Pearson Edexcel Level 2 Certificate in Supporting Cultural Venue Operations (QCF)

Specification

NVQ/Competence-based qualification

First registration August 2014

Edexcel, BTEC and LCCI qualifications

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About Pearson

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Contents

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?

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 flexible 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 Supporting Cultural Venue Operations (QCF)
QCF Qualification Number (QN)	600/9522/2
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	29/05/2013
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	25
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	170-226
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 *Pearson Access and Recruitment Policy* (see *Section 9, Access and Recruitment*).
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

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

Qualification objectives

The Pearson Edexcel Level 2 Certificate in Supporting Cultural Venue Operations (QCF) is for learners who work in, or want to work in, the cultural venue sector.

It gives learners the opportunity to:

- demonstrate competence in working under supervision in a front of house, administrative or support role within a cultural venue

- have their existing skills recognised

- achieve a nationally-recognised Level 2 qualification.

Relationship with previous qualifications

This qualification is a replacement for the EDI Level 2 Certificate in Supporting Cultural Venue Operations (QCF), which has expired.

Apprenticeships

Creative and Cultural Skills include the Pearson Edexcel Level 2 Certificate in Supporting Cultural Venue Operations (QCF) as the competence component for the Intermediate Apprenticeship in Supporting Cultural Venue Operations.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson Edexcel Level 2 Certificate in Supporting Cultural Venue Operations (QCF) can progress to the Pearson Edexcel Level 3 Certificate in Cultural Venue Operations (QCF).

Industry support and recognition

This qualification is supported by Creative and Cultural Skills, the Sector Skills Council for the Creative and Cultural Industries.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Cultural Venue Operations, 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 Supporting Cultural Venue Operations (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	25
Number of mandatory credits that must be achieved	15
Number of optional credits that must be achieved from Group B A minimum of 6 of these credits must be taken from Group B1. The remaining credits can be taken either from Group B1 or Group B2.	10

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	Y/601/2457	Meet and Welcome Visitors	2	3	23
2	D/601/2475	Communicate in a Business Environment	2	3	18
3	L/601/0933	Give Customers a Positive Impression of yourself and your Organisation	2	5	33
4	A/601/5867	Ensure Responsibility for Actions to Reduce Risks to Health and Safety	3	4	38

Unit	Unit reference number	Optional units Group B1	Level	Credit	Guided learning hours
5	T/601/5947	Clean Service Areas within a Cultural Venue	2	2	18
6	A/601/5979	Moving Items within a Cultural Venue	2	2	18
7	K/601/5959	Contribute to the Care of Items within a Cultural Venue	2	3	27
8	R/601/5986	Provide Point of Sale Service within a Cultural Venue	2	2	18
9	T/601/6922	Assist Customers, Visitors or Audiences in Getting the Best from their Experience of a Creative or Cultural Organisation	2	4	28
10	D/601/5988	Understand Organisational Procedures for Dealing with Waste, Recyclables, Lost Property and Suspicious Packages	2	2	18
11	A/601/5982	Operate Radio Communications Equipment	2	2	18
12	L/601/5971	Manual Handling and Lifting Loads	2	2	18

Unit	Unit reference number	Optional units Group B2	Level	Credit	Guided learning hours
13	R/601/5941	Assist with Incidents and Emergency Procedures	2	2	18
14	M/502/4300	Using Email	2	3	20
15	A/502/4297	Using the Internet	2	4	30
16	R/502/4628	Word Processing Software	2	4	30
17	F/502/4625	Spreadsheet Software	2	4	30
18	M/502/4555	Database Software	2	4	30
19	T/601/2479	Handle Mail	2	3	17
20	R/601/2523	Work with Other People in a Business Environment	3	4	12
21	K/601/2477	Use a Diary System	2	3	9
22	Y/601/2510	Support the Organisation of Business Travel or Accommodation	2	3	18
23	H/601/2493	Use Office Equipment	2	4	18
24	R/601/2490	Store and Retrieve Information	2	3	17
25	H/601/2476	Use Electronic Message Systems	2	1	6
26	M/502/4622	Presentation Software	2	4	30
27	T/502/7537	Understanding the Core Knowledge Needed by Those who Work with Children and Young People	2	3	26
28	T/600/8948	Manage and Market own Freelance Services	3	6	60
29	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 unit(s) 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:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	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*, available on the Edexcel website.

- a **combination** of these.

Assessment requirements/strategy

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 e-skills assessment requirements/strategy has also been included in *Annexe A* as it sets out the assessment principles for Units 14-18 and Unit 26.

Types of evidence

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 accordance with the assessment strategy (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 *Unit assessment requirements/evidence requirements* for the units in *Section 11*.

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

Assessment of knowledge

This qualification includes the following knowledge-based units:

- D/601/5988 - Understand Organisational Procedures for Dealing with Waste, Recyclables, Lost Property and Suspicious Packages (Unit 10)
- T/502/7537 - Understanding the Core Knowledge Needed by those who Work with Children and Young People (Unit 27)
- D/505/3355 - Understanding the Core Knowledge Needed by those who Work with Children and Young People, and its Impact (Unit 29).

These units must be assessed in line with the wider Creative and Cultural Skills assessment strategy in *Annexe A* and any specific unit assessment requirements, which will be 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 the relevant assessment strategy in *Annexe A*. Any specific assessment requirements are stated in *Unit assessment requirements/evidence requirements* for the units in *Section 11*.

Centres need to look closely at the verbs used for each assessment criterion 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 the assessment criteria that 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

Credit transfer

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

6 Centre recognition and approval

Centre recognition

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.

Approvals agreement

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 qualification 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 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.

8   Programme delivery

Centres are free to offer the qualification 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

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 learner achievements, for example in the assessment of competence for NVQs/Competence-based 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: Meet and Welcome Visitors

Unit reference number: Y/601/2457

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit aim

This unit covers the procedures to follow and how to meet and welcome visitors to business premises.

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 procedures for meeting and welcoming visitors	1.1	Describe different reasons for people visiting a business, their requirements and how their needs may be met			
		1.2	Explain the purpose of dealing with visitors promptly and courteously			
		1.3	Explain the purpose of presenting a positive image of self and the organisation			
		1.4	Explain the purpose of following health, safety and security procedures when dealing with visitors, including own responsibilities			
		1.5	Describe different types of problems that may occur with visitors including, conflict and aggression			
		1.6	Describe ways of dealing with different problems and when to refer them to an appropriate colleague			
		1.7	Explain the purpose of communicating with visitors			
		1.8	Describe organisation structures and communication channels within the organisation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to meet and welcome visitors	2.1	Greet visitor(s) and make them feel welcome			
		2.2	Identify visitors and the reason for their visit			
		2.3	Use the organisation's systems to receive and record visitors, as appropriate			
		2.4	Make sure visitors' needs are met			
		2.5	Present positive image of self and the organisation			
		2.6	Follow health, safety and security procedures, as required			
		2.7	Inform others of visitors' arrival, as required, in line with appropriate communication channels			
		2.8	Deal with any problems that may occur, or refer problems to the appropriate person			
		2.9	Follow procedures for departing visitors, as required			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 2: Communicate in a Business Environment

Unit reference number: D/601/2475

QCF level: 2

Credit value: 3

Guided learning hours: 18

Unit aim

This unit is about being able to communicate clearly and accurately, in writing and verbally, with other people in a business environment.

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 planning communication	1.1	Explain reasons for knowing the purpose of communication			
		1.2	Explain reasons for knowing the audience to whom the communication is being presented			
		1.3	Describe different methods of communication			
		1.4	Describe when to use different methods of communication			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to communicate in writing	2.1	Identify different sources of information that may be used when preparing written communication			
		2.2	Describe the communication principles for using electronic forms of written communication in a business environment			
		2.3	Describe the reasons for using language that suits the purpose of written communication			
		2.4	Describe ways of organising, structuring and presenting written information so it meets the needs of an audience			
		2.5	Describe ways of checking for the accuracy of written information			
		2.6	Explain the purpose of accurate use of grammar, punctuation and spelling			
		2.7	Explain what is meant by plain English, and why it is used			
		2.8	Explain the need to proofread and check written work			
		2.9	Explain how to identify work that is important and work that is urgent			
		2.10	Describe organisational procedures for saving and filing written communications			
3	Understand how to communicate verbally	3.1	Describe ways of verbally presenting information and ideas clearly			
		3.2	Explain ways of making contributions to discussions that help to move them forward			
		3.3	Describe methods of active listening			
		3.4	Explain the purpose of summarising verbal communications			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Understand the purpose of feedback in developing communication skills	4.1	Describe ways of getting feedback on communications			
	4.2	Explain the purpose of using feedback to develop communication skills			
5 Be able to plan communication	5.1	Identify the purpose of communications and the audience(s)			
	5.2	Select methods of communication to be used			
	5.3	Confirm methods of communication, as required			
6 Be able to communicate in writing	6.1	Find and select information needed for written communications			
	6.2	Organise, structure and present information so that it is clear, accurate and meets the needs of the audience			
	6.3	Use language that suits the purpose of written communication and the audience			
	6.4	Use accurate grammar, spelling and punctuation, and plain English to make sure that meaning is clear			
	6.5	Proofread and check written communications and make amendments, as required			
	6.6	Confirm what is important and what is urgent			
	6.7	Produce written communications to meet agreed deadlines			
	6.8	Keep a file copy of written communications sent			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to communicate verbally.	7.1	Verbally present information and ideas to others clearly and accurately			
		7.2	Make contributions to discussion(s) that move the discussion forward			
		7.3	Actively listen to information given by other people, and make relevant responses			
		7.4	Ask relevant questions to clarify own understanding, as required			
		7.5	Summarise verbal communication(s) and agree that the correct meaning has been understood			
8	Be able to identify and agree ways of developing communication skills	8.1	Get feedback to confirm whether the communication has achieved its purpose			
		8.2	Use feedback to identify and agree ways of improving own communication skills			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled) _____ Date: _____

Unit 3: 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

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 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 learner's 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, email, 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 routine 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			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)   Date: _____

Unit 4: 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

Unit aim

The aim of this unit is to provide learners with the knowledge/understanding/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: • workplace policies • instructions and procedures, • suppliers and manufacturers' information and • relevant legal requirements			
		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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 5: Clean Service Areas within a Cultural Venue

Unit reference number: T/601/5947

QCF level: 2

Credit value: 2

Guided learning hours: 18

Unit aim

This unit is about cleaning activities and servicing of a range of areas within your 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 how to prepare for cleaning an area	1.1	Describe how to deal with customers who are present in the area to be cleaned			
		1.2	Select materials, equipment and clothing required for a range of areas to be cleaned			
2	Understand how to clean an area	2.1	Describe own organisation's standards for cleaning to include: • hazard signs • floors • walls • mirrors • waste disposal • safe lifting and carrying techniques			
		2.2	Explain why the work area needs to be inspected on completion of cleaning			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to report items that may need maintenance or repair	3.1	Give examples of items that may need maintenance or repair			
		3.2	Describe the reporting arrangements for items that need maintenance or repair			
4	Be able to clean a service area	4.1	Select correct cleaning equipment and materials			
		4.2	Select and wear appropriate clothing			
		4.3	Clean floors, walls, mirrors and other areas correctly			
		4.4	Dispose of waste in accordance with organisational procedures			
		4.5	Sanitise waste containers correctly			
		4.6	Carry out a final check of the area to ensure it is clean and tidy			
		4.7	Report any items that need maintenance or repair			
		4.8	Complete accurate cleaning records			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*) Date: _____

Unit 6: Moving Items within a Cultural Venue

Unit reference number: A/601/5979

QCF level: 2

Credit value: 2

Guided learning hours: 18

Unit aim

This unit is about moving items safely and securely within the organisation. Authorisation should be obtained and items moved within specified guidelines and procedures.

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 organisational procedures for handling and moving items within the premises	1.1	Identify the person within own organisation who may provide authority to move an item			
		1.2	Describe how to obtain information on preparation, packing requirements, equipment and materials to be used to move items			
		1.3	Describe how and where information should be recorded relating to the movement of items			
2	Understand how to handle items correctly	2.1	Give examples of how to protect a range of items from damage			
		2.2	Describe the risks that may be associated with moving a range of items and how these can be minimized			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to handle and move items within the premises	3.1	Protect items to be moved from damage according to specified guidelines and procedures			
		3.2	Select the correct equipment and identify people required to move an item			
		3.3	Handle items in line with specified handling guidance			
		3.4	Move items to correct location			
		3.5	Maintain the health and safety of people and the security of items at all times			
		3.6	Record correct information on the preparation, handling and movement of items in the appropriate documentation			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 7: Contribute to the Care of Items within a Cultural Venue

Unit reference number: K/601/5959

QCF level: 2

Credit value: 3

Guided learning hours: 27

Unit aim

This unit is about caring for items in the appropriate manner and in line with organisational procedures.

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 care for items	1.1	Describe organisational procedures and schedules for care of items			
		1.2	Give examples of handling procedures for items			
		1.3	Give examples of risks associated with caring for items			
		1.4	Give examples of environmental conditions required for a range of items and how these might be controlled			
		1.5	Describe the indications of change in the condition of items and the possible reasons for the change			
2	Understand reporting arrangements	2.1	Identify the person to whom information should be provided on the condition of items and the care procedures that have been undertaken			
3	Be able to care for items according to organisational care procedures and schedules	3.1	Demonstrate correct handling and care of items			
		3.2	Monitor and control, environmental conditions for items			
		3.3	Assess the condition of items and the reasons for any changes			
		3.4	Maintain health and safety of people and the security of items at all times			
4	Be able to report on the care and condition of items	4.1	Provide correct information on the condition and care procedures that have been undertaken to the relevant person in organisation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 8: Provide Point of Sale Service within a Cultural Venue

Unit reference number: R/601/5986

QCF level: 2

Credit value: 2

Guided learning hours: 18

Unit aim

This unit is about providing customer service at the point of sale.

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 relevant rights, duties and responsibilities relating to the Sale of Goods Act	1.1	Describe relevant rights, duties and responsibilities relating to the Sale of Goods Act			
2	Understand company procedures for taking payments	2.1	Describe company procedure for taking and processing payments to include: • authorised types of payments • keeping cash and other payments secure			
3	Understand company procedures for dealing with suspected fraud	3.1	Describe the procedure for checking non-cash transactions to include: • stolen cheques • credit cards • charge or debit cards			
		3.2	Describe the procedure for dealing with suspect payments			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to provide customer service at the point of sale	4.1	Process payments in line with company procedures			
	4.2	Check for counterfeit or fraudulent payment			
	4.3	Suggest alternative means of payment when payments cannot be approved			
	4.4	Treat customers politely throughout the payment process			
	4.5	Acknowledge customers waiting for service			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 9: Assist Customers, Visitors or Audiences in Getting the Best from their Experience of a Creative or Cultural Organisation

Unit reference number: T/601/6922

QCF level: 2

Credit value: 4

Guided learning hours: 28

Unit aim

This unit is about identifying different customer needs and responding appropriately. It involves encouraging customer feedback and taking appropriate action to deal with customer complaints.

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 needs of customers, visitors or audiences and have relevant information available	1.1	Anticipate and prepare information that customers, visitors or audiences are likely to need			
		1.2	Keep up-to-date with changes and developments that affect information provided to customers			
		1.3	Identify the information or assistance needed by individual customers			
2	Be able to provide information to customers, visitors or audiences and respond to their feedback	2.1	Provide information about the organisation, venue, services or products according to the customers' needs			
		2.2	Treat customers with courtesy and respect their diversity			
		2.3	Encourage customer feedback and respond to it or pass it on to the appropriate people as relevant			
		2.4	Improve services within their area of responsibility according to customer needs and feedback			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to respond to problems and complaints	3.1	Respond to problems or complaints quickly and effectively			
		3.2	Obtain advice from relevant colleagues as needed to solve problems			
		3.3	Identify repeated problems and resolve them or ensure colleagues responsible for the necessary action are made aware of them			
4	Be able to follow organisational procedures in dealing with customers, visitors or audiences	4.1	Follow any organisational customer care policies and procedures			
		4.2	Communicate relevant procedures relating to health, safety and security to customers as necessary			
		4.3	Maintain customer service records according to organisational policy			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*) Date: _____

Unit 10: Understand Organisational Procedures for Dealing with Waste, Recyclables, Lost Property and Suspicious Packages

Unit reference number:	**D/601/5988**
QCF level:	**2**
Credit value:	**2**
Guided learning hours:	**18**

Unit aim

This unit is about understanding how waste, recyclables and lost property are dealt with in an appropriate manner and taken to their collection points.

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 procedures for dealing with different types of waste in venues	1.1	Explain the different types of waste found in the venue to include: • rubbish • recyclables • lost property • suspicious packages			
		1.2	Assess the importance of ensuring that waste is correctly identified			
		1.3	Explain where waste collection points are and what different ones are used for			
		1.4	Explain the organisational procedure and required action for dealing with: • rubbish • recyclables • lost property • suspicious packages			
2	Know reporting procedures	2.1	Explain situations which should be reported			
		2.2	Identify the appropriate person within the organisation to report to for each situation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 11: Operate Radio Communications Equipment

Unit reference number: A/601/5982

QCF level: 2

Credit value: 2

Guided learning hours: 18

Unit aim

This unit is about operating radio communications equipment and ensuring compliance with all relevant statutory and organisational requirements.

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 organisational procedures for transmitting and receiving radio communications	1.1	Give examples of agreed vocabulary and etiquette			
		1.2	Describe the procedures for operating radio equipment in own organisation			
		1.3	Explain how to transmit and receive radio communications			
		1.4	Describe own organisation's requirements for recording and retaining communications			
		1.5	Explain the reasons for using earphones when operating equipment within an event space			
2	Know how to report difficulties or faults	2.1	Describe own organisation's requirements for reporting difficulties or faults			
3	Be able to transmit and receive radio communications	3.1	Operate radio equipment in line with manufacturer's and own organisation's instructions			
		3.2	Use agreed vocabulary and etiquette			
		3.3	Use channels and frequency that comply with statutory regulations			
		3.4	Comply with regulations and own organisation's procedures when transmitting and receiving radio communications			
		3.5	Maintain up to date, complete and accurate records of transmitted and received communications			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to report difficulties and faults	4.1	Report difficulties and faults accurately to the relevant person in organisation			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 12: Manual Handling and Lifting Loads

Unit reference number: L/601/5971

QCF level: 2

Credit value: 2

Guided learning hours: 18

Unit aim

This unit is about lifting and moving loads safely. It covers both manual lifting and the use of lifting equipment.

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 procedures and instructions for handling and lifting loads	1.1	Describe company guidelines for handling and lifting loads			
		1.2	Give examples of manufacturer's instructions for using lifting and handling equipment			
		1.3	Give examples of the consequences of using unsafe techniques to self and others			
2	Understand how to prepare for handling and lifting loads	2.1	Explain the reasons for planning a route when moving items			
		2.2	Describe the process for identifying if the weight of loads is safe to lift			
		2.3	Give examples of how equipment checks are carried out			
3	Be able to handle and lift loads	3.1	Perform a range of equipment checks			
		3.2	Select safe and efficient routes for moving items			
		3.3	Use suitable safety measures before lifting			
		3.4	Use approved lifting and handling techniques for a range of loads			
		3.5	Use lifting and handling equipment in line with company guidelines and manufacturer's instructions			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 13: Assist with Incidents and Emergency Procedures

Unit reference number:	R/601/5941
QCF level:	2
Credit value:	2
Guided learning hours:	18

Unit aim

This unit is about providing support to those responsible for emergency procedures. This will include assisting with evacuation procedures and understanding how to use emergency systems and equipment safely and correctly.

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 organisational procedures for dealing with incidents and emergencies	1.1	Describe organisation's procedures for dealing with incidents and emergencies			
		1.2	Describe organisation's procedures for monitoring and controlling risks			
		1.3	Describe how risk assessments and evacuation procedures are produced			
		1.4	Identify the first aid officer in organisation			
2	Understand how to use emergency equipment and systems	2.1	Describe how to use emergency equipment			
		2.2	Describe how to initiate alarm systems and access escape routes			
3	Be able to assist with emergency procedures in the event of an incident or emergency	3.1	Assist with evacuation procedures			
		3.2	Follow instructions for taking action in a way that minimises injury to self, others or premises			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 14: Using Email

Unit reference number: M/502/4300

QCF level: 2

Credit value: 3

Guided learning hours: 20

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.

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 15: Using the Internet

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

QCF level: **2**

Credit value: **4**

Guided learning hours: **30**

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.

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 webpages effectively	2.1	Select and use browser tools to navigate webpages			
		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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 16: Word Processing Software

Unit reference number: R/502/4628

QCF level: 2

Credit value: 4

Guided learning hours: 30

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.

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			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 17: Spreadsheet Software

Unit reference number: F/502/4625

QCF level: 2

Credit value: 4

Guided learning hours: 30

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.

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	Select and use appropriate formulas and data analysis tools to meet requirements	2.1	Identify which tools and techniques to use to analyse and manipulate data 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			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 18:   Database Software

Unit reference number: M/502/4555

QCF level: 2

Credit value: 4

Guided learning hours: 30

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.

They 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.

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			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 19: Handle Mail

Unit reference number: T/601/2479

QCF level: 2

Credit value: 3

Guided learning hours: 17

Unit aim

This unit is about handling internal and external mail and packages within the service requirements of an 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 security procedures when handling mail or packages	1.1	Explain the purpose of security procedures for handling mail or packages			
		1.2	Give examples of security procedures for handling mail in organisation(s)			
2	Understand the range of available internal and external mail services	2.1	Explain the purpose of distributing and dispatching mail to the correct recipient within agreed timescales			
		2.2	State the organisational structure and names, roles and locations of individuals and teams			
		2.3	Give examples of internal and external mail services available to organisations			
		2.4	Give reasons for selecting internal and external mail services			
		2.5	Describe the methods of calculating postage charges for mail or packages			
		2.6	Describe the types of problems that may occur with incoming and outgoing mail and how to deal with these			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to receive, distribute and collect internal mail or packages	3.1	Receive, check and sort incoming mail or packages			
		3.2	Identify and deal with unwanted junk mail or damaged items			
		3.3	Identify and deal with suspicious items			
		3.4	Distribute incoming mail or packages			
		3.5	Collect, sort and prioritise outgoing mail or packages			
4	Be able to follow procedures for despatching mail or packages	4.1	Identify best options for despatching mail			
		4.2	Agree a cost for despatching mail or packages			
		4.3	Arrange services to collect outgoing mail or packages, if required			
		4.4	Identify and prepare items for urgent or special delivery, where necessary			
		4.5	Calculate correct postage charges for outgoing mail or packages			
		4.6	Record postage costs			
		4.7	Despatch outgoing mail or packages to agreed timescale			
5	Be able to resolve, report or refer problems that may occur in handling mail or packages	5.1	Identify where a problem may exist with incoming and outgoing mail or packages			
		5.2	Resolve, report or refer problems with incoming and outgoing mail or packages			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(if sampled)

Unit 20: Work with Other People in a Business Environment

Unit reference number: R/601/2523

QCF level: 3

Credit value: 4

Guided learning hours: 12

Unit aim

This unit is about working within a team, sharing responsibility with others to make sure that a team can achieve agreed goals and objectives.

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 support an organisation's overall mission and purpose	1.1	Explain how the organisation works			
		1.2	Explain the organisation's mission and purpose			
		1.3	Compare how the organisation works with other different types of organisations			
		1.4	Explain your main responsibilities, how these fit into the organisation's structure, and how these contribute to achieving your organisation's mission			
		1.5	Define policies, procedures, systems and values of your organisation relevant to your role			
		1.6	Describe when it is appropriate to seek guidance from others when unsure about objectives, policies, systems procedures and values			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to work as a team to achieve goals and objectives	2.1	Explain the purpose and benefits of working with other people to achieve agreed goals and objectives			
		2.2	Describe situations in which working with others can achieve positive results			
		2.3	Explain the purpose and benefits of sharing work goals and plans when working with others			
		2.4	Describe situations in which team members might need support			
		2.5	Explain different ways of providing support to teams			
		2.6	Explain the purpose and benefits of agreeing quality measures within a team			
3	Understand how to communicate as a team	3.1	Explain when it is essential to communicate with the people working within a team			
		3.2	Compare and contrast different methods of communication and when to use them			
		3.3	Explain the benefits of effective communication within a team			
4	Understand the contribution of individuals within a team	4.1	Explain the purpose and benefits of acknowledging the strengths of others			
		4.2	Explain the purpose and benefits of respecting individuals working within a team			
5	Understand how to deal with problems and disagreements	5.1	Explain the types of problems and disagreements that may occur when working with others			
		5.2	Evaluate ways of resolving problems and disagreements when working with others			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand the purpose of feedback when working as a team	6.1	Explain the purpose and benefits of giving and receiving constructive feedback			
		6.2	Explain ways of using feedback to improve individual work, the work of others and a team as a whole			
7	Be able to work in a team to achieve goals and objectives	7.1	Work in a way that supports your organisation's overall mission			
		7.2	Follow policies, systems and procedures relevant to your job			
		7.3	Contribute to improving objectives, policies, systems, procedures and values in a way that is consistent with your role			
		7.4	Put your organisation's values into practice in all aspects of your work			
		7.5	Seek guidance from others when not sure about objectives, policies, systems, procedures and values			
		7.6	Communicate effectively with other people in a team			
		7.7	Share work goals, priorities and responsibilities with a team			
		7.8	Agree work objectives and quality measures with a team, to achieve a positive outcome			
		7.9	Make sure work goals and objectives are achieved in a way makes best use of all abilities in a team			
		7.10	Provide support to members of a team, as required			
		7.11	Show respect for individuals in a team			
		7.12	Make sure the team produces quality work on time			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Be able to deal with problems in a team	8.1	Identify problem(s) or disagreement(s) in a team			
		8.2	Resolve problem(s) or disagreement(s), referring if required			
9	Be able to share feedback on objectives in a team	9.1	Share constructive feedback on achievement of objectives with a team			
		9.2	Receive constructive feedback on own work			
		9.3	Share feedback on achievement of objectives to identify improvements in own work, and that of the team			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 21: Use a Diary System

Unit reference number: K/601/2477

QCF level: 2

Credit value: 3

Guided learning hours: 9

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			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 22: Support the Organisation of Business Travel or Accommodation

Unit reference number: Y/601/2510

QCF level: 2

Credit value: 3

Guided learning hours: 18

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: • to meet the brief and budget using available sources of information and facilities • obtaining best value for money • making payment or agreeing payment arrangements			
	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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 23: Use Office Equipment

Unit reference number: H/601/2493

QCF level: 2

Credit value: 4

Guided learning hours: 18

Unit aim

This unit is about using a variety of different office equipment following manufacturer's and organisational guidelines.

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 about different types of office equipment and its uses	1.1	Identify different types of equipment and their uses			
		1.2	Describe the different features of different types of office equipment			
		1.3	Explain why different types of equipment are chosen for tasks			
2	Understand the purpose of following instructions and health and safety procedures	2.1	Explain the purpose of following manufacturer's instructions when using equipment			
		2.2	Explain the purpose of following organisational instructions when using equipment			
		2.3	Identify health and safety procedures for using different types of equipment			
		2.4	Explain the purpose of following health and safety procedures when using equipment			
		2.5	Explain the purpose of keeping equipment clean and hygienic			
3	Understand how to use equipment in a way that minimises waste	3.1	Give examples of waste when using equipment			
		3.2	Give examples of ways to reduce waste			
		3.3	Explain the purpose of minimising waste			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know about the different types of problems that may occur when using equipment and how to deal with them	4.1	Give examples of equipment problems			
		4.2	Explain the purpose of following manufacturer's instructions and organisational procedures when dealing with problems			
		4.3	Give examples of how to deal with problems			
5	Understand the purpose of meeting work standards and deadlines	5.1	Explain the purpose of meeting work standards and deadlines when using equipment			
6	Understand the purpose of leaving equipment and the work area ready for the next user	6.1	Explain the purpose of leaving equipment and the work area ready for the next user			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to use office equipment	7.1	Be able to use office equipment			
		7.2	Use equipment following manufacturer's and organisational guidelines			
		7.3	Use equipment minimising waste			
		7.4	Keep equipment clean and hygienic			
		7.5	Deal with equipment problems following manufacturer's and organisational procedures			
		7.6	Refer problems, if required			
		7.7	Make sure final work product meets agreed requirements			
		7.8	Make sure that product is delivered to agreed timescale			
		7.9	Make sure equipment, resources and work area are ready for the next user			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)   Date: _____

Unit 24: Store and Retrieve Information

Unit reference number: R/601/2490

QCF level: 2

Credit value: 3

Guided learning hours: 17

Unit aim

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

Unit assessment requirements/evidence requirements

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1–1.9	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1 and 2.6	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: • letters • emails • memos • information
	2.2–2.5	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role.

Learning outcomes	Assessment criteria	Assessment guidance
3	3.2	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role.
	3.1, 3.3–3.6	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: • letters • emails • memos • information

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	Provide information in the agreed format and timescale			
		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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) _____ Date: _____

Unit 25: Use Electronic Message Systems

Unit reference number: H/601/2476

QCF level: 2

Credit value: 1

Guided learning hours: 6

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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 26: Presentation Software

Unit reference number: M/502/4622

QCF level: 2

Credit value: 4

Guided learning hours: 30

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.

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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 27: 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

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.

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 also 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 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 28: Manage and Market own Freelance Services

Unit reference number: T/600/8948

QCF level: 3

Credit value: 6

Guided learning hours: 60

Unit aim

The aim of this unit is to enable the learner 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			
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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
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 29: 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

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 also 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 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: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*) _____   Date: _____

12 Further information and useful publications

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

- Pearson Edexcel: **www.edexcel.com/contactus**

- Pearson BTEC: **www.btec.co.uk/contactus**

- Pearson Work Based Learning: **www.pearsonwbl.com/contactus**

- Books, software and online resources for UK schools and colleges: **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.*

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.

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.

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. 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.

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.

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.

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

Creative and Cultural Skills assessment requirements/strategy

Assessment Principles

The following principles apply to the assessment of the qualification.

- The focus of assessment should be on naturally occurring evidence, with emphasis on tangible outcomes where these are available (such things as, the items that have been produced and any supporting drawings, designs or plans).

- The use of work place assessment is the preferred method.

- Simulations may be appropriate for some aspects of the standards (for example, in respect to health and safety for working at height and responding to a fall or emergency).

- External Verification will focus on process, **underpinning knowledge and understanding** rather than a reinvestigation of individual candidate evidence.

- Where candidates have assessment particular needs (for example, physical disability or limitations due to circumstances such as being in an offending institution) the evidence requirements may be varied providing that any alternative evidence demonstrates appropriate standards of competence as identified in the unit or specific part of a unit.

External quality control

1   In relation to **Enhanced External Verification**:

- Pearson will follow a sampling regime that is consistent with current good practice, as specified by the regulatory authorities, and will ensure that each centre receives a sufficient number of External Verification visits;

- At these visits candidate assessment evidence and internal verification practice will be reviewed in respect of specific units within each qualification

- Pearson will apply a risk rating system in line with Pearson's external verification policy to ensure that each centre's strengths and weaknesses can be identified and to ensure prompt and appropriate action is taken to address any weaknesses which pose risk to the quality of the system.

2   In relation to **inter-assessor and inter-centre consistency** Pearson will provide support to centres to ensure that assessors and internal verifiers carry out their responsibilities in a consistent and rigorous fashion. This is likely to involve some or all of the following:

- Opportunities for assessors and internal verifiers, both within and across centres to network, question professional practitioners and benchmark their practice in relation to the occupation(s) within which they practice.

- Maintain regular contact between external verifiers and professional practitioners to enable them to maintain an accurate and current level of understanding of the standards and best practice in assessment;

- Production of centrally devised recording and guidance materials which are accepted as clear, jargon-free and concise and which support the planning and conduct of assessments, the interpretation of evidence and the elicitation of candidate knowledge and understanding to a comparable breadth and depth across centres and assessors;

- The production of evidence lists indicating the types of activities and outcomes in each occupational area which could be called upon to provide evidence for a given occupational qualification.

Workplace performance requirements and the use of simulation

Workplace performance evidence should always 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.

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 candidate or others (*for example, what to do in the event of a fall when working at height)*;

OR

- where the situation or task to be assessed arise so infrequently that it would be impractical to wait for an opportunity to assess it solely when it occurred for real (*for example, flying performers live)*

OR

- where the equipment or other resources needed are not available in the candidate's normal workplace.

Simulations should always be very carefully designed. The aim of simulation is to:

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

A realistic working environment (for the purpose of simulated work activities) is regarded as one that replicates a real working environment. For example, a college production that operates on a commercial basis (i.e. it has a profit and loss account) is acceptable for technical and production roles but a college production, which is only performed for the benefit of other students is not. However, simulated activity may be used within a production setting, for assessment purposes in order to prevent any barriers to achievement.

Where simulation is indicated, it is recommended that it be designed to address the following characteristics:

- the candidate is required to use materials, tools and equipment found and used within current workplace environments to carry out the actions being assessed;

- the candidate is provided with information, advice and guidance as to the outcomes to be achieved, at a level of detail that would be typical of current workplace contexts;

- the candidate is required to carry out actions and responsibilities which would be naturally delegated to someone competent in the occupational area, within current workplace contexts;

- if it would affect the candidate's actions and decision-making (*for example, in rigging, lighting or sound roles*), the physical environment in which the simulation occurs should replicate that in which the required action/outcome would occur within a current workplace context; and

- if it would affect the candidate's actions and decision-making (*for example, stage management, dressing or hair and makeup roles*), the other people with which the candidate is required to interact should behave 'in character' for the role they are playing within the simulation.

Centres are required to advise the EV in advance of their intention to use simulations and the design of the simulation should be approved by the EV prior to use.

Occupational competence of line managers, assessors, verifiers and expert witnesses

Those acting as assessors, internal verifiers and external verifiers will require strong interpersonal and communication skills in addition to their assessment and technical expertise, and will require to undertake appropriate continuing professional development in order to maintain their occupational competence. Assessors, internal and external verifier's experience and competence is likely to be evidenced by:

- possession of appropriate qualifications

- possession of a relevant professional or occupational qualification

- membership of a relevant professional body

- continuing professional development.

Assessors must:

- hold or be working towards an appropriate assessment qualification

- have relevant current or recent past industry experience and competence of the occupational working area at or above the level being assessed. The quality of occupational experience must be sufficient to ensure the credibility of assessment judgements.

Internal Verifiers must:

- hold or be working towards an appropriate verifier qualification

- have relevant current or recent past industry experience and competence in an area related to the occupational working area at or above the level which they are verifying. The quality of occupational experience must be sufficient to ensure the credibility of assessment judgements.

External Verifiers must:

- hold an appropriate qualification in verification

- have substantial relevant current or recent past industry experience within the creative and cultural industry. The quality of occupational experience must be sufficient to ensure the credibility of assessment judgements.

Expert witnesses or work based recorders must:

- be independent of the outcome of the assessment

- have a working knowledge of the units on which their testimony is based

- have enough experience and occupational competence to make a valid judgement about competence in the area they will be attesting to.

The role of an expert witness or work based recorder is to attest to evidence of candidates' knowledge, understanding, skills and performance by, for example providing:

- a statement describing how the candidate performed; or

- a record of discussions with the candidate about their knowledge and understanding.

E-Skills assessment requirements/strategy (Units 14-18 and Unit 26)

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 Annexe 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.

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

PLTS		Units 1 L2	2 L2	3 L2	4 L3
Independent Enquirers					
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		•		
Creative Thinkers					
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				
Reflective Learners					
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		•	•	•
Team Workers					
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 L2	2 L2	3 L2	4 L3
Self-Managers					
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		•	•	
Effective Participators					
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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