

Pearson BTEC Level 2 Award in Principles of the Cultural Heritage Sector (QCF)

Specification

Pearson BTEC Specialist qualification

First teaching August 2014

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ISBN 978 1 446 91045 0

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- 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 (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, i.e. Technical Certificates.

There are three sizes of BTEC Specialist 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 achieved the learning outcomes of the unit.

The credit value of a unit is based on:

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

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Award in Principles of the Cultural Heritage Sector (QCF)
QCF Qualification Number (QN)	601/0123/4
Qualification framework	Qualifications and Credit Framework (QCF)
Accreditation start date	03/08/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	11
Assessment	Centre-devised assessment (internal assessment) and Pearson-devised assessment (onscreen testing)
Guided learning hours	78
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10 Access and recruitment</i>)

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. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in the *Edexcel Information Manual*, available on our website: www.edexcel.com

Objective of the qualification

The Pearson BTEC Level 2 Award in Principles of the Cultural Heritage Sector (QCF) is for learners who work in, or want to work in museums, galleries with collections, built heritage, conservation, heritage landscape or archaeology.

It gives learners the opportunity to:

- develop knowledge related to customer service, health and safety and the features of the creative and cultural industry.
- learn about sectors, business types and job roles in the cultural heritage sector; social and cultural factors, diversity and equality, technology, working styles, customer service, team working, communications and health and safety.
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

Apprenticeships

Creative and Cultural Skills approve the Pearson BTEC Level 2 Award as a knowledge component for the Intermediate Apprenticeship in Cultural and Heritage Venue Operations (England).

Relationship with previous qualifications

This qualification is a replacement for the EDI Level 2 Award in Principles of the Cultural Heritage Sector.

Progression opportunities through Pearson qualifications

Learners who have achieved the Award can progress to the Level 3 Pearson Edexcel Level 3 Diploma in Cultural Heritage (QCF) or the Pearson BTEC Level 3 Certificate in the Principles of the Creative and Cultural Sector (QCF). Alternatively, successful learners may wish to apply for job roles as Conservation Assistants, Exhibition Guides/Demonstrators, Front of House Support Staff, Administration Support Staff or Visitor Services Support Staff. Advanced Apprenticeship in Cultural and Heritage Venue Operations

Industry support and recognition

This qualification is supported by Creative and Cultural Skills, the Sector Skills Council for the creative and cultural sector.

Relationship with National Occupational Standards

This qualification relates to the National Occupational Standards in Cultural Heritage. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

3 Qualification structure

Pearson BTEC Level 2 Award in Principles of the Cultural Heritage Sector (QCF)

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

Minimum number of credits that must be achieved	11
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	J/601/6715	Awareness of health and safety in the creative and cultural sector	2	2	14
2	M/503/0260	Understand features of the creative and cultural industry	2	3	14
3	T/505/0932	Delivery of effective customer service	2	6	50

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
Unit 1 and Unit 2	Centre-devised assessment
Unit 3	Pearson-devised assessment: onscreen test

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example, performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over-assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13. Further information and useful publications*.

Pearson-devised assessment (external assessment)

To pass an externally assessed unit, learners must pass an onscreen test. Pearson sets and marks the test. The test writer will use the *Unit amplification* section as a guide when writing questions for the external assessments.

Further information, including details of test duration and question types is available on the webpage for this qualification.

5 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at: www.edexcel.com/policies

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 credit achievement.

6 Centre resource requirements

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

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to www.legislation.gov.uk

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition 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 BTEC qualifications is given on our website.

Approval agreement

All centres are required to enter into an approval agreement that 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.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website.

9 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 their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where a unit is externally assessed, it is essential that learners have covered all of the *Unit amplification* before they are tested.

Centres must make sure that any legislation taught is up to date.

10 Access and recruitment

Pearson's policy regarding access to our 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 those wishing to access the qualifications.

Centres are required to recruit learners to Pearson BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's 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 the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be 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 may 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*.

Details on how to make adjustments for learners with protected characteristics are given in the *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at: www.edexcel.com/policies

12 Units

Units have 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

When a learner achieves a unit, they gain the specified number of credits.

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 covers lectures, tutorials and supervised study in; for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

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

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

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

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Awareness of health and safety in the creative and cultural sector

Unit reference number: J/601/6715

QCF level: 2

Credit value: 2

Guided learning hours: 14

Unit aim

This unit will give the learner an awareness of how to comply with relevant health and safety procedures and regulations in the creative and cultural sector.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria	Unit amplification
1	Understand the relevant health and safety regulations in the Creative and Cultural sector.	1.1 Identify key elements of health and safety regulations, relevant to working in the Creative and Cultural sector.	<ul style="list-style-type: none"> □ Key elements: regulations (RIDDOR, HASAW, COSHH, EWR)
		1.2 Outline safe working practices in the Creative and Cultural sector.	<ul style="list-style-type: none"> □ Safe working practices: policies, procedures, disaster plans, risk assessments relating to staff safety, customer/visitor safety, fire evacuation
		1.3 Identify the main employer responsibilities under the Health and Safety at Work Act.	<ul style="list-style-type: none"> □ Main employer responsibilities under the Health and safety at Work Act: produce policies and procedures, communicate policies and procedures, review all incidents, training, insurance, complete risk assessments
2	Be able to comply with relevant health and safety procedures.	2.1 Outline the differences between hazards and risks.	<ul style="list-style-type: none"> □ Hazards: potential to cause harm; safety hazards, physical hazards, chemical hazards □ Risks: the chances, high or low, that any hazard will actually cause somebody harm.
		2.2 Carry out a risk assessment.	<ul style="list-style-type: none"> □ Risk assessment: identify hazards; who might be harmed and how; evaluate the risks; decide on precautions; record findings; implementation; review assessment and update if necessary
		2.3 Report identified hazards and risks to the appropriate parties.	<ul style="list-style-type: none"> □ Reporting system: reporting procedures, incident forms, accident book

Information for tutors

Delivery

A well-qualified and suitably experienced tutor should deliver this unit.

Learning Outcome 1: Understand the relevant health and safety regulations in the Creative and Cultural sector. A combination of taught input, learner research and class discussions will enable the learner to identify key elements of health and safety regulations and safe working practices relevant to working in the Creative and Cultural sector. The use of case studies obtained from professional magazines and input from visiting speakers will enable learners to gain a fuller understanding of the main employer responsibilities under the Health and Safety at Work Act.

Learning Outcome 2: Be able to comply with relevant health and safety procedures. Tutor input will be required to outline the differences between hazards and risks and to explain how to carry out a risk assessment. However, learners will need to carry out an actual risk assessment for an activity, which forms part of their job role in the workplace or for a practical activity they complete as part of the course.

Assessment

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

Learners must meet all assessment criteria to pass the unit.

For learning outcome one, a useful starting point would be for the tutor to outline the legislation and the role of the Health and Safety Executive. This could be interactive and make use of videos, case studies and group discussions to ensure that learners have a firm grasp of the essentials of the development and purpose of legislation.

There are also many sources of help on health and safety on the internet which could be useful for learners at work and for their assignment work. For the first teaching session, learners could bring in examples of policies and procedures from their place of work or examples from companies who display their policies online, in preparation for later group work.

For learning outcome two, the tutor could outline the theoretical background. This could begin with the tutor defining what hazards are, ensuring a range of working environments are examined, for example theatre, museum and office. A range of videos/DVDs, pictures and case studies are available on the subject of hazards in the workplace, which would enhance the learning process. The Health and Safety Executive website is a good source for resources and many organisations now have their health and safety policies on the internet. Learners could be encouraged to look for hazards in their own workplace (taking photographs of potential hazards if possible) and identify the risks that arise from these hazards. This can heighten their awareness of hazards in preparation for group discussions.

Suggested resource

Books

Health and Safety Executive – *Essentials of Health and Safety at Work*

(HSE Books, 1994) ISBN 9780717607167

Health and Safety Executive – *Five Steps to Risk Assessment* (HSE Books, 1998)

ISBN 9780717615650

Hughes P: *Introduction to Health and Safety at Work* (Butterworth-Heinemann, 2011) ISBN: 978-0080970707

Journal

RoSPA: *Occupational Safety & Health* (OS&H)

Websites

www.hse.gov.uk The government's Health and Safety Executive, providing information on health and safety rights and responsibilities

www.rospace.com/ Royal Society for the Prevention of Accidents: provides a wide range of accident prevention topics.

Unit 2: Understand features of the creative and cultural industry

Unit reference number: M/503/0260

QCF level: 2

Credit value: 3

Guided learning hours: 14

Unit aim

This unit aims to develop learners' knowledge and understanding of the types of businesses in the creative and cultural industry, the social and cultural factors affecting how people work in the industry and the effect of technology on the industry.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the different sectors within the creative and cultural industry	1.1	Identify the sectors that make up the creative and cultural industry	<ul style="list-style-type: none"> □ Creative and cultural industry: arts, performing arts, visual arts, cultural heritage, archaeology, theatre, live events, music, craft, literature, design
		1.2	Identify different business types within the creative and cultural sectors	<ul style="list-style-type: none"> □ Business types: retail, catering, ticket sales, live interpretation tours, scenery supplies
		1.3	Describe the cultural value of products and services of businesses within the creative and cultural industry	<ul style="list-style-type: none"> □ Product and services: merchandise (gifts, souvenirs, clothing, books, DVDs); services (catering, retail) □ Values: what is right and wrong
		1.4	Describe the variety of job roles within the creative and cultural industry	<ul style="list-style-type: none"> □ Job roles: arts (community officer, artist, art gallery front of house staff, security, management, exhibition officer); performing arts (performer, director); cultural heritage (curator, front of house staff, management, conservation officer, documentation officer, collections staff, security, education and interpretation, exhibition officer); archaeology (archaeologist, project management, exhibition officer, conservation staff); theatre (front of house staff, management, technical team, stage manager, costume and wardrobe, marketing); live events (management, contract officer, technicians' team, front of house staff, security); music (musician, contract officer, performing arts management, technician, marketing, production team); craft (supplier, skills worker); literature (writer); design (designer, technician, management)

Learning outcomes		Assessment criteria		Unit amplification
2	Know the social and cultural factors associated with working in the creative and cultural industry	2.1	Describe the social factors associated with working in the creative and cultural industry	<ul style="list-style-type: none"> Social factors: ethnicity, economics, education, locality
		2.2	Describe the cultural factors associated with working in the creative and cultural industry	<ul style="list-style-type: none"> Cultural factors: language, religious beliefs, traditions
		2.3	Explain how social and cultural factors within the UK differ from those in other countries	<ul style="list-style-type: none"> Compare social and cultural factors in other countries: social factors: ethnicity, economics, education, locality; cultural factors: language, religious beliefs, traditions
3	Know about diversity and equal opportunity issues in the creative and cultural industry	3.1	Identify diversity and equal opportunity issues within the creative and cultural industry	<ul style="list-style-type: none"> Diversity and equal opportunities: age profile, gender ratios, number of disabled workers, educational background, social profiles of customers, (labour market research)
		3.2	Describe how diversity and equal opportunity issues have affected the creative and cultural industry	<ul style="list-style-type: none"> Diversity and equal opportunities: age profile, gender ratios, number of disabled workers, educational background, social profiles of customers, (labour market research)

Learning outcomes		Assessment criteria	Unit amplification
4	Know how technologies are used in the creative and cultural industry	4.1	Identify the technology that is used within a sector of the creative and cultural industry
		4.2	Describe how technology is used in the creative and cultural industry
		4.3	Explain how technology has affected the creative and cultural industry
		4.4	Identify new technologies that could affect the creative and cultural industry
5	Know different working styles used within the creative and cultural industry	5.1	Describe different working styles
		5.2	State the importance of being able to adopt a flexible approach to working in the creative and cultural industry
			<ul style="list-style-type: none"> □ Technology: digital technology, sound, audio and visual (3D and 4D effects), lighting, pyrotechnics, flying equipment, automation, computer animation, image projection □ Sectors: arts, performing arts, visual arts, cultural heritage, archaeology, theatre, live events, music, craft, literature, design □ Use of technology: theatre (holograms, sound, light and smell effects, flying effects, computerised scenes, 3D printing and scanning for costume and prop design), back office/museums (cataloguing, booking □ Effects of technology: costs, benefits to the business, benefits to the consumer, resistance to change, competition, efficiency, customer experience, access to information □ New technology: digital technology, sound, audio and visual (3D and 4D effects), lighting, pyrotechnics, flying equipment, automation, computer animation, image projection, internet □ Working styles: team worker, lone worker, results orientated, ideas person, people person, analyst, reflector, completer/finisher □ Flexible approach: teamwork, multi- skilled, flexible working patterns, (unsociable hours), freelance

Information for tutors

Delivery

A well-qualified and suitably experienced tutor should deliver this unit.

Learning outcome 1: Know the different sectors within the creative and cultural industry. This could be delivered through a tutor presentation or by learners working in groups to classify the different sectors and business types. Learners could use the internet to source information about the types of business commonly associated with the creative and cultural sector. Classroom discussions could be used to describe the cultural value of products and services of businesses within the creative and cultural industry. Information could be gleaned from industry magazines and the media to use as a basis for discussion. Learners could use industry websites to locate information on job roles. Visiting speakers who work in the creative and cultural industry would be a useful resource to help learners meet this learning outcome.

Learning outcome 2: Know the social and cultural factors associated with working in the creative and cultural industry. Learners should examine media and industry reports to gain knowledge of the various social and cultural factors associated with the creative and cultural industry. In addition, the internet is a valuable source of information for comparing social and cultural factors in other countries with those of the United Kingdom.

Learning outcome 3: Know about diversity and equal opportunities issues in the creative and cultural industry. Equality and diversity issues can be explored through looking at statistical data and industry case studies. These provide a basis for classroom discussion.

Learning outcome 4: Know how technologies are used in the creative and cultural industry. This area can be introduced through tutor input. However, to gain a more in-depth knowledge, learners should visit theatres or museums to witness the technology being used and for the opportunity to use the technology themselves.

Learning outcome 5: Know different working styles used within the creative and cultural industry. The tutor can give an overview of different working styles. To gain a greater insight, learners should use case studies to look at real life examples in action as well as completing learning styles questionnaires to discover their own working styles.

Assessment

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

Learners must meet all assessment criteria to pass the unit.

Evidence for this unit may be presented in a variety of forms including the following suggestions: a presentation on the social and cultural factors that affect the creative and cultural industry; a report on equality and diversity in the creative and cultural industry; a leaflet aimed at those wishing for a career in the creative and cultural sector outlining the different sectors and job roles; an article for a creative sector magazine on working styles. Centre devised assignments may be adapted to meet local needs or the needs of particular groups of learners. Assessors should ensure that learners demonstrate a clear understanding of the creative and cultural sectors, including social and cultural factors, equality and diversity issues and technology used within the industry.

Assessors should ensure that they include the correct operative verbs, for example 'describe' and 'outline', in all assessments.

Suggested resources

Books

Davies R and Sigthorsson G – *Introducing the Creative Industries: From Theory to Practice* (Sage Publications Ltd, 2013) ISBN-10: 1849205736
ISBN-13: 978-1849205733

Flew T – *The Creative Industries: Culture and Policy* (Sage Publications Ltd, 2011)
ISBN-10: 1847875769 ISBN-13: 978-1847875761

Hesmondhalgh D – *The Cultural Industries Third Edition* (Sage Publications Ltd, 2012) ISBN-10: 1446209261 ISBN-13: 978-1446209264

Journal

Creative Industries Journal (first published in 2008) ISSN: 17510694
Online ISSN: 17510708

Websites

www.artscouncil.org.uk

Arts Council, England: Advice and guidance on different types of arts activity; education and learning, audience development, diversity and resource development.

ccskills.org.uk

The Sector Skills Council for Creative and Cultural.

creativeeconomy.britishcouncil.org/resources/our-publications

The British Council (Creative Economy): useful tools and resources regarding the creative and cultural economy.

www.designcouncil.org.uk

The Design Council: free guides, case studies, films and lists of networks and organisations.

www.museumsassociation.org/home

Museum Association: a membership organisation providing information on museums, galleries and heritage.

Unit 3:

Delivery of effective customer service

Unit reference number: T/505/0932

QCF level: 2

Credit value: 6

Guided learning hours: 50

Unit aim

The aim of this unit is provide learners with the knowledge of the principles of effective customer service. Learners will learn how to recognise customers' needs and how these are formed, as well as, how to respond to customer problems or complaints. Learners will understand the need for effective team-working and interpersonal skills in the customer service environment. This unit also aims to introduce some of the legislation, which supports the customer service process.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria	Unit amplification
1	Understand the principles of customer service.	1.1 Identify the purpose of customer service.	<ul style="list-style-type: none"> □ Purpose of customer service: to provide support to the customer with their enquiries (taking orders, price, availability, delivery) and queries/complaints (delivery delays, quality issues, incorrect charge, wrong goods delivered); to record queries/complaints and use the data to improve customer service; to ensure that customer needs are met; to encourage loyalty and form a relationship; leaving a positive impression in order to encourage repeat custom and word of mouth sales
		1.2 Describe how customer service affects the success of the organisation.	<ul style="list-style-type: none"> □ How customer service affects the success of the organisation: a positive customer experience can give an organisation a competitive edge, increase in sales and profit and company growth; a negative customer experience can lead to a reduction in sales and profit, poor company image and poor public relations
		1.3 Describe the different types of customers of an organisation.	<ul style="list-style-type: none"> □ The different types of customers of an organisation: internal customer, can be an individual or a team (colleague, supervisor, central/head office staff, sub-contractor); external customer ,can be an individual or an organisation (buyers of the service or product)

Learning outcomes	Assessment criteria	Unit amplification
1.4	Identify the range of customer needs.	<ul style="list-style-type: none"> □ Customer needs range from: payment options to meet geographical, financial and global challenges (credit, cash, debit/credit card, cheque); knowledgeable staff to provide information, advice, guidance and support to resolve problems or issues; flexibility of delivery timescales that meet individual or global customer needs (48 hour, next day, 3 day); consideration of customers' needs (language, cultural sensitivity, physical or learning difficulties) □ Communication methods to meet geographical, global and physical needs: telephone, email, text, social networking, letter □ Value for money (product, service, aftercare service, payment terms, price, quality)
1.5	Identify the customer service information which may be retained.	<ul style="list-style-type: none"> □ The types of information that can be retained: name, address, contact details, preferred name; financial record and history; agreed discount; previous transactions; special requirements, (hearing, visual, language); customer feedback/complaints
1.6	Identify the difference between providing a product and providing a service.	<ul style="list-style-type: none"> □ The difference between providing a product or a service: products are tangible, (have physical attributes that can be seen and touched); emphasis on providing a product and product satisfaction; service is intangible, (cannot be owned); emphasis on providing a service with a greater reliance on customer service to gain customer satisfaction
1.7	Describe what is meant by an after-sales service.	<ul style="list-style-type: none"> □ After-sales service includes: help-lines to support inbound enquiries (warranties, exchange, repair, refund); contacting customers to follow-up on the fitness for purpose of the product or service given; information of any future offers that may be of interest

Learning outcomes	Assessment criteria	Unit amplification
2 Understand how customer needs and expectations are formed	<p>2.1 Describe the purpose of an organisation's service offer</p> <p>2.2 Describe how customer expectations are formed.</p> <p>2.3 Describe the relationship between customer satisfaction and customer expectations.</p> <p>2.4 Describe how customer needs can be identified.</p> <p>2.5 Identify the methods of obtaining customer feedback.</p> <p>2.6 Describe how an organisation can maintain customer loyalty.</p>	<ul style="list-style-type: none"> □ Purpose of an organisation's service offer: to inform customers of the level of service to expect; to inform the organisation on what they must deliver; to provide a charter or a statement about the level of standard that the customer can expect (quality, service level agreement, benchmark, consistency, timescales and limitations) □ Customer expectations are formed through what customers read, hear and see: advertisements, promotions, media news articles, brand message, company mission statement, recommendations, word of mouth, on past experience of service received, service offers □ Relationship between customer satisfaction and expectations: cause and effect (customer expectation is the cause and customer satisfaction is the effect/result — receiving good customer service when expectation is low results in high customer satisfaction; expecting a good quality product and receiving an inferior product results in low customer satisfaction) □ Customer needs can be identified by: asking relevant questions and listening to the customer carefully; customer profiling; obtaining customer feedback □ Methods of obtaining customer feedback: formally — questionnaires, surveys (verbal, online, written); complaints, comment cards, competitions, focus groups (verbal, face-to-face, on-line, written); informally — feedback from customers (verbal or written) that was not instigated by the organisation. □ Customer loyalty can be maintained by: rewarding and encouraging customer spending; long-term loyalty schemes, short-term seasonal offers, one off special discount, money-off coupons for specific products, discounted fuel or large items, gift tokens, vouchers; offering excellent customer service; meeting customer needs; monitoring spending pattern to target specific rewards to customers; periodic offers announced in store (daily, weekly, fortnightly)

Learning outcomes	Assessment criteria		Unit amplification
	2.7	Identify why it is important to ensure effective customer relationships are maintained.	<ul style="list-style-type: none"> □ Why it is important to ensure effective customer relationships are maintained: builds customer loyalty; encourages regular, repeat customers; builds a reputation; 80/20 rule, where 80% of the business comes from 20% of loyal customers
	2.8	Describe why it is important for a customer to be able to identify a 'brand'.	<ul style="list-style-type: none"> □ Why it is important for a customer to be able to identify a brand: instant recognition to an image, trend; identifies to a lifestyle, (luxury, celebrity); is a competitive advantage; becomes a Unique Selling Point (price, quality, value for money, packaging, adds on, extended warranties, range of colour, performance)
3	3.1	Identify common causes of customer problems and complaints.	<ul style="list-style-type: none"> □ Common causes of customer problems and complaints are: poor product; faulty; unfit for purpose; unsafe; poor quality; incorrect goods; poor service (rude staff, poor attitude, inaccurate information, agreements not met; poor communication, failure to return call or respond to communication)
	3.2	Identify different methods of communication.	<ul style="list-style-type: none"> □ Different types of communication methods: verbal (one-on-one, meetings, group discussions, telephone, videoconferencing, informal discussions at workstations); non-verbal, (email, written reports, letters, posters, text, social media, instructions or policies and procedures, body language)
	3.3	Describe the importance of adapting methods of communication and behaviour to meet the individual needs of customers.	<ul style="list-style-type: none"> □ Importance of adapting methods of communication to meet different customer needs: language difficulties, cultural differences, physical and health issues, different age groups, learning difficulties, different time-zones

Learning outcomes	Assessment criteria		Unit amplification
	3.4	Explain how the non-verbal communication of the service deliverer can affect the behaviour of the customer.	<ul style="list-style-type: none"> □ Non-verbal communication: gestures and movements that emphasise attitude or intention (attentive or diverted, listening or distracted) □ Effect on customer behaviour: gestures of listening such as nodding your head, can gain customer trust; posture communicates behaviour (assertive or relaxed, open or closed); displaying assertive and open behaviour gains respect and confidence; facial expression and eye contact communicate emotions, (smiling, frowning); welcoming facial expression and good eye contact can generate trust and confidence
	3.5	Describe how personal presentation, approach and attitude will influence the perception of the service delivered	<ul style="list-style-type: none"> □ How personal presentation, approach and attitude influence the perception of service delivered: presentation; appropriately dressed and well groomed gives a perception of professionalism and high standards; approach; polite, helpful and empathic (leaves a positive impression with the potential of repeat custom and word of mouth sales); a negative approach can inflame distraught or angry customers; attitude; positive attitude, (displaying a willingness to help gives a perception of trust and confidence)

Learning outcomes	Assessment criteria		Unit amplification
4 Understand the interpersonal and team working skills required in the customer service environment.	4.1	Describe the skills required for effective team working.	<ul style="list-style-type: none"> □ Skills required for effective team-working are: communication; to be able to listen and communicate openly with other team members; know what constitutes a barrier to communication (noise, jargon, body language); commitment (commit to shared team goals, willing to take on any role necessary, re-prioritise and assist others, to accomplish the required tasks); decision-making, (effective, responsible decision-making to set direction, goals and avoid conflict); helping and guiding, (improve performance by sharing knowledge, understanding and experience with the team members); participating, (suggesting any points and plans that can be beneficial to the team); respect, (respect team members concerning their suggestions and views)
	4.2	Describe how to maintain effective working relationships within a team.	<ul style="list-style-type: none"> □ How to maintain effective working relationships within a team: effective communication (two-way feedback); share workloads and co-operate to complete tasks; work together to resolve queries and complaints; share information; sensitivity to the needs of others; Know when to seek help, guidance and support; awareness of team dynamics and individual personalities to ensure appropriate support may be offered; introvert, confident, assertive, aggressive, withdrawn, all have different needs and style; know how an individual's behaviour can impact on team performance; ensure team members are working towards a common goal
	4.3	Describe the range of interpersonal skills required for effective customer service.	<ul style="list-style-type: none"> □ Inter-personal skills required for effective customer service: effective oral and written communication skills; respect, ability to listen, delegate, negotiate/persuade, collaborate; non-verbal communication skills, (body language); telephone skills, (questioning, listening); decision-making, problem-solving, information-gathering; personal development and team working skills

Learning outcomes	Assessment criteria		Unit amplification
<p>5 Understand the legislation which supports the customer service process.</p>	5.1	<p>Identify the key aspects of the legislation relating to consumer law.</p>	<ul style="list-style-type: none"> □ Key aspects relating to consumer law: Sale of Goods Act; goods must match their description, be of satisfactory quality and fit for purpose; Supply of Goods and Services Act; duty of care given by tradesmen and professionals (dentists, builders, plumbers, solicitors); Unsolicited Goods and Services Act; goods or services not ordered by customers; Trade Descriptions Act; an offence to provide a false description about any goods; Consumer Protection Act; safeguards the consumer from products that do not reach a reasonable level of safety
	5.2	<p>Identify the main principles of equal opportunities legislation in relation to providing customer service.</p>	<ul style="list-style-type: none"> □ The main principles of the Equality Act: protects people from discrimination in the workplace and in wider society (age, disability, gender, race, religion, sexual orientation); in relation to providing customer service, the Equality Act states: 'A person (a 'service-provider') concerned with the provision of a service to the public or a section of the public (for payment or not) must not discriminate against a person requiring the service by not providing the person with the service'
	5.3	<p>Identify the responsibilities of the employer and employee under the Health and Safety at Work Act.</p>	<ul style="list-style-type: none"> □ Health and Safety at Work Act (HASWA): covers the responsibilities of employers to their employees and anyone on their premises, and for the employee to work with due care towards themselves and others; incorporates regulations that specify the areas of responsibilities of the employer and employee: Management of Health and Safety at Work Regulations 1999; Workplace (Health, Safety and Welfare) Regulations 1992; Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR) Regulations 1995; Control of Substances Hazardous to Health Regulations 2002; Employers' Liability (Compulsory Insurance) Act 1969; Health and Safety (First Aid) Regulations 1981
	5.4	<p>Describe why it is important to respect customer and organisation confidentiality.</p>	<ul style="list-style-type: none"> □ Importance of respecting client and customer confidentiality: legal requirement (covered by the Data Protection Act, criminal offence if contravened); organisations have a duty of care and duty by law to maintain the security of their customers; failure to respect confidentiality can damage the client customer relationship

Learning outcomes	Assessment criteria	Unit amplification
5.5	Identify the main principles of the Data Protection Act.	<ul style="list-style-type: none"> □ The 8 principles of the Data Protection Act cover the storage and use of data, the principals are: processed fairly and lawfully; obtained for specified and lawful purposes; adequate, relevant and not excessive; accurate and up to date; not kept any longer than necessary; processed in accordance with the 'data subject's' (the individual's) rights; securely kept; not transferred to any other country without adequate protection in place
5.6	Identify how a code of practice or ethical standards can impact upon the activities of a service deliverer.	<ul style="list-style-type: none"> □ How the code of practice and ethical standards impact upon the activities of a service deliverer: advice on how to resolve customer complaints and grievance; guidance on building customer relations; guidelines on required standards of organisation and employee behaviour; identifies personal qualities (integrity, honesty, professional competency and due care, respecting confidentiality, professional behaviour)

Information for tutors

Delivery

This unit should be delivered in a way that allows learners to develop their knowledge and understanding of the delivery of effective customer service.

The learner will need to research the legislation relevant to customer service and understand the various codes of practice and ethical standards. The learner will need to recognise what makes effective communication including body language and the skills needed for good team working.

The learning outcomes for this unit are knowledge based and learning can be face-to-face or remote. This should be recorded on a personal development plan. The learner should be encouraged to extend their knowledge and understanding of the customer service sector by researching a variety of customer service deliverers possibly through visiting company websites or investigating local or national organisations.

Learning outcome 1: requires the learner to show an understanding of the principles of good customer service; the learner needs to understand what customer service is and how it impacts on the success of an organisation; be able to identify different types of customers, what the customers' needs may be and what customer information needs to be kept. The learner will also need to be able to identify the difference between a product and a service, what constitutes after sales service and what a unique selling point or unique service offer is. The learner is required to identify methods of keeping up-to-date with product and service knowledge and how an organisation can promote its products/services.

Learning outcome 2: requires the learner to be able to understand how customer needs and expectations are formed; to be able to describe the purpose of a service offer, how customers form expectations and what the relationship between customer satisfaction and expectations is. The learner needs to know the techniques for identifying customer needs and different methods for obtaining customer feedback. The learner is required to know how an organisation can maintain customer loyalty and effective customer relationships and why it is important for a customer to be able to identify a brand.

Learning outcome 3: is about the principles of responding to customers' problems and complaints. The learner needs to be able to identify the common causes for complaints. The learner needs to identify different methods of communication and the importance of adapting these to meet the needs of the customer, how non-verbal communication can affect the customer's behaviour and how personal presentation, approach and attitude influence the customer's perception of the service being delivered.

Learning outcome 4: requires the learner to understand the interpersonal and team working skills required in a customer service environment. The learner needs to know the skills required for effective team working, how to maintain effective working relationships and the range of interpersonal skills required for effective customer service.

Learning outcome 5: requires the learner to understand the legislation which supports the customer service process. The learner will need to be able to identify key aspects of legislation relating to customer service, the main principles of equal opportunity legislation, the main responsibilities of the employer and employee under the Health and Safety at Work Act, the main principles of the Data Protection Act including the importance of respecting customer and organisation confidentiality and how codes of practice and ethical standards can impact of the service deliverer.

Assessment

This unit is assessed through multiple-choice testing. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

Suggested resource

Books

Bradley S – *S/NVQ Level 2 Customer Service* (Heinemann, 2007)
ISBN 139780435465292

Carlaw P and Deming PK – *The Big Book of Customer Service Training Games*
(McGraw Hill, 2007) ISBN 139780077114763

Leland K and Bailey K – *Customer Service for Dummies* (John Wiley & Sons, 2006)
ISBN 139780471768692

Timm P – *Customer Service: Career Success Through Customer Loyalty*
(Prentice Hall, 2010) ISBN 139780135063972

Journal

Customerfirst (Institute of Customer Service)

Websites

Council for Administration: www.cfa.co.uk

Institute of Customer Service: www.instituteofcustomerservice.com

13 Further information and useful publications

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

- Edexcel: **www.edexcel.com/contactus**
- BTEC: **www.edexcel.com/btec/Pages/Contactus**
- Pearson Work Based Learning and Colleges:
www.edexcel.com/about.wbl/Pages/Contact-us
- books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at www.edexcel.com/btec/delivering-BTEC/quality/Pages

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/Pages

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at:
www.edexcel.com/resources/publications/Pages

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory, 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 and grading
- developing effective assignments
- 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.

The national programme of training we offer is on our website at: www.edexcel.com/training. You can request customised training through the website or you can contact one of our advisors in the Training from Edexcel team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.btec.co.uk/training

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: 0844 463 2535.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson BTEC support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/Aboutus/contact-us/Pages
- **Ask the Expert:** submit your question online to our Ask the Expert online service www.edexcel.com/aboutus/contact-us/ask-expert/Pages and we will make sure your query is handled by a subject specialist.

Annexe A

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Specialist qualifications in Principles of the Cultural Heritage Sector against the Creative and Cultural Skills SSC National Occupational Standards in Community Arts and Cultural Venue Operations. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

indicates partial coverage of knowledge in NOS unit

A blank space indicates no coverage of the knowledge

NOS:	Pearson BTEC Specialist units									
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
HSS1	#									
CCS47	#									
CCS30		#								
CCS22			#							
CCS1			#							



March 2014

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