**

The aim of this unit is to enable learners to market their own services, manage their own performance, contracts and systems, and accounts and records.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

## 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			Evidence type	Portfolio reference	Date
1	Be able to market own services	1.1	Identify relevant business contacts within the industry				
		1.2	Maintain established business contacts within the industry				
		1.3	Participate within relevant networks and expert organisations to support own freelance activity				
		1.4	Use appropriate strategies and tools to enhance own professional reputation and promote own services				
		1.5	Implement systems to enable early identifications of work opportunities				
		1.6	Identify potential agents or other representatives				
2	Be able to manage own performance	2.1	Identify own development needs drawing on a range of relevant sources				
		2.2	Seek constructive feedback from relevant parties about own performance				
		2.3	Set, monitor and review realistic objectives for own training and development needs, performance and business targets				
		2.4	Work flexibly, adapting to the requirements of others as appropriate whilst maintaining own personal work ethic and reputation				
		2.5	Make appropriate business decisions				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to manage own systems, accounts and records	3.1	Implement effective systems for managing budgets, finance and documentation				
		3.2	Maintain appropriate, accurate and up-to date accounts and records				
		3.3	Implement effective support services				
		3.4	Plan ahead to maintain a viable work and cash flow				
4	Be able to manage own contracts	4.1	Negotiate contracts that meet legal and industry requirements				
		4.2	Agree realistic fee rates, schedule and other expenses				
		4.3	Establish clear performance outcomes				
		4.4	Ensure that contracts include all relevant details, checking that these match agreements				
		4.5	Communicate the obligations of all parties clearly				
		4.6	Store a written copy of the final signed contract securely				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*

## **Unit 26: Understanding the core knowledge needed by those who work with children and young people**

**Unit reference number:** T/502/7537

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 26

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### **Unit aim**

The aim of this unit is to enable learners to understand the core knowledge required by those who work with children and young people.

### **Unit assessment requirements/evidence requirements**

Learning Outcome 1: Communication can include verbal, written and technological methods. Potential barriers can include language, poverty, cultural or faith background/requirements, disability, disadvantage or anxiety.

Learning Outcome 2: Changes can include emotional, intellectual, linguistic, mental, moral, physical, sexual and social development. Their world can include their environment and online experience.

Learning Outcome 3: Abuse of children or young people can take the form of one or more of the following: emotional, physical, sexual, bullying, neglect and self-harm.

Learning Outcome 4: Refers to changes between services or life changes such as moving from schools, leaving a custodial setting, experiencing puberty or family issues.

Learning Outcome 5: Multi-agency working brings together practitioners from different sectors and professions within the workforce to provide integrated support.

It is accepted that the assessment of some knowledge and understanding may take place in a different environment e.g. in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence. Please refer to the Skills for Justice assessment strategy in *Annexe A* for more details.

## 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			Evidence type	Portfolio reference	Date
1	Understand the principles of effective communication and engagement with children, young people and their families/carers	1.1	Explain the different ways of communicating with children, young people and their families/carers				
		1.2	Describe how to address potential barriers to communication and engagement with children and young people				
		1.3	Explain the importance of non-verbal communication, including body language				
		1.4	Explain the importance of demonstrating respect when communicating with children and young people				
		1.5	Explain how their attitude and behaviour can affect the development of rapport with children, young people and the child/young persons' families/carers				
		1.6	Describe the effects of involving children/young people, families, parents and carers in decisions affecting children/young people				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand the development of children and young people	2.1	Outline the key development changes that are expected to occur in children and young people				
		2.2	Explain why children and young people can perceive and experience their world in different ways				
		2.3	Describe how families, parents and carers have an impact in shaping the development of children				
		2.4	Explain ways of motivating and encouraging children and young people to realise the child/young person's full potential, within the context of their role				
		2.5	Describe how to access support in circumstances where they are affected emotionally by their work with children, young people, families and carers				
		3	Understand the importance of safeguarding children and young people	3.1	Describe what is meant by the safeguarding of children and young people		
		3.2	Explain their own role and responsibilities for safeguarding the children and young people with whom they come into contact				
		3.3	Describe the indicators of potential abuse affecting children and young people				
		3.4	Describe the actions to take where abuse is suspected, identified or disclosed, within the context of their role				
		3.5	Explain the circumstances when a child or young person might be referred for help and support				
		3.6	Describe the procedures for progressing referrals of children/young people for help and support				



Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Understand the types of transitions affecting children and young people	4.1	Describe what is meant by the term transition in relation to children and young people				
		4.2	Describe key types of transition between services affecting children and young people				
		4.3	Describe key types of life changes affecting children and young people				
		4.4	Describe the importance of supporting children and young people through transitions in a way that is appropriate to their age and stage of development				
5	Understand the nature and importance of their role in multi-agency and integrated working in meeting the needs of children and young people	5.1	Explain what is meant by multi-agency and integrated working and the impact for working with children and young people				
		5.2	Explain their role in multi-agency and integrated working and the circumstances when another agency or individual might be involved in supporting a child or young person				
		5.3	Describe the role of families, parents and carers as partners when working with children and young people				
		5.4	Describe when and how it might be appropriate to challenge situations which are beyond the immediate responsibilities of their role				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Understand the importance of information sharing	6.1	Describe the importance of sharing relevant information with other appropriate agencies, and in a timely and accurate way				
		6.2	Outline legislation and organisation requirements regarding the maintenance of confidentiality				
		6.3	Describe the boundaries of confidentiality when dealing with children and young people, and when it is appropriate to share information without the consent of the child or young person				
		6.4	Describe why it is important to explain to children and young people the limits of confidentiality				
		6.5	Describe what is meant by data security, both in and outside the working environment				
		6.6	Describe their organisation's procedures for maintaining accurate and up to date records				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## **Unit 27: Understanding the core knowledge needed by those who work with children and young people, and its impact**

**Unit reference number: D/505/3355**

**QCF level: 3**

**Credit value: 4**

**Guided learning hours: 28**

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### **Unit aim**

The aim of this unit is to enable the learner to understand the core knowledge required by those who work with children and young people, and its impact.

### **Unit assessment requirements/evidence requirements**

Learning Outcome 1: Communication can include verbal, written and technological methods. Potential barriers can include language, poverty, cultural or faith background/requirements, disability, disadvantage or anxiety.

Learning Outcome 2: Changes can include emotional, intellectual, linguistic, mental, moral, physical, sexual and social development. Their world can include their environment and online experience.

Learning Outcome 3: Abuse of children or young people can take the form of one or more of the following: emotional, physical, sexual, bullying, neglect and self-harm.

Learning Outcome 4: Refers to changes between services or life changes such as moving from schools, leaving a custodial setting, experiencing puberty or family issues.

Learning Outcome 5: Multi-agency working brings together practitioners from different sectors and professions within the workforce to provide integrated support.

It is accepted that the assessment of some knowledge and understanding may take place in a different environment e.g. in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence. Please refer to the Skills for Justice assessment strategy in *Annexe A* for more details.

## 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			Evidence type	Portfolio reference	Date
1	Understand how to promote effective communication and engagement with children, young people and their families/carers	1.1	Explain the relative strengths and weaknesses of different ways of communicating with children, young people and their families/carers				
		1.2	Describe how to address potential barriers to communication and engagement with children and young people				
		1.3	Explain the importance of checking understanding when communicating with children, young people and their families/carers				
		1.4	Explain the importance of non-verbal communication, including body language				
		1.5	Explain the importance of demonstrating respect when communicating with children and young people				
		1.6	Explain how their attitude and behaviour can affect the development of rapport with children, young people and the child/young persons' families/carers				
		1.7	Describe the effects of involving children/young people, families, parents and carers in decisions affecting children/young people				
		1.8	Describe the circumstances, and associated considerations, when it might be appropriate to go against a child, young person or family/carer's expressed wishes				
		1.9	Explain the importance of reflecting upon the impact of their actions when communicating and engaging with children and young people				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
2 Understand the development of, and the impact of this upon, children and young people	2.1	Outline the key development changes that are expected to occur in children and young people				
	2.2	Explain why children and young people can perceive and experience their world in different ways				
	2.3	Describe how families, parents and carers have an impact in shaping the development of children				
	2.4	Describe how the balance of influence from parents/carers, peers, authority figures and others alters as the child or young person develops				
	2.5	Describe the impact of technology on the development of children and young people				
	2.6	Explain ways of motivating and encouraging children and young people to realise the child/young person's full potential, within the context of their role				
	2.7	Describe how to access support in circumstances where they are affected emotionally by their work with children, young people, families and carers				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand the importance of safeguarding children and young people, and associated responsibilities and procedures	3.1	Describe what is meant by the safeguarding of children and young people				
		3.2	Outline national and local guidance and procedures regarding safeguarding and promoting the welfare of children and young people				
		3.3	Explain the key safeguarding responsibilities of all of those in contact with children and young people				
		3.4	Outline inter-agency arrangements for safeguarding children and young people				
		3.5	Describe the indicators of potential abuse affecting children and young people				
		3.6	Describe the actions to take where abuse is suspected, identified or disclosed, within the context of their role				
		3.7	Explain the circumstances when a child or young person might be referred for help and support				
		3.8	Describe the procedures for progressing referrals of children/young people for help and support				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Understand how to support children and young people through transitions, and circumstances requiring specialist support	4.1	Describe what is meant by the term transition in relation to children and young people				
		4.2	Describe the impact of key types of transition between services affecting children and young people				
		4.3	Describe the impact of key types of life changes affecting children and young people				
		4.4	Describe how to support children and young people through transitions in a way that is appropriate to their age and stage of development				
		4.5	Describe the circumstances when specialist advice and support is appropriate in supporting children and young people to manage transitions				
		4.6	Describe the action to take when specialist advice and support is needed to manage transitions				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Understand sources of information regarding individual children, young people and families/carers, and the importance of effective information sharing	5.1	Explain what is meant by multi-agency and integrated working when working with children and young people				
		5.2	Describe the impact of multi-agency and integrated working in meeting the needs of children and young people				
		5.3	Explain their role in multi-agency and integrated working and the circumstances when another agency or individual might be involved in supporting a child or young person				
		5.4	Describe the role of families, parents and carers as partners when working with children and young people				
		5.5	Describe when and how it might be appropriate to challenge situations which are beyond the immediate responsibilities of their role				
		5.6	Explain the triggers and procedures for reporting and referring incidents or unexpected behaviour involving children and young people				
		5.7	Outline the procedures for multi-agency working				
		5.8	Describe sources of information, advice and support services for children and young people				



Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Understand the importance of effective information sharing	6.1	Describe the importance of sharing relevant information with other appropriate agencies in a timely and accurate manner				
		6.2	Outline legal and their organisation's requirements regarding the sharing of information and maintenance of confidentiality				
		6.3	Describe the boundaries of confidentiality when dealing with children and young people, and when it is appropriate to share information without the consent of the child or young person				
		6.4	Describe why it is important to explain to children and young people the limits of confidentiality				
		6.5	Explain the sources of information regarding individual children, young people and families/carers, and the circumstances when each might be the most appropriate				
		6.6	Describe what is meant by data security, both in and outside the working environment				
		6.7	Describe their organisation's procedures for maintaining accurate and up to date records				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## 12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson Edexcel: [www.edexcel.com/contactus](http://www.edexcel.com/contactus)
- Pearson BTEC: [www.btec.co.uk/contactus](http://www.btec.co.uk/contactus)
- Pearson Work Based Learning: [www.pearsonwbl.com/contactus](http://www.pearsonwbl.com/contactus)
- Books, software and online resources for UK schools and colleges: [www.pearsonschools.co.uk/contactus](http://www.pearsonschools.co.uk/contactus)

Other sources of information and publications available on our website include:

- *Pearson Equality Policy*
- *Pearson Work Based Learning Centre Guide*
- *Edexcel UK Information Manual – Chapter 9* (updated annually)
- *Recognition of Prior Learning Policy and Process*
- *BTEC Centre Guide to Assessment.*

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications is available on our website, at [www.pearsonwbl.edexcel.com/NVQ-competence-based](http://www.pearsonwbl.edexcel.com/NVQ-competence-based).

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to [www.edexcel.com/resources/publications](http://www.edexcel.com/resources/publications).

## 13 Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options and sector events, or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme
- planning for assessment
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

For more information on training options and upcoming events, please visit our website, [www.pearsonwbl.edexcel.com//training-events](http://www.pearsonwbl.edexcel.com//training-events). You can request customised training by completing the enquiry form on our website and we will contact you to discuss your training needs.

### Support services

**Face-to-face support:** our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required. A UK map showing the Regional Quality Managers' contact details can be found at [www.btec.co.uk/support](http://www.btec.co.uk/support).

**Online support:** find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available at [www.pearsonwbl.edexcel.com/Our-support](http://www.pearsonwbl.edexcel.com/Our-support).

### Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers are able to seek advice and clarification about any aspect of our qualifications and services, as well as share knowledge and information with others. The forums are sector specific and cover Business Administration, Customer Service, Health and Social Care, Hospitality and Catering and Retail. The online forum is available at [www.pearsonwbl.edexcel.com/Our-support](http://www.pearsonwbl.edexcel.com/Our-support).

## 14 Contact us

We have a dedicated Account Support team, based throughout the UK, to give you more personalised support and advice. To contact your Account Specialist you can use any of the following methods:

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us at:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

### Complaints and feedback

We are working hard to provide you with excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

# Annexe A: Assessment requirements/strategy

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## **Creative and Cultural Skills Assessment Strategy**

### **1. Introduction**

This Assessment Strategy is applicable to all QCF occupational qualifications at all levels within the Creative and Cultural footprint unless otherwise specified.

These Assessment Principles are designed to supplement the guidance issued by the Regulatory Authorities, including the Additional Regulatory Requirements for Qualifications of the Type NVQ within the QCF, and guidance issued by Awarding Organisations.

### **2. Simulation**

Any simulation allowed must:

- provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed.

Unless otherwise indicated, it is a general principle that evidence from simulations should only be employed under the following circumstances:

- where for the candidate to be assessed performing this task in a real working environment could be deemed to pose risks to the themselves or others .
- where the situation or task to be assessed arises so infrequently that it would be impractical to wait for an opportunity to assess it solely when it occurred for real
- at the discretion of the Awarding Organisation where it is considered the environment provided fully reflects a commercial working environment and that the demands on the candidate during simulation are neither more or less than they would be in a real work environment/situation.

Any simulation must be approved in advance by the External Verifier, and clear reasons must be given for its intended use. If approval is given, all Awarding Organisation guidance and requirements must be observed.

### **3. Evidence**

Workplace performance evidence should form the greatest proportion of each candidate's evidence, attesting to the fact that for an occupational qualification the candidate has demonstrated competence across the full range of performance requirements and that they are able to apply relevant knowledge and skills.

Other types of acceptable evidence include, but are not limited to:

- Witness Testimony (Details of acceptable witnesses are found in "Section 4: Expertise of assessors, verifiers and witnesses")
- Logs/Diaries kept by Candidates
- Recorded answers to questions posed by the Assessor
- Recorded/Transcribed Interviews with the Candidate
- Recorded use of up-to-date commercial/industrial equipment
- E-portfolios and other forms of digital media
- Works documentation attributable to the candidate
- Both interim and final internal verification.

#### **4. Expertise of assessors, verifiers and expert witnesses**

Assessors must:

- Be competent to make qualitative judgements about the QCF units they are assessing. Illustrations of competence could include the assessor:
  - Having achieved the award/units themselves
  - Having substantial demonstrable experience in the job roles they are assessing
- Hold appropriate assessor qualifications, as currently required by the regulatory authorities.
- Carry out their duties in accordance with current guidance on assessment practice issued by the regulatory authorities and the appropriate Awarding Organisation.
- Maintain appropriate evidence of development activities to ensure their assessment skills and occupational understanding are current (CPD)
- Have a working knowledge of the NOS and the awards and a full understanding of that part of the award for which they have responsibility. The Awarding Organisation will confirm this through examination of relevant CVs supported by relevant references.
- Meet any additional requirements as specified by the Awarding Organisation.

##### **Internal verifiers must:**

- Hold appropriate verifier qualifications, as currently required by the regulatory authorities.
- Carry out their duties in accordance with current guidance on verification practice issued by the regulatory authorities and the appropriate Awarding Organisation.
- Maintain appropriate evidence of development activities to ensure their assessment skills and occupational understanding are current (CPD)
- Have relevant experience within the sector, a working knowledge of the QCF units/award and a full understanding of that part of the units/award for which they have responsibility. The Awarding Organisation will confirm this through examination of relevant CVs supported by relevant references.
- Meet any additional requirements as specified by the Awarding Organisation

##### **External verifiers must:**

- Be familiar with and/or experienced in the relevant sector and/or context to be able to verify that candidate evidence has met the requirements of the award and the requirements of the appropriate Awarding Organisation
- Be in possession of or be working towards the V2 or hold the D35 External Verifier Award. To be achieved within 12 months of registration in England, Wales and Northern Ireland.
- Carry out their duties in accordance with the current guidance on verification practice issued by the regulatory authorities and appropriate Awarding Organisation.
- Maintain appropriate evidence of development activities to ensure their verification skills and occupational awareness are current (CPD)

- Not work with any centre in which they have a personal or financial interest
- Meet any additional requirements as specified by the Awarding Organisation
- Take part in continuing professional development activities offered by the Awarding Organisation or other relevant providers in the sector to keep up-to-date with developments relating to the award and changes taking place in the industry

**Expert Witnesses must:**

Be competent to make judgements about the activity for which they are providing the testimony. As the assessment decision lies with the Assessor, it is their responsibility to verify this and, where challenged, to justify their acceptance of third party 'witness testimony' to the Internal Verifier.

## E-Skills assessment strategy

This assessment strategy is being developed in consultation with employers, training providers, awarding bodies and the regulatory authorities.

### 2.1 Scope of the assessment strategy

This assessment strategy applies to all units and qualifications that are aligned to the IT User NOS and accredited on to credit frameworks to be included in the final ITQ Framework (both directly and partly aligned).

### 2.2 Choice of assessment method

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. Assessments must also take into account the additional information provided in the unit purpose and aims, relating to the level of demand of:

- the activity, task, problem or question and the context in which it is set;
- the information input and output type and structure involved; and
- the IT tools, techniques or functions to be used.

Examples of recommended assessment methods are included in Annex A:

### 2.6 Assessment roles and quality assurance

#### 2.6.1 Assessors, internal and external moderators/verifiers

The new ITQs are **not** NVQs, therefore there is no need for assessors to hold the A1 qualification, or for verifiers to hold the V1 qualification, or indeed to be working towards these qualifications. To ensure the quality of assessment decisions, it is expected that awarding bodies will have in place methods to ensure that assessors, internal and external moderators/verifiers have:

- the necessary IT skills and experience to assess the units and qualifications they are making judgements on, such as demonstrated by holding an ITQ at level 3. Centres must maintain a current register of curriculum vitae (CVs), including reference to continuing professional development.

E-skills UK do not require assessors, internal or external moderators/verifiers to hold assessor qualifications beyond those required by the awarding or regulatory body.



### **2.6.2 Standardisation, moderation and verification**

Awarding bodies must use quality assurance systems that are fit for purpose for the assessment method(s) being used and are in line with the relevant regulatory requirements.

For example:

- internal/external moderation of externally set examinations or online tests;
- external moderation of externally set and internally marked tasks;
- records to authenticate candidate's evidence for assessment;
- internal standardisation/external moderation of scenario based assignments set by centres;
- internal moderation/verification of internally assessed evidence by a suitably qualified;
- internal moderator/verifier using procedures approved by the awarding body; and
- external moderation/verification of internally assessed evidence by a suitably qualified external moderator/verifier using procedures specified by the awarding body.

#### **Guidance for awarding bodies on recommended assessment methods**

The following methods are recommended for the assessment of IT User skills, knowledge and understanding for all ITQ units.

- e-assessment;
- knowledge tests;
- scenario-based assessment;
- portfolio of evidence taken from activities involving the use of contemporary ICT systems;
- witness testimony;
- professional discussion;
- other methods which have been approved by e-skills UK and the awarding body.

Whatever method is used, awarding bodies must have appropriate systems and procedures to:

- ensure that assessment arrangements meet relevant assessment design principles and quality assurance regulations; and
- make sample assessment materials available for discussion by the Joint Awarding Body Forum, as required.

## **A.1 e-Assessment**

Online or e-assessment may be used to assess some learning outcomes and assessment criteria relating to performance, knowledge and understanding, for example, of the performance skills in formatting text or understanding of the reasons for choosing different software tools. Awarding bodies, employers or providers may develop e-assessments. Where e-assessment is used, awarding bodies must ensure that on each assessment occasion:

- the performance, knowledge and understanding being assessed matches that specified in the relevant ITQ unit;
- the level is sufficiently challenging; and
- the assessment methodology used is robust and reliable.

Where employers or providers develop e-assessments, these should be agreed in advance with the awarding body

## **A.2 Knowledge tests**

Knowledge tests, often delivered electronically, can be used to assess some learning outcomes and assessment criteria relating to knowledge and understanding, for example, knowledge of security risks or organisational guidelines.

Awarding bodies, employers or providers may develop knowledge tests. Where knowledge tests are used, awarding bodies must ensure that on each testing occasion:

- the knowledge being tested matches that specified in the relevant ITQ unit;
- the level is sufficiently challenging; and
- the assessment methodology used is robust and reliable.

Where employers or providers develop knowledge tests, these should be agreed in advance with the awarding body.

### **A.3 Scenario based assessment**

'Scenarios' may be developed to provide a purpose for using IT, which requires the candidate to undertake practical tasks or activities that produce assessable outcomes. Scenarios may be combined with other methods of assessment, for example to provide a purpose for a series of online assessment tasks.

Awarding bodies, employers or providers may develop scenarios. The scenario and associated tasks must be carefully designed to ensure that:

- the performance, knowledge and understanding being assessed matches that specified in the relevant ITQ unit;
- the level is sufficiently challenging; and
- the demands and constraints result in the purposeful use of IT, and where relevant reflect those that would typically be met in a real work context.

### **A.4 Portfolio assessment**

Valid evidence can arise from:

- activities undertaken for or at work;
- the search for employment (e.g. CVs, job applications and emails to potential employers);
- social activities (e.g. club membership databases, posters and websites), such as:
  1. enterprise activities (e.g. business plans, budgets and marketing materials);
  2. voluntary activities (e.g. cash flows, programmes and newsletters);  
or
  3. earning and studying subjects other than IT (e.g. internet research for a geography assignment, reports/dissertations and presentations).

By the very nature of IT, activities can be carried out in a variety of locations not confined to the traditional office setting.

Portfolio evidence should arise naturally from tasks and activities involving the use of IT and may include:

- product outcomes – in the form of outputs or screenshots produced using IT – which should form the majority of evidence; and
- ephemeral evidence – where this is the only evidence for an element (for example, of planning), should be cross checked by professional discussion and backed up by brief written evidence – for example in the form of annotations, storyboards or 'witness statement' (see below).

E-skills UK actively encourage the use of electronic portfolio management tools.

## **A.5 Witness statements**

A 'witness' is someone who provides a written statement about the quality and authenticity of a candidate's work for assessment purposes. To make a statement the witness must have firsthand experience of the candidate's performance and understanding of knowledge, skills and understanding required to do the work. Witnesses can be drawn from a wide range of people who can attest to performance, including line managers and experienced colleagues from inside the candidate's organisation.

A witness statement may be needed when the candidate is performing day-to-day activities, which leave little or no evidence behind, for example, agreeing the outcomes to be produced using IT and any deadlines that need to be met or understanding and meeting organisational guidelines for data security and file storage. The witness can, in particular, provide evidence relating to the candidate's competence:

- when reviewing, testing and recommending ways of improving productivity using IT towards [IPU] the mandatory unit for ITQ Certificates and Diplomas;
- when using specialist or bespoke IT software applications;
- in meeting customer requirements; and
- of working within organisational guidelines.

## **Skills for Justice Assessment Strategy**

This strategy sets out the specifications of Skills for Justice for the assessment and quality assurance for competence-based qualifications on the QCF and CQFW that sit within the Skills for Justice footprint.

The following sections outline Skills for Justice's specific principles concerning:

1. external quality control of assessment
2. workplace assessment
3. the use and characteristics of simulation
4. the required occupational expertise of assessors and verifiers

These principles are in addition to the generic criteria that Awarding Organisations must meet for the delivery of qualifications as required by the regulators, for example Ofqual's 'Regulatory arrangements for the Qualifications and Credit Framework'.

This Assessment Strategy does not describe these systems in detail. It only provides the overarching principles. These systems may vary from one Awarding Organisation to another and Skills for Justice accepts this, providing the overarching principles of this document are consistently put into practice.

Skills for Justice sees itself as working in partnership with Awarding Organisations in order to deliver quality assessment and will be happy to provide them with appropriate support in implementing its requirements.

This Assessment Strategy is applicable to competency-based qualifications within the Justice/Community Safety/Legal Services sector. For qualifications other than NVQs, there is no requirement for assessors or those carrying out internal quality assurance activities to achieve the qualifications as specified and approved by the regulators. However, they must have been trained to the same criteria and level of what would be the appropriate qualification. For qualifications that use NVQ in the title, Skills for Justice is working in compliance with the 'Additional Requirements for Qualifications that use the title NVQ within the QCF', which is an agreement between the Alliance of Sector Skills Councils, the Joint Council for Qualifications and the Federation of Awarding Bodies (see Appendix A), therefore, assessors and those carrying out internal quality assurance must be qualified or working towards the appropriate qualification.

### **1. External Quality Assurance – A rigorous and robust system of Internal and External Verification**

The monitoring and standardisation of assessment decisions will be achieved by a robust and strong external quality assurance process. The mechanisms required to achieve this are outlined by the regulators.

In addition to the Regulators' requirements Skills for Justice will require all external quality assurance reports and other data relating to a centre to be evaluated by the Awarding Organisation and any risks relating to quality control to be addressed. External quality assurance, monitoring, support and control should be put in place as appropriate to each centre's level of risk.

## 2. Workplace Assessment

Skills for Justice believe that direct observation by a competent or testimony from an Expert Witness is always preferred.

Expert Witness testimony has parity with assessor observation unless otherwise stated in unit evidence requirements. The Expert Witness testimony may be used as an alternative assessment method to assessor observation but should not entirely replace this. The Assessor is responsible for making the final judgement in terms of the candidate meeting the evidence requirements for the unit.

Skills for Justice recognise that there are alternative evidence sources which may be used where direct observation is not possible or practical e.g. work products, records, reflective accounts, professional discussion etc.

In order to ensure that the evidence used to assess candidates is valid, all centres must demonstrate that the candidates have access to the types of resources commonly in use in the sector and that the pressures and constraints of the workplace are reflected.

It is accepted that the assessment of some knowledge and understanding may take place in a different environment e.g. in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

## 3. Simulation

Assessment in a simulated environment should only be used in the following circumstances:

- Where the nature of the work activity presents high risk/danger to the candidate and others e.g. personal safety
- Where evidence in the workplace will not be demonstrated within an acceptable time frame.

The Awarding Organisations should issue adequate guidance to their centres as to how these simulations should be planned and organised. In general this guidance must ensure that the demands on the candidate during simulation are neither more nor less than they would be in a real work situation. This guidance should clearly state the strategy for simulations. Simulations must be agreed between the representative from the Awarding Organisation who is responsible for external quality assurance and with the person who is responsible for internal quality assurance in the assessment centre, prior to use.

### **All Simulations should follow these basic principles:**

- A centre's overall strategy for simulation must be examined and approved by the person from the Awarding Organisation who is responsible for external quality assurance.
- The nature of the contingency and the physical environment for the simulation must be realistic and candidates should be given no indication as to exactly what contingencies they may come across.
- Where simulations are used they must reflect the requirements of the qualification units.

- The location and environment of simulation must be agreed with the person responsible for internal quality assurance, prior to taking place and be checked by the Awarding Organisations representative responsible for external quality assurance.
- All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans.
- There should be a range of simulations to cover the same aspect of a unit so that the risk of candidates successfully colluding is reduced.

#### **4. Requirements of Approved Centres, Assessors, Expert Witnesses and Verifiers**

Skills for Justice believes that the occupational expertise of assessors, expert witnesses and those responsible for external/internal quality assurance is one of the key factors underpinning valid, fair and reliable assessment. The integrity and professionalism of assessors, expert witnesses and those responsible for quality assurance are of paramount importance.

##### **Approved Centres**

Approved Centres must ensure that staff whose role is assessment or quality assurance are given sufficient time to carry out their role effectively.

Approved centres will be required to provide the Awarding Organisation with current evidence of how each assessor meets the requirements; for example, certificates of achievement, testimonials, references or any other relevant records. Where an assessor is working towards the qualification for assessing NVQs, Awarding Organisations must require that assessment decisions are counter-signed by another assessor who holds the qualification for assessing NVQs. The assessor holding the qualification for assessing NVQs must meet the criteria laid out below. Where a new qualification is being introduced and there are not sufficient occupationally competent assessors to meet the counter signatory requirements as above, centres may use assessors who are not occupationally competent for up to 18 months from introduction of the qualification. Any such arrangements should be agreed with the Awarding Organisation and be monitored through the external quality assurance process.

Where those responsible for internal quality assurance are working towards the appropriate qualification as approved, and specified by, the regulatory authorities, achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Where the person responsible for internal quality assurance is working towards a qualification, Awarding Organisations must require that their quality assurance decisions are counter-signed by another person who holds the qualification for internally quality assurance of NVQs. The person holding the qualification for internal quality assurance of NVQs may or may not meet the criteria laid down below. Such arrangements should be agreed with the Awarding Organisation and be monitored through the external quality assurance process.

## **Assessors**

All assessors must:

- be occupationally competent. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the Justice/Community Safety/Legal Services sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. However, centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal quality assurance process to minimise the possibility of collusion between candidates and assessors.
- be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager.
- be familiar with the qualification units; and must be able to interpret and make judgements on current working practices and technologies within the area of work.
- maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice/Community Safety/Legal Services sector. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.
- hold or be working towards the appropriate assessor qualification as approved, and specified by the Regulatory Authorities, when assessing NVQs. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Please refer to appendix 1 for additional requirements for QCF qualifications that use NVQ in the title.
- be trained to the requirements of the appropriate assessor qualification, for qualifications other than NVQs. However, the decision on whether the assessor goes on to achieve a qualification lies with the assessment centre and their Awarding Organisation.

## **Expert Witnesses**

The use of expert witnesses is encouraged as a contribution to the provision of performance evidence presented for assessment. The role of the expert witness is to submit evidence to the assessor as to the competence of the candidate in any given unit. This evidence must directly relate to candidate's performance in the work place which has been seen by the expert witness.

All Expert Witnesses must:

- be occupationally competent in the area being assessed. This means that each expert witness must, according to current sector practice, be competent in the functions covered by the units to which they are contributing. They will have gained their occupational competence working within the Justice/Community Safety/Legal Services sector or within an appropriate occupational sector.



- maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice, Community Safety and Legal sectors. These may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.
- provide current records of their skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager.
- be familiar with the qualification unit; and must be able to interpret current working practices and technologies within the area of work
- be inducted by the centre so that they are familiar with the standards for those units for which they are to provide expert witness evidence. They must also understand the centre's recording requirements and will need guidance on the skills required to provide evidence for the units.

### **Internal Quality Assurance**

Those responsible for the internal quality assurance must:

- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their candidates. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the standards. Those conducting internal quality assurance must also sample the assessment process and resolve differences and conflicts on assessment decisions.
- understand the content, structure and assessment requirements for the qualification they are verifying.
- maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice/Community Safety/Legal Services sector. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.
- hold or be working towards the appropriate qualification as approved, and specified by, the Regulatory Authorities, for NVQs. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Please refer to appendix 1 for additional requirements for QCF qualifications that use NVQ in the title.
- be trained to the requirements of the appropriate qualification for qualifications other than NVQs. However, the decision on whether the candidate goes on to achieve a qualification lies with the assessment centre and their Awarding Organisation.
- occupy a position in the organisation that gives them the authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of internal quality assurance.

- have an appropriate induction to Justice/Community Safety/Legal Services qualifications that they are quality assuring, provided to them by the Centre, and have access to ongoing training and updates on current issues relevant to these qualifications. Information on the induction and continuing professional development of carrying out internal quality assurance must be made available to the Awarding Organisation through its external verification process.

### **External Quality Assurance**

Those persons conducting external quality assurance must:

- be occupationally knowledgeable and have gained their knowledge working within the sector or associated professional/occupational area.
- have a thorough understanding of the qualifications they will be quality assuring.
- have a detailed knowledge of the Awarding Organisation's systems and documentation.
- have a thorough understanding of the qualification system and national policy and guidance documents produced by the regulatory authorities and Awarding Organisations describing assessment and quality assurance practice.
- maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice/Community Safety/Legal Services sector. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.
- hold, or be working towards, the appropriate qualification as approved, and specified by, the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities.

## **APPENDIX 1 Assessment Strategy for the Justice, Community Safety and Legal Services Sectors**

### ***Additional Requirements for Qualifications that use the title NVQ within the QCF (February 2013)***

This document has been produced by the Joint Awarding Body/SSC Working Practices Group which has been formed by the respective representative bodies to support and encourage effective working relationships between SSCs, submitting organisations and Awarding Organisations. The Group will update the document as necessary to make sure it is kept up to date and relevant and will consider developing additional guidance. Assessment Strategy for the Justice, Community Safety and Legal Services Sectors

#### **Purpose of document**

The purpose of this document is to make clear what additional requirements are needed to assess and quality assure qualifications that use the title NVQ within the QCF.

When an SSC/SSB and Awarding Organisation wants to use the title NVQ in the naming of a qualification within the QCF, the Awarding Organisation is required to make sure this qualification is assessed and quality assured in accordance with these additional requirements and other requirements described in the SSC/SSB assessment strategy.

The aims of these additional requirements are to

- ensure that all competence based qualifications that use the title NVQ within the QCF are assessed and quality assured consistently.
- maintain the integrity of qualifications that use the title NVQ within the QCF
- establish the NVQ brand within the QCF
- keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ within the QCF to a minimum.

#### **Background**

“At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence”. (NCVQ’s NVQ Criteria and Guidance 1995).

NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.

Qualifications that use the title NVQ within the QCF must comply with the rules of combination determined by the SSC/SSB. Awarding Organisations are not allowed to develop another qualification that does not use the title NVQ within the QCF, if it uses the same rules of combination as a qualification that does use the title NVQ within the QCF.

The QCF offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title within the QCF are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their Awarding Organisations to agree what qualifications will be used to assess occupational competence. Qualifications that use the title NVQ within the QCF, are not a preferred method for assessing occupational competence and all qualifications accredited through the QCF have equal status.

When developing a qualification for the QCF, including qualifications that use the title NVQ within the QCF, an Awarding Organisation must be a recognised Awarding Organisation and must meet the Qualification Requirements in the Regulatory Arrangements for the Qualifications and Credit Framework, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.

The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, additional requirements about the way in which qualifications that use the title NVQ within the QCF will be assessed and quality assured. For those recognised Awarding Organisations that want to assess occupational competence through the use of qualifications that use the title NVQ within the QCF, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

## **Additional requirements for qualifications that use the title NVQ within the QCF**

### **Introduction**

Qualifications that use the title NVQ within the QCF must be assessed and quality assured in accordance with the following additional requirements.

### **Assessment requirements**

When a qualification uses the title NVQ within the QCF, Awarding Organisations are required to make sure their recognised assessment centres understand how learners are to be assessed.

Assessment methodologies must meet the assessment strategy developed in partnership between the relevant SSC or SSB and Awarding Organisations for the qualification. The assessment strategy must be published and made available separately and will include the requirements for assessment of qualifications that use the title NVQ within the QCF. The assessment criteria for each unit will be part of the units that make up the qualification.

Learners must complete real work activities in order to produce evidence to demonstrate they have met the NOS and are occupationally competent.

When a learner cannot complete a real work activity, simulation is allowed.

Simulation is allowed when

- a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise
- a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
- the safety of a learner, other individuals and/or resources will be put at risk.

When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.

Units that must not be assessed by simulation must be identified by the SSC/SSB in the assessment strategy for the qualification or family of qualifications.

Learners must be assessed by assessors

- who are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment strategy for that qualification
- who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners (SSCs will identify suitable qualifications).
- must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.

All assessors must carry out assessment to the standards specified in the relevant assessor qualification.

All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an Awarding Organisation.

Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

### **Quality assurance requirements**

When a qualification uses the title NVQ within the QCF, Awarding Organisations are required to make sure their recognised assessment centres understand how the qualification will be quality assured.

Qualifications that use the title NVQ within the QCF, must be verified

- internally by an Internal Verifier, who is accountable to the assessment centre
- externally by a Standards Verifier, who is accountable to the Awarding Organisation or an agent of the Awarding Organisation.

With reference to internal verification, Internal Verifiers must

- hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
- have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
- be fully conversant with the standards and assessment criteria in the units to be assessed
- understand the Awarding Organisation's quality assurance systems and requirements for this qualification.

Trainee Internal Verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.

## **Assessment Strategy for the Justice, Community Safety and Legal Services Sectors**

With reference to external verification, Standards Verifiers must

- hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification (SSCs will help identify all suitable qualifications.)
- have no connections with the assessment centre, in order to maintain objectivity
- have sufficient and relevant technical/occupational understanding in the unit(s) being verified
- be fully conversant with the standards and performance criteria in the units to be assessed
- understand the Awarding Organisation's quality assurance systems for this qualification.

Trainee Standards Verifiers must have a plan, which is overseen by the Awarding Organisation, to achieve the Standards Verifier qualification within an agreed timescale.

Awarding Organisations must decide the frequency of external monitoring activities. Any decision must be based on

- the risks associated with a qualification that is designed to help a learner demonstrate occupational competence
- an evaluation of the centre's performance and past record.

Awarding Organisations will have in place suitably constituted audit processes, which are supported by naturally occurring quality assurance and monitoring systems that already exist in workplace assessment environments.

## Annexe B: Personal, Learning and Thinking Skills (PLTS) Mapping

PLTS	Units	1	2	3
		L3	L3	L2
<b>Independent Enquirers</b>				
1	identify questions to answer and problems to resolve	●	●	
2	plan and carry out research, appreciating the consequences of decisions		●	
3	explore issues, events or problems from different perspectives	●	●	
4	analyse and evaluate information, judging its relevance and value	●	●	
5	consider the influence of circumstances, beliefs and feelings on decisions and events	●		
6	support conclusions, using reasoned arguments and evidence		●	
<b>Creative Thinkers</b>				
1	generate ideas and explore possibilities			
2	ask questions to extend their thinking	●		
3	connect their own and others' ideas and experiences in inventive ways			
4	question their own and others' assumptions	●		
5	try out alternatives or new solutions and follow ideas through			
6	adapt ideas as circumstances change			
<b>Reflective Learners</b>				
1	assess themselves and others, identifying opportunities and achievements			●
2	set goals with success criteria for their development and work			
3	review progress, acting on the outcomes			
4	invite feedback and deal positively with praise, setbacks and criticism	●		
5	evaluate experiences and learning to inform future progress			
6	communicate their learning in relevant ways for different audiences	●	●	
<b>Team Workers</b>				
1	collaborate with others to work towards common goals		●	●
2	reach agreements, managing discussions to achieve results			●
3	adapt behaviour to suit different roles and situations, including leadership roles	●	●	●
4	show fairness and consideration to others	●		●
5	take responsibility, showing confidence in themselves and their contribution	●		
6	provide constructive support and feedback to others	●		●

PLTS	Units	1	2	3
		L3	L3	L2
<b>Self-Managers</b>				
1	seek out challenges or new responsibilities and show flexibility when priorities change			
2	work towards goals, showing initiative, commitment and perseverance	●		
3	organise time and resources, prioritising actions			
4	anticipate, take and manage risks	●		
5	deal with competing pressures, including personal and work-related demands			●
6	respond positively to change, seeking advice and support when needed	●		
7	manage their emotions, and build and maintain relationships	●		●
<b>Effective Participators</b>				
1	discuss issues of concern, seeking resolution where needed	●		●
2	present a persuasive case for action	●	●	
3	propose practical ways forward, breaking these down into manageable steps	●		
4	identify improvements that would benefit others as well as themselves			●
5	try to influence others, negotiating and balancing diverse views to reach workable solutions			●
6	act as an advocate for views and beliefs that may differ from their own			●



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