

Pearson Edexcel Level 3 Certificate in Cultural Venue Operations (QCF)

Specification

NVQ/Competence-based qualification

First registration August 2014

Edexcel, BTEC and LCCI qualifications

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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 3 Certificate in Cultural Venue Operations (QCF)
QCF Qualification Number (QN)	601/0112/X
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	03/07/2013
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	28
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	146-221
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 <i>Pearson Access and Recruitment Policy</i> (see <i>Section 9, Access and Recruitment</i>).
Funding	For details on funding availability, please check the Learning Aims Reference Service (LARS), which replaces the Learning Aim Reference Application (LARA).

QCF qualification number and qualification title

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 3 Certificate in 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 the following job roles within the cultural venue industry: working in a front of house, administrative or support role
- have their existing skills recognised
- achieve a nationally-recognised Level 3 qualification.

Relationship with previous qualifications

This qualification is a replacement for the EDI Level 3 Certificate in Cultural Venue Operations (QCF), which has expired.

Apprenticeships

Creative and Cultural Skills include the Pearson Edexcel Level 3 Certificate in Cultural Venue Operations (QCF) as the competence component for the Advanced Apprenticeship in Cultural and Heritage Venue Operations.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson Edexcel Level 3 Certificate in Cultural Venue Operations (QCF) can progress to other relevant Level 3 or Level 4 qualifications, higher education, management and specialist occupational routes within the industry.

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 3 Certificate in 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	28
Minimum number of credits that must be achieved at level 3 or above	16
Number of mandatory credits that must be achieved	16
Minimum number of optional credits that must be achieved	12

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	L/601/2505	Support the Organisation of an Event	2	2	15
2	M/601/5963	Assist with Incidents and Emergency Procedures	3	3	24
3	L/601/2522	Solve Business Problems	3	4	18
4	Y/601/2524	Contribute to Decision-Making in a Business Environment	3	3	12
5	A/601/5867	Ensure Responsibility for Actions to Reduce Risks to Health and Safety	3	4	38

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
6	Y/601/6105	Promoting Cultural Venues	3	3	24
7	L/601/6120	Understand how to Promote Cultural Venues	3	3	24
8	D/601/5988	Understand Organisational Procedures for Dealing with Waste, Recyclables, Lost Property and Suspicious Packages	2	2	18
9	T/601/5995	Dealing with Waste, Recyclables, Lost Property and Suspicious Packages	3	3	24
10	D/601/5991	Catalogue Objects and Collections within a Cultural Venue	3	6	48
11	A/601/6002	Identification of Items of Cultural Interest	3	6	48
12	H/601/6124	Understand how to Examine and Identify Items of Cultural Interest	3	3	24
13	A/601/6128	Packaging and Transporting Items to New Locations	3	6	48
14	L/601/6134	Understand how to Package and Transport Items to New Locations	3	3	24
15	M/601/6000	Document Collection Items and Assign Accession Numbers	3	6	48
16	K/601/6139	Understand Organisational Procedures for Monitoring the Security and Environment of Items within a Cultural Venue	3	3	24
17	T/601/6144	Monitoring the Security and Environment of Items within a Cultural Venue	3	3	24
18	J/601/5998	Delivering a Guided Tour of Cultural Premises	3	3	24
19	J/601/6701	Make Sure Actions in the Workplace Aim to Protect the Environment	3	4	17
20	K/601/5850	Assisting with Daily Financial Issues	2	3	27
21	D/601/7515	Contribute to the Care of a Cultural Venue Premises	2	3	24
22	K/502/3095	Organise and Undertake Supervised Mentoring in the Workplace	3	4	6
23	T/601/3096	Administer First Aid	2	1	8
24	R/601/6913	Work with Volunteers in a Creative and Cultural Context	3	4	24

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
25	T/601/7925	Place Goods in Storage in Logistics Operations	2	4	16
26	D/601/7014	Assemble Orders for Dispatch in Cultural Venue Operations	2	3	12
27	F/600/1971	Photo Image Capture	3	10	70
28	L/601/7509	Contribute to Safeguarding Children, Young People and Vulnerable Adults	3	3	18
29	T/502/7537	Understanding the Core Knowledge Needed by those who Work with Children and Young People	2	3	26
30	T/600/8948	Manage and Market own Freelance Services	3	6	60
31	D/505/3355	Understanding the Core Knowledge Needed by those who Work with Children and Young People, and its Impact	3	4	28
32	D/503/5678	Check Stock Levels and Sort out Problems with Stock Levels in a Retail Environment	2	2	10
33	H/505/2188	Supporting the Recruitment and Selection Process	3	4	36

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.

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:

- L/601/6120 - Understand how to Promote Cultural Venues (Unit 7)
- D/601/5988 - Understand Organisational Procedures for Dealing with Waste, Recyclables, Lost Property and Suspicious Packages (Unit 8)
- H/601/6124 - Understand how to Examine and Identify Items of Cultural Interest (Unit 12)
- L/601/6134 - Understand how to Package and Transport Items to New Locations (Unit 14)
- K/601/6139 - Understand Organisational Procedures for Monitoring the Security and Environment of Items within a Cultural Venue (Unit 16)
- L/601/7509 - Contribute to Safeguarding Children, Young People and Vulnerable Adults (Unit 28)
- T/502/7537 - Understanding the Core Knowledge Needed by those who Work with Children and Young People (Unit 29)
- D/505/3355 - Understanding the Core Knowledge Needed by those who Work with Children and Young People, and its Impact (Unit 31).

These units must be assessed in line with the wider Creative and Cultural Skills assessment strategy 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 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 in the units when devising the assessment to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements. Any assignment brief should indicate clearly 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 learning outcomes.

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

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

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

9 Access and recruitment

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

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

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

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

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

10 Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

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

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

These documents are available on our website, at www.edexcel.com/Policies

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: Support the Organisation of an Event

Unit reference number: L/601/2505

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

This unit is about supporting the organisation of an event.

Unit assessment requirements/evidence requirements

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

Learning outcomes and assessment criteria

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

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 2: Assist with Incidents and Emergency Procedures

Unit reference number: M/601/5963

QCF level: 3

Credit value: 3

Guided learning hours: 24

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 Summarise organisational procedures that should be followed for a range of incidents and emergencies that may occur			
	1.2 Analyse ways to identify signs of potential incidents or emergencies			
	1.3 Evaluate organisational procedures for monitoring and controlling risks			
	1.4 Explain organisational procedures for reporting and recording information on incidents and emergencies			
	1.5 Evaluate contingency plans for a range of incidents and emergencies			
2 Understand roles and responsibilities in dealing with an incident or emergency	2.1 Describe own role and responsibilities			
	2.2 Describe the roles and responsibilities of others			
	2.3 Explain the importance of handing over control at an appropriate point			
	2.4 Explain the importance of communicating clearly and accurately with colleagues and customers			
	2.5 Explain the importance of working as a team when dealing with an incident or emergency			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to assist in dealing with incidents or emergency	3.1	Analyse available information about an incident or emergency and make an initial response			
		3.2	Assess own role and the role of others in dealing with an incident or emergency			
		3.3	Take appropriate and prompt action to prevent a situation escalating following organisational procedures			
		3.4	Give instructions to other staff and individuals in line with organisational procedures			
		3.5	Maintain the rights of individuals involved at all times			
		3.6	Implement contingency plans correctly			
		3.7	Report and record information relevant to the incident or emergency			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 3: Solve Business Problems

Unit reference number: L/601/2522

QCF level: 3

Credit value: 4

Guided learning hours: 18

Unit aim

This unit is about recognising that there is a problem with the way work is being carried out in a business environment and analysing the problem for possible causes.

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 business problems and their causes	1.1	Describe ways of recognising when a business problem exists				
		1.2	Explain how to identify possible causes of business problems				
		1.3	Describe ways of analysing business problems				
2	Understand techniques for solving business problems	2.1	Describe different ways of planning to solve a business problem				
		2.2	Describe different ways of solving business problems				
		2.3	Give reasons for having support and feedback from others when problem solving				
3	Understand factors that influence solutions to business problems	2.4	Explain the purpose of regularly reviewing progress and adjusting plans during problem solving				
		2.5	Describe ways of recognising when a problem has been solved				
		3.1	Describe the possible effects of organisational policies and procedures when solving business problems				
4	Understand how to evaluate approaches to solving business problems	3.2	Describe the possible effects of legal or regulatory requirements when solving business problems				
		4.1	Describe ways of evaluating approaches to solving business problems				
		4.2	Describe ways of evaluating solutions to problems for effectiveness				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Be able to recognise and analyse business problems	5.1	Recognise a business problem				
		5.2	Confirm own understanding of a business problem				
		5.3	Identify reasons for a business problem				
		5.4	Analyse a business problem, getting additional information, as required				
		5.5	Work with others to agree what the business problem is				
6	Be able to plan and carry out own solution to the business problem	6.1	Develop and justify an approach for how to solve the business problem				
		6.2	Develop own plan to solve the business problem				
		6.3	Identify ways of deciding when the problem has been solved				
		6.4	Agree own plan, with others as required				
		6.5	Carry out own plan to solve the business problem, involving others as required				
		6.6	Carry out own plan to solve the business problem, involving others as required				
		6.7	Regularly check progress towards solving the business problem				
		6.8	Use feedback and progress reports to adjust the plan, as required				
7	Be able to evaluate own solution to the business problem	6.9	Confirm that the problem has been solved, with others as required				
		7.1	Evaluate own approach to solving the business problem for its effectiveness				
		7.2	Evaluate own solution to the business problem for its effectiveness				
		7.3	Evaluate alternative approaches and solutions for possible effectiveness				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 4: Contribute to Decision-Making in a Business Environment

Unit reference number: Y/601/2524

QCF level: 3

Credit value: 3

Guided learning hours: 12

Unit aim

This unit is about contributing to the decision-making process 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 and process of decision-making	1.1	Identify situations where decision-making is required				
		1.2	Explain key stages in the decision-making process				
2	Understand how to prepare to contribute to decision-making	2.1	Understand the purpose of knowing the context in which a decision is being made				
		2.2	Describe the role and responsibilities of a person contributing to decision-making				
		2.3	Describe possible limitations on a person contributing to decision-making				
		2.4	Identify sources of information that can be used to inform decision-making				
		2.5	Explain how to research information to be used to inform decision-making				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand how to contribute to decision-making	3.1	Explain the purpose of contributing to meetings and other discussions where decisions are being made, and ways of doing so				
		3.2	Explain how to structure own ideas and information				
		3.3	Explain the purpose and benefits of respecting other people's contributions to the decision-making process				
		3.4	Explain the purpose of listening and responding to other people during the decision-making process, and ways of doing so				
		3.5	Explain how to use evidence, argument, questioning and assertiveness to influence outcomes				
		3.6	Explain the purpose of collective responsibility				
4	Be able to prepare contributions to decision-making	4.1	Identify sources of information needed				
		4.2	Research and collect information to add value to the decision-making process				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to make contributions to decision-making	5.1	Present information to others and develop ideas, using accurate and current information			
		5.2	Make constructive, relevant and timely contributions to meeting(s) or other discussions to contribute to making a decision			
		5.3	Provide additional information, when asked, to contribute to making a decision			
		5.4	Contribute to identifying and agreeing criteria for making a decision			
		5.5	Contribute to structuring ideas and information in a way that helps other people understand own ideas			
		5.6	Listen to other people's contributions adapting own ideas as necessary			
		5.7	Contribute to reviewing information provided for a decision to be made			
		5.8	Confirm support for an agreed decision			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 5: 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: <ul style="list-style-type: none"> 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: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 6: Promoting Cultural Venues

Unit reference number: Y/601/6105

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

In order to secure income many cultural venues will hire out areas for banqueting, weddings, private parties, presentation dinners, conferences, exhibitions etc. It is important that you are able to promote this service to those making enquiries regarding the venue's facilities. You will require a good knowledge of the venue and the facilities it is able to offer, including the appropriateness of the venue for different types of event.

Unit assessment requirements/evidence requirements

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to respond to enquiries relating to the hiring out of areas of the venue	1.1 Provide accurate information about the facilities the venue is able to offer to include: <ul style="list-style-type: none"> • capacity • availability • layout • access restrictions • benefits and advantages • costs 			
	1.2 Suggest potential alternative arrangements if unable to meet the customers original requirements			
	1.3 Forward enquiries to the appropriate person when unable to provide information			
	2.1 Clarify customer requirements for specific events			
2 Be able to advise on the appropriateness of the venue for specific events	2.2 Evaluate the appropriateness of the venue for the specific event			
	2.3 Advise the customer on the appropriateness of the venue			
	2.4 Analyse health and safety implications for the event			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to provide information on additional services offered by the venue	3.1	Summarise the additional services offered by the venue			
		4.	Be able to take bookings for facilities			
		4.1	Follow the venue's process for taking bookings			
		4.2	Forward enquiries to the appropriate person when unable to process specific bookings			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 7: Understand how to Promote Cultural Venues

Unit reference number: L/601/6120

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

In order to secure income many cultural venues will hire out areas for banqueting, weddings, private parties, presentation dinners, conferences, exhibitions etc. This unit is about understanding how to deal with enquiries relating to the hiring out of areas within your venue. It is important that you understand how to promote this service to those making enquiries regarding the venue's facilities.

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 the facilities the venue has to offer for different types of events	1.1 Review the types of events that the venue has accommodated			
	1.2 Summarise the benefits and advantages of the venue for these events			
	1.3 Explain the various layouts of the facilities to include: <ul style="list-style-type: none"> • capacity of each area • access restrictions • calculation of costs • health and safety implications 			
2 Understand how to determine the appropriateness of the venue for specific events	2.1 Evaluate the appropriateness of the venue for a range of events			
	2.2 Summarise events that would be considered appropriate or inappropriate for the venue			
3 Understand the importance of offering additional services	3.1 Summarise the additional services offered by the venue			
	3.2 Evaluate the benefits to the venue of being able to sell additional services			
4 Understand the venue's booking process	4.1 Explain how to check availability of the facilities			
	4.2 Explain the venue's process for taking bookings			
	4.3 Give examples of booking enquiries that should be forwarded to another member of staff			

Learner name: _____ Date: _____
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Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 8: 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: _____
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Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 9: Dealing with Waste, Recyclables, Lost Property and Suspicious Packages

Unit reference number: T/601/5995

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit is about dealing with waste, recyclables and lost property in an appropriate manner. It also addresses dealing with packages that are considered to be suspicious.

This unit covers both dealing with items that have been found on the premises and recording, in line with your organisational procedures, items that have been reported by members of the public as lost.

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 dispose of waste according to regulations and instructions	1.1 Demonstrate the correct disposal of waste including: <ul style="list-style-type: none"> transferring rubbish to appropriate collection points transferring recyclable material to appropriate collection points replacing bin liners in line with workplace requirements securing waste containers in the correct place 			
	2.1 Distinguish lost property from waste			
	2.2 Transfer lost property to correct collection point			
	2.3 Report and record details of lost property in line with organisational procedures			
3 Follow organisational procedures for dealing with suspicious packages	3.1 Distinguish suspicious packages			
	3.2 Report suspicious packages immediately in line with organisational procedures			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

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Unit 10: Catalogue Objects and Collections within a Cultural Venue

Unit reference number: D/601/5991

QCF level: 3

Credit value: 6

Guided learning hours: 48

Unit aim

This unit is for those who record information to enter into archives, catalogues and index systems. It is important that this is achieved through the correct application of the organisation's documentation procedures. This unit covers collecting information and entering it onto the documentation system (either manual or computerised).

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 accessing and collecting information	1.1	Summarise the procedures for accessing and collecting information				
		1.2	value the consequences of not applying the procedures				
		1.3	Summarise the types of problems that could occur				
		1.4	Explain the actions that could be taken for different types of problems				
2	Understand systems for recording information	2.1	Explain the importance of using systems				
		2.2	Describe the procedures for recording information				
		2.3	Describe formats for classifying and recording information				
		2.4	Explain the procedures for control and access of information				
3	Understand relevant national local, professional and organisational requirements relating to intelligence analysis	3.1	Describe relevant national local, professional and organisational requirements relating to intelligence analysis				
		3.2	Explain the importance of complying with different requirements				
		3.3	Evaluate the consequences of non compliance				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to assess, categorise, classify records and store information	4.1	Access the sources of information according to agreed procedures				
		4.2	Apply information collection methods accurately				
		4.3	Resolve problems encountered with information collection				
		4.4	Comply with relevant legislation, guidelines and codes of practice				
		4.5	Assess information received for relevance				
		4.6	Categorise information against selected classification				
		4.7	Record and store information using appropriate format, system and procedure				
		4.8	Implement agreed methods of control and access to the information system				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 11: Identification of Items of Cultural Interest

Unit reference number: A/601/6002

QCF level: 3

Credit value: 6

Guided learning hours: 48

Unit aim

It is important to be able to describe and identify objects, specimens, artefacts, monuments or works of art. This unit covers describing the items, which involves examining them in an appropriate fashion, and then describing their features and how they relate to other items as well as identifying items, i.e. stating what they are (as far as is possible), and providing a rationale for how the identification has been made.

This unit is for people who are required to have knowledge of a class of items or specific groups of items, e.g. curators, education officers, conservators or archaeologists. It would include people who have to identify and describe items either in their own organisation's collection or in the collections of others, and people working alone or working as part of a team: more than one person could be working on the identification.

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 items of cultural interest	1.1	Evaluate and use the most appropriate examination process to examine items				
		1.2	Comply with health and safety procedures when examining items				
		1.3	Access information on conservation needs				
		1.4	Interpret relevant conservation reports				
		1.5	Review relevant information about each item and assess its reliability				
		1.6	Analyse deficiencies or discrepancies in the information				
		1.7	Distinguish unusual and distinctive features				
		1.8	Draw conclusions about the history, significance, age and provenance of items				
		1.9	Justify the identification of the item				
2	Be able to describe objects, specimens, artefacts or works of art	2.1	Use and combine a variety of description formats to describe items to different purpose and audiences				
		2.2	Describe the history, significance, age and provenance of items				
		2.3	Describe unusual or distinctive features				
		2.4	Describe the condition and conservation needs of items				
		2.5	Explain the relationship and significance of each item to other relevant items				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to record results of the identification process	3.1	Accurately record the results of the identification process in an appropriate format			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Date: _____

Unit 12: Understand how to Examine and Identify Items of Cultural Interest

Unit reference number: H/601/6124

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

It is important to be able to describe and identify objects, specimens, artefacts, monuments or works of art. This unit covers describing the items, which involves examining them in an appropriate fashion, and then describing their features and how they relate to other items as well as identifying items, i.e. stating what they are (as far as is possible), and providing a rationale for how the identification has been made.

This unit is for people who are required to have knowledge of a class of items or specific groups of items, e.g. curators, education officers, conservators or archaeologists. It would include people who have to identify and describe items either in their own organisation's collection or in the collections of others, and people working alone or working as part of a team: more than one person could be working on the identification.

You will be required to demonstrate the ability to be proactive in the workplace.

This unit is for those who record information to enter into archives, catalogues and index systems. It is important that this is achieved through the correct application of the organisation's documentation procedures. This unit covers collecting information and entering it onto the documentation system (either manual or computerised).

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 examination processes for items of cultural interest	1.1 Summarise normal and specific risks associated with the examination of items			
	1.2 Evaluate examination processes to identify those that cause the least risk for a range of items			
	1.3 Explain how to access information on conservation needs			
	1.4 Explain how to interpret a conservation report			
	1.5 Explain health and safety procedures for the examination of items			
2 Understand how to identify objects, specimens, artifacts or works of art	2.1 Summarise the information that is normally required in order to identify an item			
	2.2 Explain where to find sources of information			
	2.3 Explain the importance of providing a justification for an identification			
	2.4 Analyse the problems involved with the identification of incomplete items			
3 Understand how to describe items of cultural interest to different audiences	3.1 Summarise the main information required to describe items			
	3.2 Explain the importance of selecting appropriate description formats to describe items to different audiences			

Learner name: _____
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(if sampled)

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Unit 13: Packaging and Transporting Items to New Locations

Unit reference number: A/601/6128

QCF level: 3

Credit value: 6

Guided learning hours: 48

Unit aim

This unit is about the transportation of items to new locations. The transportation could be by a variety of methods including road-going vehicles, indoor trucks and hand operated trucks. The unit covers the packaging and loading of items and transportation of items to correct destinations in line with schedules and health and safety requirements.

Where vehicle/truck operation requires a licence, it is essential that you hold the relevant licence in order to undertake this unit.

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	Prepare and pack items for transportation	1.1	Obtain authority and packing specifications				
		1.2	Evaluate and organise the equipment, materials and people required to pack items				
		1.3	Demonstrate correct preparation and packing of items that meet specified guidelines and procedures				
		1.4	Explain the importance of adhering to special handling and conservation requirements				
		1.5	Mark packaging with the correct handling and destination instructions				
		1.6	Comply with health and safety procedures				
2	Transport items to new locations	2.1	Obtain authority to transport items				
		2.2	Evaluate and organise the equipment, materials and people required to transport items				
		2.3	Demonstrate how to assemble loads that assists loading, unloading and protection of items following relevant handling guidelines and instructions				
		2.4	Transport items to correct destinations according to schedule				
		2.5	Assess delivery requirements that cannot be met and agree alternative solutions				
		2.6	Comply with health and safety procedures				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Record and report information on packing and transportation	3.1	Accurately record and report information relating to packing and transportation to relevant people			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 14: Understand how to Package and Transport Items to New Locations

Unit reference number: L/601/6134

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit is about understanding the packaging and transportation procedures for items to be transported to new locations.

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 protect items to be transported	1.1 Evaluate the types of packaging be used for different items			
	1.2 Explain the importance of adhering to special handling requirements			
2 Understand the transportation requirements of items	2.1 Evaluate the risks associated with transportation			
	2.2 Explain the importance of meeting environmental requirements of items			
	2.3 Explain the importance of special licenses required to operate equipment to move certain items			
3 Understand the procedures for deliveries	3.1 Summarise the procedure for deliveries			
	3.2 Explain potential problems associated with deliveries			
	3.3 Evaluate options to resolve problems			
	3.4 Outline the documentation that should be completed in relation to deliveries			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 15: Document Collection Items and Assign Accession Numbers

Unit reference number: M/601/6000

QCF level: 3

Credit value: 6

Guided learning hours: 48

Unit aim

The recording of items in collections is a main curatorial function. It is important that this is achieved through the correct application of the organisation's documentation procedures.

This unit covers the procedures and processes used for collecting information on items and entering it onto the documentation system (either manual or computerised) and assigning an accession number to an item and then attaching it to the item.

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 different types of documentation systems	1.1	Describe the types of documentation systems used				
		1.2	Explain the main differences between computerised and manual systems				
		1.3	Summarise the main components of relevant national documentation standards				
2	Understand how to record details of classifications	2.1	Summarise the main classes of items				
		2.2	Describe how the identification of an item is confirmed				
		2.3	Describe the organisation's procedures for allocating and recording accession numbers				
		2.4	Explain the details that need to be recorded				
3	Understand how to mark and label items	3.1	Describe how to mark or label different items				
		3.2	Explain how different materials can react to marking				
		3.3	Explain the purpose of preserving or recording previous markings or label				
		3.4	Summarise the advantages and disadvantages of different labelling techniques				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to record details of items to enter into archives, catalogues and index systems	4.1	Record details of the classification in the appropriate system				
		4.2	Advise appropriate persons of possible changes to the system				
		4.3	Allocate accession numbers according to organisational procedures and guidelines				
		4.4	Confirm the identity of the item before the accession process is implemented				
		4.5	Record the accession details accurately in the appropriate information system				
		4.6	Apply the accession number accurately to the item, or ensure it is in close association with it, in a way that does not damage the item or obscure important features				
		4.7	Apply the accession number accurately to the item, or ensure it is in close association with it, in a way that does not damage the item or obscure important features				
		4.8	Inform all relevant people of accession according to the organisation's procedures				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 16: Understand Organisational Procedures for Monitoring the Security and Environment of Items within a Cultural Venue

Unit reference number: K/601/6139

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit is about protecting items (whether they are equipment or objects). You will be required to monitor both the security of items, from threats of attack and theft, and monitor the environment in which items are kept.

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 organisational procedures for monitoring visitors to the premises	1.1 Summarise the organisational procedures for monitoring visitors to include: <ul style="list-style-type: none"> • directing visitors to specific items • providing information on contact restrictions • signs and barriers • appropriate and inappropriate behaviour 			
	2.1 Classify the types of incidents that can occur			
2 Understand the types of incidents that can occur and how to deal with them	2.2 Evaluate procedures for dealing with incidents			
3 Understand how the security and environmental systems work	3.1 Explain how the security and environmental systems work			
	3.2 Describe how to check that they are functioning correctly			
4 Understand the reporting and recording systems	4.1 Summarise the reporting and recording systems			
	4.2 Explain the types of incidents that should be recorded and reported			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 17: Monitoring the Security and Environment of Items within a Cultural Venue

Unit reference number: T/601/6144

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit is about protecting items (whether they are equipment or objects). It covers the monitoring and security of items, from threats of attack and theft, and the environment in which items are kept.

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 monitor visitors to the premises in line with organisational procedures	1.1	Direct visitors to specific items and inform them of the access and contact arrangements		
	1.2	Position signs and barriers correctly		
	1.3	Control access to the premises according to specifies security requirements		
	1.4	Adhere to schedules		
	1.5	Carry out monitoring duties in line with health and safety requirements		
2 Be able to deal with incidents that occur	2.1	Evaluate incidents and take suitable action to deal with inappropriate or prohibited activities		
	2.2	Evaluate and take suitable action to deal with escalating situations		
	2.3	Summon additional assistance when required		
3 Be able to monitor security and environmental systems	3.1	Check the security and environmental systems to ensure they are functioning correctly		
	3.2	Correctly identify faults and take immediate action to protect items		
4 Be able to report and record incidents	4.1	Report and record incidents accurately and promptly in the appropriate recording systems		

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 18: Delivering a Guided Tour of Cultural Premises

Unit reference number: J/601/5998

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit is about preparing for and delivering guided tours for visitors to your premises. It covers the selection of appropriate items to be included, the development of accurate and relevant information and consideration of the pace, format, content and style of the presentation that is appropriate to the visitors.

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 Prepare for a guided tour	1.1 Obtain approval and authorisation for a guided tour			
	1.2 Check the availability of facilities and items for the tour date			
	1.3 Clarify any special requirements with intended audience			
	1.4 Evaluate the items to be included in tour			
	1.5 Prepare relevant information in the most appropriate format/combination of formats for the intended audience			
	1.6 Determine the route and sequence of the tour and estimate the required time			
2 Deliver a guided tour	2.1 Demonstrate the appropriate style of presentation for tour audience			
	2.2 Convey accurate and detailed information on items included in the tour			
	2.3 Follow the planned route and keep to schedule			
	2.4 Adhere to health and safety requirements at all times			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to identify risks to the environment arising from the workplace	1.1	Identify people in the workplace to whom environmental matters are reported				
		1.2	Confirm they are up to date on environmentally friendly working practices relevant to the workplace				
		1.3	Identify any current working practices in own job role that could cause harm to the environment				
		1.4	Identify materials, products or equipment in any part of own job role which could cause harm to the environment				
		1.5	Report any differences between legal regulations and workplace instructions and the actual use of materials and products hazardous to the environment				
		1.6	Promptly report to the people responsible for environmental matters the hazards that present high risks				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
2 Be able to minimise the risks to the environment arising from the workplace	2.1	Research the relevant legal requirements and workplace environmental instructions for own job role				
	2.2	Define within own capability and the scope of job responsibilities how to: <ul style="list-style-type: none"> • control the environmental hazards • promptly report environmental risks that the learner is unable to deal with • pass on suggestions for limiting risks to the environment to the responsible person 				
	2.3	Apply the correct instructions for: <ul style="list-style-type: none"> • handling materials and products that can be harmful to the environment • their proper disposal 				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know the legislation relating to environmental matters that affect own workplace	3.1 Explain own responsibilities for the environment as defined by any specific legislation covering own job role and: <ul style="list-style-type: none"> • responsibility for controlling hazards to the environment • particular risks to the environment that may be present in own workplace and job role • how to use resources and materials effectively and efficiently • the importance of remaining alert to the presence of hazards to the environment in the whole workplace • the responsibility for items (materials and equipment) that can be hazardous to the environment • the specific workplace environmental instructions covering own job role • specific working practices covering own job role 			
	3.2 Explain the importance of dealing with, or promptly reporting risks to the environment and communicating who the responsible people are			
	3.3 Describe the substances and processes categorised as hazardous to the environment			
	3.4 Explain workplace instructions for handling hazards to the environment that the learner is unable to deal with			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Learning outcomes and assessment criteria

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

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to monitor the condition of premises	1.1	Examine the condition of the premises according to agreed schedules				
		1.2	Explain reasons for changes in conditions				
2	Be able to report on condition of premises	2.1	Report indications of changes to relevant people				
		2.2	Record information accurately in appropriate documentation				
3	Be able to undertake minor maintenance activities	3.1	Identify any problems and report to relevant staff member				
		3.2	Describe the types of maintenance activities to be carried out				
		3.3	Implement minor maintenance activities				
		3.4	Accurately record maintenance activities using appropriate documentation				
4	Be able to carry out all procedures in line with health and safety regulations and procedures	4.1	Perform activities which keep work and public areas free from health and safety hazards				
		4.2	Perform activities according to all health and safety regulations and procedures				
		4.3	Identify potential health and safety hazards				
		4.4	Produce reports which identify potential health and safety hazards				
		4.5	Carry out appropriate action to prevent harm to self and others				

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 22: Organise and Undertake Supervised Mentoring in the Workplace

Unit reference number: K/502/3095

QCF level: 3

Credit value: 4

Guided learning hours: 6

Unit aim

This unit is about organising and undertaking supervised mentoring 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	Plan and organise workplace mentoring sessions, taking care to identify resources to support safe and effective mentoring in the workplace	1.1	Clarify what is required from the mentoring sessions and the mentoring programme overall				
		1.2	Establish a mentoring contract and agree the mentoring relationship and boundaries with the mentee(s)				
		1.3	Plan and organise for a safe environment in which to undertake mentoring				
2	Undertake mentoring in the workplace	2.1	Undertake mentoring in the workplace for at least six hours				
		2.2	Maintain appropriate records of mentoring activity and outcomes				
3	Monitor, assess and record learners' progress towards their own development and goals	3.1	Monitor and assess learners' progress towards achieving their development goals				
		3.2	Use an appropriate model to assess the impact mentoring has had on the learners' performance				
4	Monitor and review own workplace mentoring performance	4.1	Using the mentoring records, review own workplace mentoring performance with supervisor and identify areas for improvement				

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 23: Administer First Aid

Unit reference number: T/601/3096

QCF level: 2

Credit value: 1

Guided learning hours: 8

Unit aim

This unit is about administering first aid in public service for minor and major injuries and cardio-pulmonary resuscitation for conscious and unconscious casualties.

Unit assessment requirements/evidence requirements

For learners in the workplace to be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion.

Learners must demonstrate their competence in all of the following:

- minor injuries
- major injuries
- cardio-pulmonary resuscitation

Casualties:

- conscious
- unconscious.

Evidence for this unit may be provided by simulation. Learners may be assessed by first aid experts from within the organisation or from an external organisation.

Witness testimony from a subject-matter expert may be used as evidence of competence. In addition, the HSE First Aid at Work certificate may be used as a proxy against this unit provided that:

- the certificate was achieved within its validity period and
- the original, authenticated certificate is presented to the assessor and
- a photocopy of the verified certificate is retained in the learner's portfolio.

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 principles of administering first aid	1.1	Explain current practices in administering first aid				
		1.2	Explain the sequence in which to carry out first aid				
		1.3	Explain the limitations and risks of applying first aid to others				
		1.4	Explain how to identify the nature and severity of the injury				
		1.5	Describe how to deal with unconscious casualties				
		1.6	Describe how to give cardio-pulmonary resuscitation				
		1.7	Explain how to monitor the continuing condition of the casualty				
		1.8	Explain what information is required by medical personnel				
		1.9	Explain the organisation's casualty evacuation procedures				
2	Be able to administer first aid commensurate with the injury	2.1	Obtain assistance appropriate to the situation				
		2.2	Assess the nature and severity of the injury				
		2.3	Take action commensurate with the injury to prevent it from worsening				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 24: Work with Volunteers in a Creative and Cultural Context

Unit reference number: R/601/6913

QCF level: 3

Credit value: 4

Guided learning hours: 24

Unit aim

This unit is about identifying opportunities for volunteers to become involved in your work and working with them to achieve work aims in a creative and cultural context.

Unit assessment requirements/evidence requirements

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to analyse and communicate opportunities for involving volunteers in the work programme	1.1	Evaluate current and future areas of their work that could be supported by volunteers				
		1.2	Explain opportunities and needs for volunteer support to those responsible for recruiting or managing volunteers				
		1.3	Explain any code of practice or policy their organisation has for working with volunteers				
2	Be able to agree and explain the work to be done by volunteers	2.1	Brief volunteers on the work to be done, providing clear instructions and demonstrating tasks where needed				
		2.2	Agree responsibilities and working methods, ensuring that volunteers understand what is expected of them				
		2.3	Ensure that the work allocated is within the capability of the volunteers				
		2.4	Answer any questions volunteers may have on their work and on the facilities and support available to them				
		2.5	Agree an appropriate level of supervision and support with volunteers				
		2.6	Explain how volunteers' work fits in to any overall objectives and timescales and contributes to the work of the organisation or overall project				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to support volunteers in their work	3.1	Encourage and support volunteers to take ownership of their work				
		3.2	Communicate with volunteers in ways that are appropriate to their needs				
		3.3	Demonstrate that they treat volunteers courteously, respect their diversity and show respect for their roles and contributions				
		3.4	Evaluate volunteers' contributions to work objectives and tasks, providing constructive feedback				
		3.5	Obtain advice and guidance on working with volunteers where necessary				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 25: Place Goods in Storage in Logistics Operations

Unit reference number: T/601/7925

QCF level: 2

Credit value: 4

Guided learning hours: 16

Unit aim

This unit is about placing goods into storage in logistics operations in order to maximise space, improve distribution and reduce risks. It deals with identifying appropriate locations for the size, weight or type of goods including usage or turnover.

This unit is aimed at operatives in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

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 how to place goods in storage logistics operations	1.1 Explain the relevant organisational policies and procedures for placing the goods into storage in logistics operations, that relate to: <ul style="list-style-type: none"> health, safety and security environmental factors special requirements storage conditions stock rotation 				
	1.2 Describe the different sources and types of information required for placing the goods				
	1.3 Describe the areas for storing different types of goods				
	1.4 Explain the importance of preparing storage areas before placing goods				
	1.5 Describe the equipment and facilities required in the area receiving goods				
	1.6 Explain the correct handling methods for different types of goods				
	1.7 Identify problems that can occur when placing goods in storage				
	1.8 Explain appropriate action when dealing with identified problems				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to place goods in storage in logistics operations	2.1	Ensure that the area is clean, tidy and clear of obstructions				
		2.2	Use the correct handling methods and/or equipment to place the goods into storage				
		2.3	Place the goods in the correct location for space utilisation, to prevent damage and meet distribution requirements				
		2.4	Update stock control records accurately				
		2.5	Communicate clearly and accurately, with appropriate people, the monitoring and storage arrangements for the goods				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 26: Assemble Orders for Dispatch in Cultural Venue Operations

Unit reference number: D/601/7014

QCF level: 2

Credit value: 3

Guided learning hours: 12

Unit aim

This unit is about assembling goods and making them ready for dispatch to customers. It deals with identifying the goods, any problems with the goods or special instructions affecting delivery.

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 how to assemble orders for dispatch in logistics operations	1.1 Explain the relevant organisational policies and procedures for assembling orders for dispatch that relate to: <ul style="list-style-type: none"> • health, safety and security • personal protective equipment • environmental factors • special requirements • stock recording systems • scheduling 			
	1.2 Describe the characteristics of the order to be assembled			
	1.3 Explain the handling methods and equipment to be used when assembling the orders			
	1.4 Identify problems that can occur when assembling orders for dispatch			
	1.5 Explain appropriate action when dealing with identified problems			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to assemble the orders for dispatch in logistics operations	2.1	Obtain information to assemble the orders for dispatch				
		2.2	Check that the area used to dispatch to goods is clean and clear of obstructions and hazards				
		2.3	Check that the goods are in stock and accessible for assembly				
		2.4	Assemble the order with the correct type and quantity of goods ready for dispatch, in accordance with the information obtained				
		2.5	Demonstrate how to maintain the condition of the goods whilst the order is being assembled				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 27: Photo Image Capture

Unit reference number: F/600/1971

QCF level: 3

Credit value: 10

Guided learning hours: 70

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills to coordinate photo image capture.

The skills developed by the learner include technical, visual and interpersonal. The learner will develop technical skills required for preparing and coordinating image capture.

The knowledge acquired by the learner will enable them to understand how photographic work is coordinated and undertaken.

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 prepare and use equipment effectively	1.1	Describe the main health and safety hazards and risks when preparing for and managing a photographic shoot		
	1.2	Describe how the working environment should be monitored and maintained		
	1.3	Monitor and maintain the working environment		
	1.4	Describe the roles and relationships of the main personnel involved in the preparation and management of a photographic shoot		
	1.5	Describe the steps in the preparation and management of a photographic shoot		
	1.6	Prepare for image capture		
	1.7	Describe how to select, handle and store equipment safely		
	1.8	Coordinate the selection, set up, handling, dismantling and storage of equipment		
	1.9	Use a range of equipment safely		
	1.10	Explain how to carry out a risk assessment		
	1.11	Undertake a risk assessment		
	1.12	Outline the principles of lighting and lighting balance		
	1.13	Describe how to work effectively with others		
	1.14	Work effectively with others		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to manage the imaging process to achieve predetermined results	2.1 Describe materials, equipment and processes			
	2.2 Coordinate the efficient preparation and application of materials, equipment and processes			
	2.3 Explain how to capture images			
	2.4 Capture and quality check images			
	2.5 Describe how to quality check the captured image			
	2.6 Outline the role of external image processors			
	2.7 Explain how to document and store finished images securely			
	2.8 Explain the process of storing images safely and securely			
	2.9 Coordinate the safe and secure handling, processing and storage of captured images			
	2.10 Describe legal and ethical considerations			
	2.11 Outline the documentation associated with photographic shoots			
	2.12 Complete relevant documentation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 28: Contribute to Safeguarding Children, Young People and Vulnerable Adults

Unit reference number: L/601/7509

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit aim

This unit provides the knowledge and understanding required to enable workers in cultural venues to contribute to safeguarding children, young people and vulnerable adults.

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 their organisation's policies, procedures and practices for safe working with children, young people and vulnerable adults	1.1 Explain their organisation's policies and practice for safe working that protect children, young people and vulnerable adults and adults who work with them			
	1.2 Describe their own role at work in contributing to safeguarding children, young people and vulnerable adults			
	1.3 Describe how their organisation's safe working practices comply with legislation that covers data protection, information handling and sharing			
2 Understand the importance of working in partnership with other organisations to safeguard children, young people and vulnerable adults	2.1 Explain the importance of safeguarding children, young people and vulnerable adults			
	2.2 Explain child protection within the wider concept of safeguarding			
	2.3 Explain the importance of a person centred approach			
	2.4 Explain what is meant by partnership working in the context of safeguarding			
	2.5 Describe the roles and responsibilities of the different organisations that may be involved when a child, young person or vulnerable adult that has been abused or harmed			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	3.1	Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding				
		3.2	Describe the actions their organisation expects them to take if a child or young person or vulnerable adult alleges harm or abuse				
		3.3	Explain the rights that children, young people, vulnerable adults and their families have in situations where harm or abuse is suspected or alleged				

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 29: 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	Describe what is meant by the safeguarding of children and young people				
		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 30: 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		
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	Seek constructive feedback from relevant parties about own performance		
	2.4	Seek constructive feedback from relevant parties about own performance		
	2.5	Make appropriate business decisions		

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 31: 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: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 32: Check Stock Levels and Sort out Problems with Stock Levels in a Retail Environment

Unit reference number: D/503/5678

QCF level: 2

Credit value: 2

Guided learning hours: 10

Unit aim

This unit is about the learner's contribution to maintaining stock levels so that sales are not lost because stock was not available when customers wanted it. This involves knowing how to count stock, how to recognise problems with stock and stock levels and how to sort these out.

Unit assessment requirements/evidence requirements

Workplace assessment of occupational competence is required. 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 checking stock levels in a retail environment	1.1 Explain how accurate stock counting contributes to: <ul style="list-style-type: none"> • maintaining adequate stock levels • customer satisfaction • sales 			
	2 Be able to check stock levels in a retail environment as instructed	2.1 Check stock levels in line with: <ul style="list-style-type: none"> • instructions for where and when to count stock • organisational procedures for counting stock and recording stock levels • health and safety requirements to be observed when counting stock • the need to minimise inconvenience to other people in the retail environment when stock is being counted 		
3 Be able to deal with or report stock-related problems that arise when checking stock levels in a retail environment	3.1 Record problems with stock and stock levels as these arise			
	3.2 Resolve problems with stock and stock levels that are within own authority to deal with in line with organisational procedures			
	3.3 Identify the person who must be told if any problems arise with stock and stock levels that are not within own authority to deal with			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 33: Supporting the Recruitment and Selection Process

Unit reference number: H/505/2188

QCF level: 3

Credit value: 4

Guided learning hours: 36

Unit aim

The aim of this unit is to enable learners to understand the procedures involved in an effective recruitment and selection campaign. Learners will also be able to produce the relevant documentation required throughout the recruitment and selection process.

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	1.1	Interpret the requirements of a job specification		
	1.2	Gather the component parts of a job role		
2	2.1	Prepare interview documentation		
	2.2	Prepare selection documentation		
	2.3	Manage the completion of recruitment and selection documentation		
	2.4	Describe the key statutory and contractual rights and responsibilities for the employer		
	2.5	Describe the key statutory and contractual rights and responsibilities for the employee		

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

12 Further information and useful publications

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

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

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

PLTS	Units	1	2	3	4	5
		L2	L3	L3	L3	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	2	3	4	5
		L2	L3	L3	L3	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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