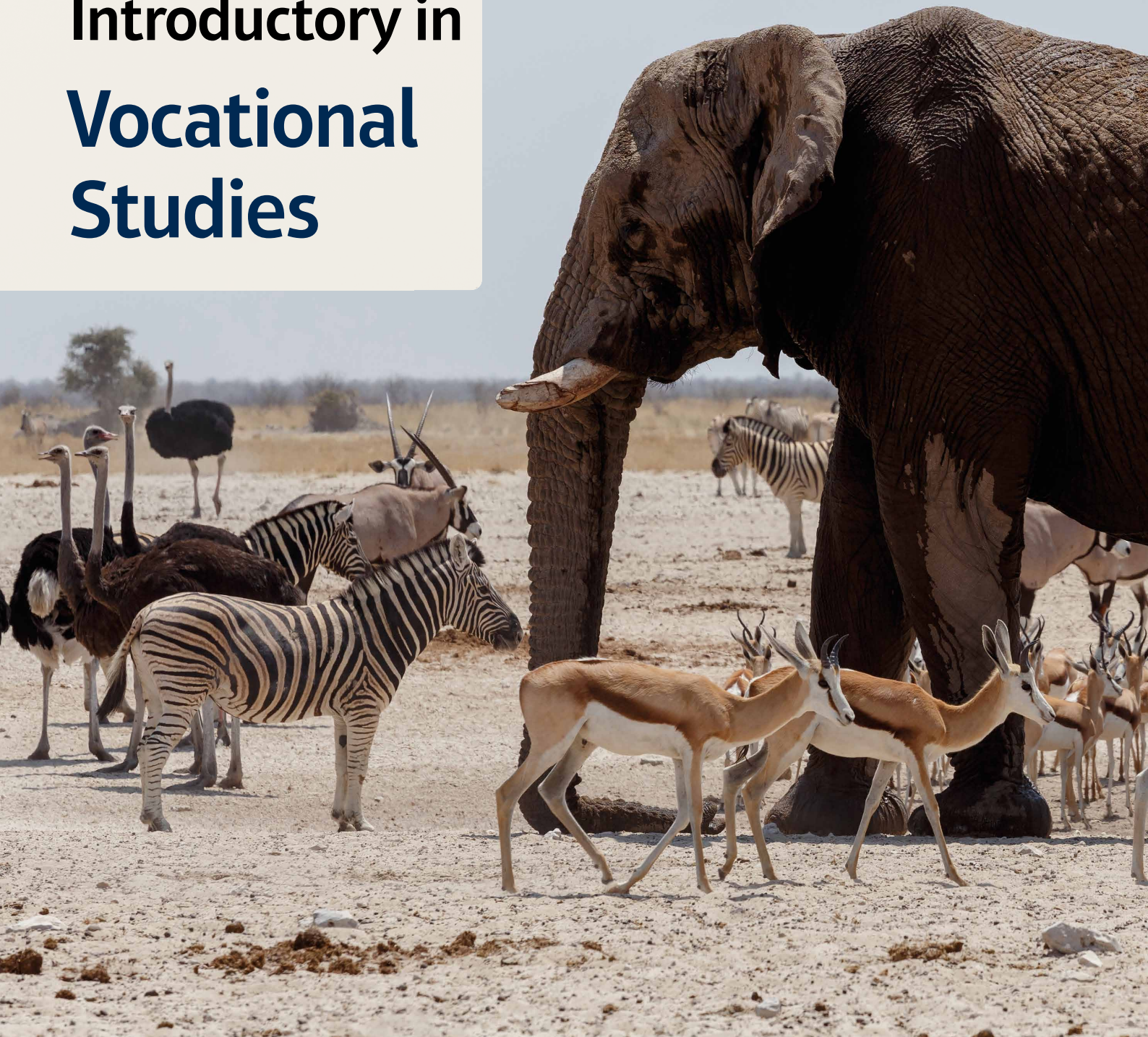


Pearson
BTEC Level 1
Introductory in
Vocational
Studies



Specification

Pearson BTEC Level 1 Introductory Award in Vocational Studies
Pearson BTEC Level 1 Introductory Certificate in Vocational Studies
Pearson BTEC Level 1 Introductory Diploma in Vocational Studies

Issue 2

**Pearson
BTEC Level 1
Introductory Award
in Vocational Studies**

**Pearson
BTEC Level 1
Introductory Certificate
in Vocational Studies**

**Pearson
BTEC Level 1
Introductory Diploma
in Vocational Studies**

Specification

First teaching September 2016

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In this new BTEC Introductory Suite, the focus is on the development of both transferable and sector skills. The development of these skills is key in helping progression to further study – whether that be to other BTECs, to apprenticeships or to training. As we expect many learners to be studying functional skills or GCSEs alongside their BTEC we also offer support skills in English and maths.

When creating the BTEC Introductory Suite, we worked with colleges to ensure that learners' needs were met. The colleges told us that it is essential that Level 1 learners develop key progression skills in areas such as problem solving, communication and research.

We have addressed this through:

- offering a BTEC Introductory Award, a BTEC Introductory Certificate and a BTEC Introductory Diploma, each has a clear and distinct purpose, so there is something to suit every learner's choice of study programme and progression plan
- new skills-focused content closely aligned with what centres need in supporting their learners to become part of a skilled workforce
- graded assessments in every unit to help learners progress to the next stage of their personal journey, whether to further education or to the world of work.

A word to learners

Today's BTEC Introductory qualifications will demand a lot of practical work from you. You will complete a range of units, be organised, take assessments that will demonstrate your skills and keep a portfolio of your assignments. You can feel proud in achieving a BTEC because, whatever your plans, success in your BTEC Introductory Award, Certificate or Diploma will help you progress to the next stage of your learning.

Good luck, and we hope you enjoy your course.

Contents

Overview of the BTEC Introductory qualifications	1
Qualifications, sizes and purposes at a glance	2
Qualification and unit content	3
Assessment	4
Grading for units and qualifications	5
1 Qualification objectives and purpose	6
2 Structure	8
3 Units	17
Understanding your units	17
Index of units	19
4 Planning your programme	561
5 Assessment	563
Introduction	563
Principles of internal assessment	563
Setting effective assignments	566
Making valid assessment decisions	568
Planning and record keeping	570
6 Administrative arrangements	571
Introduction	571
Learner registration and entry	571
Access to assessment	571
Administrative arrangements for internal assessment	572
Dealing with malpractice in assessment	573
Additional documents to support centre administration	575
7 Quality assurance and centre approval	576
8 Understanding the qualification grade	578
9 Resources and support	584
Support for setting up your course and preparing to teach	584
Support for teaching and learning	584
Support for assessment	584
Training and support from Pearson	585
Appendix 1 Glossary of terms used for internally-assessed units	587

Overview of the BTEC Introductory qualifications

This specification contains the units and information you need to deliver the new Pearson BTEC Level 1 Introductory Award, Certificate or Diploma in Vocational Studies. It includes all the units for these qualifications. This specification also signposts additional handbooks and policies.

These qualifications are part of the new suite of BTEC Introductory qualifications offered by Pearson. This suite has been designed primarily for post-16 learners who wish to achieve at Level 1 qualification in preparation for future study. The qualifications are not designed to lead directly to employment but will maximise opportunities for learners to progress by focusing on the development of transferable and sector-related skills. The qualifications have been designed explicitly to meet the needs of this group of learners in terms of content, assessment and progression.

The qualifications have been created in line with the ethos and recommendations of study programmes for 16–19 year olds and recommendations from centres. The qualifications are designed to meet Ofqual requirements.

All qualifications across the suite share common core units as these units contain the generic attributes learners need to be able to progress to further study. The qualification titles are given below with the size of the qualification in guided learning hours (GLH).

These new graded qualifications provide a broad introduction to a sector and give learners the opportunity to demonstrate increased skill levels. For learners who do not want to specialise in one particular sector, we offer these Vocational Studies qualifications which gives learners the opportunity to study units from across the sectors.

Learners will develop the necessary transferable and sector skills to progress more quickly. The qualifications prepare learners for progression to Level 2 BTECs or other study programmes. They provide for progression by either meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them, typically alongside maths and English studies.

In this specification, the qualifications are:

Pearson BTEC Level 1 Introductory Award in Vocational Studies (110 GLH)
(Qualification Number 603/2107/6)

Pearson BTEC Level 1 Introductory Certificate in Vocational Studies (180 GLH)
(Qualification Number 601/8587/9)

Pearson BTEC Level 1 Introductory Diploma in Vocational Studies (360 GLH)
(Qualification Number 601/8588/0)

The information in this specification is correct at the time of publication.

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC Level 1 Introductory Award in Vocational Studies	110 GLH Three units must be achieved, of which one must be taken from Core Skills (Group A), Developing a Personal Progression Plan and two units from two different Sectors (Group B)	Designed for learners who may be ready to progress quickly to further study or need a small sized vocational qualification to support a broad study programme. The Award offers the opportunity for learners to study units from two different sectors in the suite. It could form part of a study programme that includes other appropriate subjects such as GCSEs or English and Maths.
Pearson BTEC Level 1 Introductory Certificate in Vocational Studies	180 GLH Five units must be achieved, of which two must be taken from the Core Skills (Group A), and three from Sector Skills (Group B).	Designed for learners who may be ready to progress quickly to further study, the Certificate offers the opportunity for learners to study units from different sectors in the suite. It could form part of a study programme that includes other appropriate subjects such as English and maths.
Pearson BTEC Level 1 Introductory Diploma in Vocational Studies	360 GLH Ten units must be achieved, of which four must be taken from the Core Skills (Group A), and six from Sector Skills (Group B).	Designed to be taken over one year, the Diploma offers learners the opportunity to study a range of units from different sectors in the suite, supporting progression on to further study. It could be a substantial vocational qualification within a study programme that includes other appropriate subjects such as English and maths.

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours of study that it is expected learners will be required to undertake in order to complete the qualification: this is the Total Qualification Time (TQT). This is calculated for the average learner. Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification to provide.

Guided learning means activities, such as lessons, tutorials, supervised study and supervised assessments, that directly involve tutors and assessors in teaching, supervising and invigilating learners. TQT includes other required learning such as private study, preparation for assessment and undertaking assessment when not directly under supervision.

The Pearson BTEC Level 1 Introductory Award in Vocational Studies is a qualification having:

- Total Qualification Time: 120 hours
- Guided Learning: 110 hours.

The Pearson BTEC Level 1 Introductory Certificate in Vocational Studies is a qualification having:

- Total Qualification Time: 210 hours
- Guided Learning: 180 hours.

The Pearson BTEC Level 1 Introductory Diploma in Vocational Studies is a qualification having:

- Total Qualification Time: 420 hours
- Guided Learning: 360 hours.

Centres should take note of these hours in planning their programme but may use their professional judgement to determine the provision of guided learning and study time across the units.

Qualification and unit content

Pearson has developed the content of the new BTEC Introductory qualifications through consultation with further education representatives and other centres that deliver qualifications at this level. This has helped us to design qualifications with a focus on skills development rather than knowledge, therefore avoiding duplication of learning at a higher level and focusing on the broader skills that learners need for progression.

The purpose of these qualifications is to develop the transferable skills, attributes and behaviours needed for learners to progress to further study and ultimately to employment. The qualifications are designed to be delivered in an applied way, bringing together appropriate content with practical and technical skills.

As a Level 1 qualification, the pass standard requires learners to complete routine, simple and directed tasks by applying their knowledge and skills. It is expected that learners complete tasks fully under supervision, direction or with guidance. At merit and distinction levels, learners may be expected to complete tasks in greater detail or with greater confidence or independence.

Transferable Skills coverage

The development of transferable and sector skills is the main focus. We intend for every learner to have the opportunity to develop key transferable skills through both core and sector units. This will help learners to appreciate how the transferable skills they develop in their core units can be contextualised in the sector they are studying. On completion of their course, learners will have developed a set of transferable and sector skills that will benefit them whatever their chosen progression route. The transferable skills covered in the units are summarised in the grid below.

Communication <ul style="list-style-type: none">• Writing, speaking and listening to others• Using body language to help communication• Using communication for different purposes• Communicating in a variety of ways, including electronic and social media
Working with others <ul style="list-style-type: none">• Setting common goals• Showing respect for others in the team and valuing their contributions• Listening to others in the team, being open minded• Taking on roles and responsibilities
Problem solving <ul style="list-style-type: none">• Identifying issues by being able to examine information• Dealing with change• Decision making to find solutions• Staying with a problem until it is resolved• Using IT to help solve problems
Managing information <ul style="list-style-type: none">• Collecting and using information from different sources• Determining relevance and accuracy of information• Organising information• Representing information in different ways• Using IT to present and store information
Self-management and development <ul style="list-style-type: none">• Setting goals and planning ahead• Being proactive and flexible• Being resilient and able to work under pressure• Monitoring performance and devising strategies for improvement• Using IT for time management

Sector skills coverage

The sector units introduce learners to some broad sector skills and to some underpinning knowledge of a vocational sector. This will help learners to prepare for progression and ensures that the approach to delivery is practical, active, contextualised and skills based.

Functional skills

The units in this specification signpost opportunities for learners to develop functional skills in English and mathematics.

Assessment

Assessment is designed to fit the purpose and objective of the qualification and all units are internally assessed – giving learners the opportunity to demonstrate skills developed in applied scenarios. There is a range of assessment styles suited to skills- and sector-based qualifications at this level. All units are graded to encourage skills development and performance.

These qualifications consist of two types of unit. Group A units are the core skills units, they cover content designed to reflect the skills and behaviours needed to progress to further study. Group B units are made up of sector units containing sector-specific content to enable learners to develop sector-specific skills and some knowledge to support progression to the next stage of vocational learning.

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use the learner's evidence from the unit to achieve another unit.

Internally-assessed units

All units in these qualifications are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment for each unit – you can use the examples and support that we give in the units. If you are not an approved centre already, before you assess you will need to become one in order to register learners. You will need to prepare to assess using the guidance in *Section 7*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- carry out practical tasks
- present information that they have gathered
- keep working logbooks, records and reflective journals
- practise English and mathematical skills
- take part in oral or written presentations
- take part in role play, interviews and other activities.

You will make grading decisions based on the requirements and supporting essential guidance given in the units. See *Section 5* for rules on resubmission and retakes.

Language of assessment

Assessment of the internal units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 6*.

Grading for units and qualifications

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. Grading has been introduced at this level as a result of feedback from users and practitioners of BTEC qualifications.

All units contribute proportionately, based on the Guided Learning (GLH) to the overall qualification grade.

Qualifications in the suite are graded using a scale of P to D, **or** PP to DD. Please see *Section 9* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualifications.

1 Qualification objectives and purpose

Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Vocational Studies

In this section you will find information on the purpose of the qualifications and how their design meets that purpose. On our website we publish a Statement of Purpose for each qualification. These Statements are designed to guide you and potential learners to make the most appropriate choice about which qualification is most suitable at recruitment.

What is the purpose of these qualifications?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Vocational Studies are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning.

The Award offers the opportunity for learners to study units from two different sectors within the suite and could be studied alongside other subjects within a study programme.

The Certificate offers the opportunity for learners to study units from different sectors within the suite and could be studied alongside other subjects within a study programme.

The Diploma gives learners the opportunity to study a broader range of units from different sectors within the suite.

The units provided in Group B offer learners a choice of units from sectors across the suite. They have been selected to enable centres to put together coherent programmes that enable learners to explore sectors that interest them whilst developing an understanding of the connections between vocational sectors. For example:

- Learners can apply I.T skills in to another sector context
- Learners can combine skills in business with specialist skills in the context of being self-employed
- Learners may explore a range of creative disciplines such as how art is used in media

It is important that centres select units across a minimum of two sectors for the Award, and three sectors for the Certificate and Diploma, that are complimentary and that together with the core units, build their breadth of transferable skills.

Units may be added to Group B as further sectors are developed.

Who are these qualifications for?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Vocational Studies are primarily for post-16 learners who want to continue their education and develop their skills for progression to further learning and, ultimately, to employment.

The Award is designed for learners who need to explore similar sectors before making an informed decision on their next steps in learning. The Award provides learners with a taste of two sectors. The Award will suit learners who may need to bridge a gap between level 1 and level 2 learning.

The Certificate is designed for learners who may be ready to progress quickly to further study.

The Diploma is designed to be taken over one year, as a substantial vocational qualification within a study programme.

What do these qualifications cover?

The content of these qualifications has been developed in consultation with further education colleges and other providers to ensure that the qualifications support progression to further learning and training. All learners taking these qualifications will study core units that focus on key transferable skills such as research and planning, time management and working with others. Learners will also take a number of sector units. The content of the sector units allows the delivery to be practical and active in order to engage the learners. For vocational studies, the units offered are from a range of sectors and cover topics and activities such as investigating crime scene evidence, creating an animation and serving food and drink.

What could these qualifications lead to?

These qualifications prepare learners for further learning at a higher level across a range of sectors. The development of transferable skills means that learners can also choose a study programme from alternative sectors. For example, these qualifications in Vocational Studies could lead to Pearson BTEC Level 2 qualifications or apprenticeships.

How do these qualifications enable learners to progress?

The mode of delivery and assessment in the units is designed to build awareness of a sector and the skills required to work in it. Learners will be given contexts and scenarios to help them develop skills and to acquire knowledge through application. Learners will not develop all the knowledge and skills needed to enter the labour market in a given sector but will develop pre-employability skills and contextualised knowledge to allow them to progress to further learning and training and, ultimately, to become successful in their chosen sector.

The Award, Certificate and Diploma all contain a mandatory unit *A2: Developing a Personal Progression Plan*, that enables learners to consider their next steps in learning.

How do the Award, Certificate and Diploma sizes differ in purpose?

The Award and Certificate is suitable for learners studying part time or for those who wish to study a vocational qualification alongside other qualifications and activities as part of their study programme.

The Diploma is twice the size of the Certificate and will form a substantial element of a learner's study programme. By providing a broader sector experience, the Diploma will suit learners who have a clear indication of the sector they wish to study further. The Diploma encourages learners to take on some individual research, enabling them to be further prepared for higher-level learning.

2 Structure

Pearson BTEC Level 1 Introductory Award in Vocational Studies

Learners must complete the core unit and two sector units.

Pearson BTEC Level 1 Introductory Award in Vocational Studies			
Unit reference	Unit title	GLH	Type
Core	Group A units – learners must complete this unit		
A2	Developing a Personal Progression Plan	30	Core
Sector	Group B units – learners must complete two units from two different sectors		
AD5	Creating an Art Image	40	Art and Design
AD8	Designing a Product	40	Art and Design
AD10	Creating a Mood Board	40	Art and Design
AD12	Creating Prints	40	Art and Design
ASc6	Carrying Out a Scientific Experiment	40	Applied Science
ASc9	Practical Actions to Protect the Environment	40	Applied Science
ASc10	Making a Chemical Product	40	Applied Science
ASc12	Investigating Crime Scene Evidence	40	Applied Science
B6	Organising a Meeting	40	Business
B7	Branding a Product	40	Business
B9	Presenting a Business Idea	40	Business
B10	Contribute to Running an Event	40	Business
B11	Recording Income and Expenditure	40	Business
B12	Communicating with Customers	40	Business
CfC5	Providing an Activity to Support Children's Emotional and Social Needs	40	Caring for Children
CfC6	Planning a Safe Childcare Environment	40	Caring for Children
CfC10	Providing a Children's Creative Activity	40	Caring for Children
CfC12	Supporting Children's Learning Through Everyday Experiences	40	Caring for Children
CON5	Drawing a Plan of a Room	40	Construction
CON6	Building a Simple Wall	40	Construction
CON7	Making Carpentry Joints	40	Construction
CON8	Fixing a Water Pipe	40	Construction
CON12	Making an Electrical Circuit	40	Construction

Sector	Group B units <i>continued</i> – learners must complete two units (no more than 1 unit can be taken from each sector)		
DM5	Creating a Storyboard	40	Digital Media
DM6	Designing an Interactive Presentation	40	Digital Media
DM9	Creating an Animation	40	Digital Media
DM10	Shooting a Short Film	40	Digital Media
ENG5	Manufacturing an Engineered Product Using Hand Tools	40	Engineering
ENG10	Carrying out Electrical Installation	40	Engineering
ENG11	Producing Engineering Drawings using CAD	40	Engineering
ENG12	Carrying Out Routine Service Tasks on a Motor Vehicle	40	Engineering
HSC6	Communication Skills for Health and Social Care	40	Health and Social Care
HSC7	Making Healthy Snacks When Caring for People	40	Health and Social Care
HSC8	Advising Others About Healthy Lifestyles	40	Health and Social Care
HSC11	Measuring Older Adults' Fitness Levels for Everyday Tasks	40	Health and Social Care
HT5	Preparing and Cooking Food	40	Hospitality
HT6	Serving Food and Drink	40	Hospitality
HT7	Exploring Local Visitor Attractions	40	Hospitality
HT8	Exploring Travel and Tourism in the UK	40	Hospitality
HT10	Delivering Customer Service in Hospitality and Tourism	40	Hospitality
IT5	Developing Digital Information Using IT	40	IT
IT6	Using Digital Communication Technologies	40	IT
IT8	Creating a Spreadsheet to Solve Problems	40	IT
IT9	Creating a Website	40	IT
LBS6	Caring for and Feeding Animals	40	Land-based Studies
LBS7	Moving and Accommodating Animals	40	Land-based Studies
LBS8	Growing Plants	40	Land-based studies
LBS12	Preparing Soil for Planting	40	Land-based studies
PA5	Using a Stimulus for Performance	40	Performing Arts
PA8	Performing a Dance Routine	40	Performing Arts
PA9	Performing a Piece of Music	40	Performing Arts
PA10	Acting in a Performance	40	Performing Arts
PA12	Rehearsing for a Performance	40	Performing Arts

Sector	Group B units <i>continued</i> – learners must complete two units (no more than 1 unit can be taken from each sector)		
PS6	Taking Part in Fitness Testing	40	Public Services
PS8	Responding to an Incident	40	Public Services
PS9	Planning and Navigating a Route	40	Public Services
PS11	Contributing to your Community	40	Public Services
SP7	Playing Sport	40	Sport
SP9	Assisting in a Sports Activity	40	Sport
SP11	Getting People Active	40	Sport
SP12	Keeping Active and Healthy	40	Sport

Pearson BTEC Level 1 Introductory Certificate in Vocational Studies

Learners must complete both core units and three sector units.

Pearson BTEC Level 1 Introductory Certificate in Vocational Studies			
Unit reference	Unit title	GLH	Type
Core	Group A units – learners must complete both units		
A1	Being Organised	30	Core
A2	Developing a Personal Progression Plan	30	Core
Sector	Group B units – learners must complete three units (no more than 1 unit can be taken from each sector)		
AD5	Creating an Art Image	40	Art and Design
AD8	Designing a Product	40	Art and Design
AD10	Creating a Mood Board	40	Art and Design
AD12	Creating Prints	40	Art and Design
ASc6	Carrying Out a Scientific Experiment	40	Applied Science
ASc9	Practical Actions to Protect the Environment	40	Applied Science
ASc10	Making a Chemical Product	40	Applied Science
ASc12	Investigating Crime Scene Evidence	40	Applied Science
B6	Organising a Meeting	40	Business
B7	Branding a Product	40	Business
B9	Presenting a Business Idea	40	Business
B10	Contribute to Running an Event	40	Business
B11	Recording Income and Expenditure	40	Business
B12	Communicating with Customers	40	Business
CfC5	Providing an Activity to Support Children's Emotional and Social Needs	40	Caring for Children
CfC6	Planning a Safe Childcare Environment	40	Caring for Children
CfC10	Providing a Children's Creative Activity	40	Caring for Children
CfC12	Supporting Children's Learning Through Everyday Experiences	40	Caring for Children
CON5	Drawing a Plan of a Room	40	Construction
CON6	Building a Simple Wall	40	Construction
CON7	Making Carpentry Joints	40	Construction
CON8	Fixing a Water Pipe	40	Construction
CON12	Making an Electrical Circuit	40	Construction

Sector	Group B units <i>continued</i> – learners must complete three units (no more than 1 unit can be taken from each sector)		
DM5	Creating a Storyboard	40	Digital Media
DM6	Designing an Interactive Presentation	40	Digital Media
DM9	Creating an Animation	40	Digital Media
DM10	Shooting a Short Film	40	Digital Media
ENG5	Manufacturing an Engineered Product Using Hand Tools	40	Engineering
ENG10	Carrying out Electrical Installation	40	Engineering
ENG11	Producing Engineering Drawings using CAD	40	Engineering
ENG12	Carrying Out Routine Service Tasks on a Motor Vehicle	40	Engineering
HSC6	Communication Skills for Health and Social Care	40	Health and Social Care
HSC7	Making Healthy Snacks When Caring for People	40	Health and Social Care
HSC8	Advising Others About Healthy Lifestyles	40	Health and Social Care
HSC11	Measuring Older Adults' Fitness Levels for Everyday Tasks	40	Health and Social Care
HT5	Preparing and Cooking Food	40	Hospitality
HT6	Serving Food and Drink	40	Hospitality
HT7	Exploring Local Visitor Attractions	40	Hospitality
HT8	Exploring Travel and Tourism in the UK	40	Hospitality
HT10	Delivering Customer Service in Hospitality and Tourism	40	Hospitality
IT5	Developing Digital Information Using IT	40	IT
IT6	Using Digital Communication Technologies	40	IT
IT8	Creating a Spreadsheet to Solve Problems	40	IT
IT9	Creating a Website	40	IT
LBS6	Caring for and Feeding Animals	40	Land-based Studies
LBS7	Moving and Accommodating Animals	40	Land-based Studies
LBS8	Growing Plants	40	Land-based studies
LBS12	Preparing Soil for Planting	40	Land-based studies
PA5	Using a Stimulus for Performance	40	Performing Arts
PA8	Performing a Dance Routine	40	Performing Arts
PA9	Performing a Piece of Music	40	Performing Arts
PA10	Acting in a Performance	40	Performing Arts
PA12	Rehearsing for a Performance	40	Performing Arts

Sector	Group B units <i>continued</i> – learners must complete three units (no more than 1 unit can be taken from each sector)		
PS6	Taking Part in Fitness Testing	40	Public Services
PS8	Responding to an Incident	40	Public Services
PS9	Planning and Navigating a Route	40	Public Services
PS11	Contributing to your Community	40	Public Services
SP7	Playing Sport	40	Sport
SP9	Assisting in a Sports Activity	40	Sport
SP11	Getting People Active	40	Sport
SP12	Keeping Active and Healthy	40	Sport

Pearson BTEC Level 1 Introductory Diploma in Vocational Studies

Learners must complete all core units and six sector units.

Pearson BTEC Level 1 Introductory Diploma in Vocational Studies			
Unit reference	Unit title	GLH	Type
Core	Group A units – learners must complete all units		
A1	Being Organised	30	Core
A2	Developing a Personal Progression Plan	30	Core
A3	Working with Others	30	Core
A4	Researching a Topic	30	Core
Sector	Group B units – learners must complete six units from this group. The units must come from at least three different sectors. No more than three units can be taken from any one sector.		
AD5	Creating an Art Image	40	Art and Design
AD8	Designing a Product	40	Art and Design
AD10	Creating a Mood Board	40	Art and Design
AD12	Creating Prints	40	Art and Design
ASc6	Carrying Out a Scientific Experiment	40	Applied Science
ASc9	Practical Actions to Protect the Environment	40	Applied Science
ASc10	Making a Chemical Product	40	Applied Science
ASc12	Investigating Crime Scene Evidence	40	Applied Science
B6	Organising a Meeting	40	Business
B7	Branding a Product	40	Business
B9	Presenting a Business Idea	40	Business
B10	Contribute to Running an Event	40	Business
B11	Recording Income and Expenditure	40	Business
B12	Communicating with Customers	40	Business
CfC5	Providing an Activity to Support Children's Emotional and Social Needs	40	Caring for Children
CfC6	Planning a Safe Childcare Environment	40	Caring for Children
CfC10	Providing a Children's Creative Activity	40	Caring for Children
CfC12	Supporting Children's Learning Through Everyday Experiences	40	Caring for Children
CON5	Drawing a Plan of a Room	40	Construction
CON6	Building a Simple Wall	40	Construction
CON7	Making Carpentry Joints	40	Construction
CON8	Fixing a Water Pipe	40	Construction

Sector	Group B units <i>continued</i> – learners must complete six units from this group. The units must come from at least three different sectors. No more than three units can be taken from any one sector.		
CON12	Making an Electrical Circuit	40	Construction
DM5	Creating a Storyboard	40	Digital Media
DM6	Designing an Interactive Presentation	40	Digital Media
DM9	Creating an Animation	40	Digital Media
DM10	Shooting a Short Film	40	Digital Media
ENG5	Manufacturing an Engineered Product Using Hand Tools	40	Engineering
ENG10	Carrying out Electrical Installation	40	Engineering
ENG11	Producing Engineering Drawings using CAD	40	Engineering
ENG12	Carrying Out Routine Service Tasks on a Motor Vehicle	40	Engineering
HSC6	Communication Skills for Health and Social Care	40	Health and Social Care
HSC7	Making Healthy Snacks When Caring for People	40	Health and Social Care
HSC8	Advising Others About Healthy Lifestyles	40	Health and Social Care
HSC11	Measuring Older Adults' Fitness Levels for Everyday Tasks	40	Health and Social Care
HT5	Preparing and Cooking Food	40	Hospitality
HT6	Serving Food and Drink	40	Hospitality
HT7	Exploring Local Visitor Attractions	40	Hospitality
HT8	Exploring Travel and Tourism in the UK	40	Hospitality
HT10	Delivering Customer Service in Hospitality and Tourism	40	Hospitality
IT5	Developing Digital Information Using IT	40	IT
IT6	Using Digital Communication Technologies	40	IT
IT8	Creating a Spreadsheet to Solve Problems	40	IT
IT9	Creating a Website	40	IT
LBS6	Caring for and Feeding Animals	40	Land-based Studies
LBS7	Moving and Accommodating Animals	40	Land-based Studies
LBS8	Growing Plants	40	Land-based studies
LBS12	Preparing Soil for Planting	40	Land-based studies
PA5	Using a Stimulus for Performance	40	Performing Arts
PA8	Performing a Dance Routine	40	Performing Arts
PA9	Performing a Piece of Music	40	Performing Arts
PA10	Acting in a Performance	40	Performing Arts
PA12	Rehearsing for a Performance	40	Performing Arts

Sector	Group B units <i>continued</i> – learners must complete six units from this group. The units must come from at least three different sectors. No more than three units can be taken from any one sector.		
PS6	Taking Part in Fitness Testing	40	Public Services
PS8	Responding to an Incident	40	Public Services
PS9	Planning and Navigating a Route	40	Public Services
PS11	Contributing to Your Community	40	Public Services
SP7	Playing Sport	40	Sport
SP9	Assisting in a Sports Activity	40	Sport
SP11	Getting People Active	40	Sport
SP12	Keeping Active and Healthy	40	Sport

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Internal units

Section	Explanation
Unit number	The numbering of the core units is sequential from A1–A4. The numbering of the sector units is preceded by an abbreviation of the sector plus the number of the unit, e.g. HSC1, HSC2 2.
Unit title	This is the formal title used and it appears on certificates.
Level	All units are at Level 1 as outlined in the Ofqual level descriptors.
Unit type	This shows whether a unit is a core or sector unit. See structure information in <i>Section 2</i> for full details.
GLH	Units may have a value of 30 or 40 Guided Learning Hours (GLH). This indicates the number of hours of teaching, directed activity and assessment expected.
Unit in brief	A brief formal statement of the content and the skills learners will develop through the unit. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to further education.
Unit summary	This section helps tutors to see at a glance the main content and skills in the unit presented against the learning aims. The suggested assessment evidence is suitable to fulfil the requirements of the unit.
Functional skills	This table summarises opportunities for functional skills development in the unit.
Unit content	This section sets out the required teaching content of the unit. Content is compulsory except when an 'e.g.' is given. Learners should be asked to complete summative assessment only after the teaching content for the unit has been covered.
Learning aims	Learning aims help to define the scope and style of learning of the unit. They define the context within which the learner develops their skills and how they will demonstrate those skills.
Assessment criteria	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades. A glossary of the terms used in the assessment criteria is given in <i>Appendix 1</i> . All assessors need to understand our expectations of the terms used.

Section	Explanation
Essential information for assessment decisions	This section gives holistic guidance on the learning aims and associated assessment criteria. It explains what the learner must provide as evidence to reach the Pass, Merit and Distinction standard. This section also gives examples and clarification.
Essential resources	This section lists specific resources that are essential for teaching and assessing the unit. For information on support resources see <i>Section 10</i> .
Delivery guidance	This section gives suggestions of ways of delivering the unit. It offers ideas of practical activities in sector contexts that can be used to help develop relevant skills and to encourage learner progress.
Suggested assessment activity	This section suggests scenarios and tasks that can be used in summative assessment activities.

Index of units

This section contains all the units developed for these qualifications. Please refer to *pages 8–11* to check which units are available for the vocational studies qualifications.

Unit A1:	Being Organised	21
Unit A2:	Developing a Personal Progression Plan	29
Unit A3:	Working with Others	37
Unit A4:	Researching a Topic	45
Unit AD5:	Creating an Art Image	53
Unit AD8:	Designing a Product	61
Unit AD10:	Creating a Mood Board	69
Unit AD12:	Creating Prints	77
Unit ASc6:	Carrying Out a Scientific Experiment	85
Unit ASc9:	Practical Actions to Protect the Environment	93
Unit ASc10:	Making a Chemical Product	103
Unit ASc12:	Investigating Crime Scene Evidence	111
Unit B6:	Organising a Meeting	121
Unit B7:	Branding a Product	129
Unit B9:	Presenting a Business Idea	137
Unit B10:	Contribute to Running an Event	145
Unit B11:	Recording Income and Expenditure	153
Unit B12:	Communicating with Customers	161
Unit CfC5:	Providing an Activity to Support Children’s Emotional and Social Needs	169
Unit CfC6:	Planning a Safe Childcare Environment	177
Unit CfC10:	Providing a Children’s Creative Activity	187
Unit CfC12:	Supporting Children’s Learning Through Everyday Experiences	195
Unit CON5:	Drawing a Plan of a Room	203
Unit CON6:	Building a Simple Wall	211
Unit CON7:	Making Carpentry Joints	219
Unit CON8:	Fixing a Water Pipe	227
Unit CON12:	Making an Electrical Circuit	235
Unit DM5:	Creating a Storyboard	243
Unit DM6:	Designing an Interactive Presentation	251
Unit DM9:	Creating an Animation	259
Unit DM10:	Shooting a Short Film	267
Unit ENG5:	Manufacturing an Engineered Product Using Hand Tools	275
Unit ENG10:	Carrying Out an Electrical Installation	285
Unit ENG11:	Producing Engineering Drawings Using CAD	295
Unit ENG12:	Carrying Out Routine Service Tasks on a Motor Vehicle	303
Unit HSC6:	Communication Skills for Health and Social Care	313
Unit HSC7:	Making Healthy Snacks When Caring for People	321
Unit HSC8:	Advising Others About Healthy Lifestyles	329
Unit HSC11:	Measuring Older Adults’ Fitness Levels for Everyday Tasks	337
Unit HT5:	Preparing and Cooking Food	347
Unit HT6:	Serving Food and Drink	355
Unit HT7:	Exploring Local Visitor Attractions	363

Unit HT8:	Exploring Travel and Tourism in the UK	371
Unit HT10:	Delivering Customer Service in Hospitality and Tourism	379
Unit IT5:	Developing Digital Information Using IT	387
Unit IT6:	Using Digital Communication Technologies	395
Unit IT8:	Creating a Spreadsheet to Solve Problems	403
Unit IT9:	Creating a Website	411
Unit LBS6:	Caring for and Feeding Animals	419
Unit LBS7:	Moving and Accommodating Animals	429
Unit LBS8:	Growing Plants	437
Unit LBS12:	Preparing Soil for Planting	445
Unit PA5:	Using a Stimulus for Performance	455
Unit PA8:	Performing a Dance Routine	463
Unit PA9:	Performing a Piece of Music	471
Unit PA10:	Acting in a Performance	479
Unit PA12:	Rehearsing for a Performance	487
Unit PS6:	Taking Part in Fitness Testing	495
Unit PS8:	Responding to an Incident	505
Unit PS9:	Planning and Navigating a Route	513
Unit PS11:	Contributing to Your Community	521
Unit SP7:	Playing Sport	529
Unit SP9:	Assisting in a Sports Activity	537
Unit SP11:	Getting People Active	545
Unit SP12:	Keeping Active and Healthy	553

Unit A1: Being Organised

Level: 1

Unit type: **Core**

Guided learning hours: **30**

Unit in brief

Learners will develop key techniques to help organise their work and priorities and manage their time effectively.

Unit introduction

How often do you run out of time to do tasks? Do you ever miss the bus or turn up late for college? Being organised and being able to manage your time is essential for success in your education.

From creating to-do lists and filing systems to setting up your phone for alerts and alarms, this unit will introduce you to ways that will help you to plan and use your time effectively, as well as organising yourself and your work. After learning and practising these techniques, you will have the opportunity to put them into practice over a period of time, reviewing how successful they were and whether they improved your organisational skills.

The skills you learn in this unit are key for progression to the next stage in your education. They are also crucial for work and life.

Learning aims

In this unit you will:

- A** Explore techniques to improve own organisational skills
- B** Review the use of techniques to improve own organisational skills.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore techniques to improve own organisational skills	<ul style="list-style-type: none"> Techniques to improve organisation 	<ul style="list-style-type: none"> A planner for a two-week period. Supporting documentation that demonstrates the techniques used.
B Review the use of techniques to improve own organisational skills		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> This unit can be delivered in a sector context. 	<ul style="list-style-type: none"> Organisational skills Time management Use of ICT management tools 	<ul style="list-style-type: none"> Planning Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> Write clearly and coherently, including an appropriate level of detail. Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.
Maths	<ul style="list-style-type: none"> Solve problems requiring calculations with common measures, including time and money.

Unit content

Knowledge and sector skills

Techniques to improve organisation

Learners will practise skills and techniques to improve their organisation over a period of time before final assessment.

- Time-management techniques:
 - produce daily or weekly to-do lists or action plans to meet deadlines
 - prioritise tasks
 - create a checklist of tasks that need to be completed, reviewing it regularly
 - consider how long each task might take
 - use free calendar software to keep timings of lessons and work
 - allow a little extra time in case longer is spent on one task than expected
 - foresee problems and plan ways to overcome them
 - review priorities.
- Organisational techniques:
 - ensure there is access to required resources to complete tasks such as notebooks, pens, laptops, tablets
 - use organisational stationery such as folders, dividers, highlighters
 - set up and manage a filing system of work and emails to allow for quick and easy access
 - use alerts on phones and other digital devices
 - use project plans and spreadsheets for organisation and budgeting
- Planners to organise time:
 - different types of planner such as wall planners, calendars, electronic and/or online planners
 - using them daily, weekly or monthly
 - keeping them updated and reviewing the priorities.
- Review own time-management and organisational skills through identifying:
 - strengths and weaknesses of techniques used
 - why some techniques worked better than others
 - ways to improve own time management and organisation.

Transferable skills

- Planning: using time-management techniques.
- Managing information: prioritising information received and using ICT to organise and manage time.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore techniques to improve own organisational skills		
A.P1 Use limited techniques to improve own organisational skills.	A.M1 Use appropriate techniques to improve own organisational skills.	A.D1 Use appropriate and effective techniques to improve own organisational skills.
Learning aim B: Review the use of techniques to improve own organisational skills		
B.P2 Identify the techniques used to improve own organisational skills, giving outline examples.	B.M2 Review the techniques used, giving some examples of how they improved own organisational skills.	B.D2 Review the techniques used, giving detailed examples of how they improved own organisational skills.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- demonstrate that they have tried out a full range of techniques to organise themselves. This could include evidence of prioritising tasks, to-do lists, action planning with detailed timings, screenshots of folder organisation and online calendar alerts, as well as time allocated for homework
- will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again.

For merit standard, learners:

- demonstrate that they have used a range of mostly suitable techniques for the tasks they have to complete. This could include evidence of to-do lists, some basic action planning with timings and perhaps some evidence of the use of ICT features to organise their time
- will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of these techniques improved their own organisation.

For pass standard, learners:

- demonstrate that they have used a small number of simple organisational techniques, e.g. to-do lists and phone alerts and perhaps some folder management
- will list the techniques they used and will provide some outline examples of how they may use them again.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Prioritising tasks

Learners begin this workshop in small groups to complete a task. Tutors can give different scenarios for each group to work with. Ideally, the tasks should be familiar topics to learners such as planning a shopping trip at the weekend. Learners will need to consider where they are going, how they will get there, what it will cost and how much time they have. Using the information, learners can then make a list of the tasks in order of priority and timing.

Suggested time: about 2 hours.

Planning your time

Tutors explain the importance of planning time to meet deadlines. Learners fill in a blank timetable page, identifying when their lessons are and when they have deadlines for work to be completed.

Suggested time: about 1 hour.

Use of own devices to help organisation

Tutors ask learners to investigate what they have on their phones or other devices that could help to organise their time. This could include phone alerts, free software or a calendar.

Suggested time: about 1 hour.

Filing and folders

Tutors talk through the importance of naming and labelling folders (electronic and hard copies) for ease of reference and access. This could be through colour coding, using stickers or labels.

Learners work through their folders, using some of the filing and labelling techniques they have learned.

Suggested time: about 2 hours.

Using a planner to organise own time

Tutors talk through the various types of planner that could be used to organise own time such as wall planners, calendars, electronic and/or online planners. They also talk through how they can be used daily, weekly or monthly to prioritise key tasks and plan ahead.

In pairs, learners fill in a weekly planner for their partner, talking through what the key priorities are for the week for each of them and identifying ways to manage their time.

Each person presents the planner for their partner.

Suggested time: about 2 hours.

Meeting deadlines in your sector

Learners plan their time around the date for completing a particular activity or task on their course.

They make a list of key tasks and show how long each one could take. They then start at the hand-in date and work back to the beginning of the project.

Learners then use the plan and monitor its effectiveness as they progress through it. Learners should also build in contingencies and consider what obstacles there may be to prevent them achieving the end goal on time.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to produce a planner for a set period of time during your course. The time period should be between two and four weeks. Your planner should identify days and times in the week that are blocked out for lessons, work, and sport and leisure activities. You should then demonstrate how you are going to organise yourself and the available time to complete all the tasks you need to in a given timeframe to ensure that you meet all the deadlines.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

Complete a study plan for a particular assignment or activity in your sector units.

Unit A2: Developing a Personal Progression Plan

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

Unit in brief

Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.

Unit introduction

What would you like to do when you finish this course? Perhaps you would like to spend more time learning about the subject you are studying at the moment? Or you may want to do something completely different. Before you decide what your next step is, you need to know what you are good at, what your interests are and what your end goal is.

This unit will help you find out what opportunities are available to you and how to get to the next stage. You will carry out a self-audit, identifying what your strengths are and what you need to develop to be able to meet your progression goals. You will learn how to set goals and plan ways to achieve them. You will then produce a personal progression plan to help you reach the next step in your life.

The skills you develop in this unit will be good preparation when applying for another course or training programme.

Learning aims

In this unit you will:

- A** Explore the skills and behaviours needed to meet personal progression goal
- B** Produce a progression plan to meet intended progression goal.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p>A Explore the skills and behaviours needed to meet personal progression goal</p> <p>B Produce a progression plan to meet intended progression goal</p>	<ul style="list-style-type: none"> • Benefits and purpose of developing a progression plan • Finding out about progression opportunities • Setting a progression goal • Identifying the skills and behaviours needed to meet progression goal • Reviewing own skills and behaviours against progression goal • Creating a progression plan 	<ul style="list-style-type: none"> • Audit of skills and behaviours. • Personal progression plan.
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Learners can reflect on the sector skills they have developed when considering their progression goal. 	<ul style="list-style-type: none"> • Sources of information about progression opportunities and requirements • Producing a progression plan 	<ul style="list-style-type: none"> • Written communication • Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Prepare for and contribute to the formal discussion of ideas and opinions.

Unit content

Knowledge and skills

Benefits and purpose of developing a progression plan

- Gives direction and focus to short-term and long-term goals.
- Sets out the key steps to achieve progression goal.
- Allows for discussion with others, e.g. tutors, parents, peers.
- Gives time for reflection on what is achievable and realistic.

Finding out about progression opportunities

- Progression opportunities such as to further learning, work or apprenticeships.
- Local sources of information about potential progression routes such as colleges, careers fairs.
- Sources of advice and guidance for progression.
- Tutor advice.
- Careers advice.
- Entry requirements such as baseline entry qualifications, an entry interview, portfolio.

Setting a progression goal

- Matching own skills and behaviours with progression goals.
- Deciding on the next step, e.g. using SMART (specific, measureable, achievable, realistic, time-bound) targets.
- Using research findings to identify the requirements to meet goals.
- Setting a progression goal to work towards.

Identifying the skills and behaviours needed to meet progression goal

- Skills needed to meet progression goal:
 - transferable skills, e.g. communication, working with others, problem solving
 - employability skills, e.g. IT skills, being able to drive.
- Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy.
- Qualifications needed for progression, e.g. level of English and maths.

Reviewing own skills and behaviours against progression goal

- Carrying out a self-audit of skills and behaviours using past experience of education and learning.
- Gathering feedback from others about own strengths and areas for improvement.
- Attitudes and behaviours needed for progression.

Creating a progression plan

To include:

- short-term and long-term progression goals
- identification of key activities needed to move towards the progression goal
- key actions to improve skills and behaviours
- key milestones to achieve goal, e.g. interview dates, application deadlines
- realistic timelines to meet goal.

Transferable skills

- Written communication: filling out application forms, progression plan.
- Managing information: from the sources used to find out about possible progression routes.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the skills and behaviours needed to meet personal progression goal		
A.P1 Identify an intended progression goal.	A.M1 Identify a clear progression goal with some details of the skills and behaviours needed to achieve it.	A.D1 Identify a realistic progression goal with details of the skills and behaviours needed to achieve it.
A.P2 Outline the skills and behaviours needed to meet personal progression goal.	A.M2 Identify how own skills and behaviours meet personal progression goal.	A.D2 Describe how own skills and behaviours meet personal progression goal.
Learning aim B: Produce a progression plan to meet intended progression goal		
B.P3 Produce an outline progression plan to meet intended progression goal.	B.M3 Produce a clear progression plan, identifying some steps towards meeting intended progression goal.	B.D3 Produce a detailed and achievable progression plan, identifying most of the steps needed to meet intended progression goal.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- set a progression goal that demonstrates evidence of focused research from different sources, showing a clear and detailed understanding of the skills and behaviours needed to achieve it
- carry out an insightful review of own skills and behaviours, using feedback from others and evidence of self-reflection on how own skills and behaviours match those needed to meet the progression goal
- produce a focused progression plan that gives details on the required skills, behaviours and qualifications and produce a detailed plan on the next steps needed to meet the progression goal.

For merit standard, learners:

- set a focused progression goal that demonstrates evidence of finding out information from different sources, showing some understanding of the skills and behaviours needed to achieve it
- carry out a review of own skills and behaviours, using some feedback from others and give some detail on how own skills and behaviours match those needed for the progression goal
- produce a coherent progression plan that outlines some of the skills, behaviours and qualifications needed to meet the goal and covers most of the steps needed to achieve it.

For pass standard, learners:

- set a broad progression goal that shows limited evidence of finding out information from sources
- list the skills and behaviours needed to meet the goal
- produce a basic progression plan that gives broad and unfocused information on how they intend to meet their progression goal.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

What are my progression opportunities?

In groups, learners discuss the progression opportunities that may be available to them. This can be supported by handouts about the local colleges, links to apprenticeship websites and local jobsites.

As a whole group, the progression opportunities can be listed on the board and the group can discuss what their initial ideas/plans are for the next stage.

Suggested time: about 1 hour.

Skills audit

Learners identify their own skills using a number of different techniques. They could list their own ideas first and then use commercially designed paper-based or online questionnaires. Ideally, learners should have the chance to do both. They can then compare results.

Learners list their skills in order of confidence. If the group know each other well, they could share their list with others to find out their opinion.

Suggested time: about 3 hours.

Appropriate behaviours for progression

Learners could begin the session by watching a video clip of people demonstrating different attitudes and behaviours. The group can then identify different attitudes and behaviours and talk about how they can affect other people's attitudes towards them.

Learners could role-play different scenarios that highlight the influence attitudes and behaviours can have on others, e.g. employers.

Suggested time: about 3 hours.

Local sources of information to identify progression opportunities

In small groups, learners carry out local research to find out where and how they can find out about progression opportunities. They could research online local newspapers and magazines, visit the library or careers service, websites, advice and guidance etc. Learners can collate their information to share with others in the class.

Suggested time: about 3 hours.

Opportunities to develop the skills and behaviours needed to progress

Tutors could invite speakers to talk about the value of volunteering and the skills that learners can develop, e.g. working in a charity shop, running a 5k and getting sponsors, being a youth leader, taking part in the Duke of Edinburgh's Award (DofE) scheme or sport's coach.

Suggested time: about 3 hours.

Setting goals

Learners will find out how to set simple goals that are achievable. Tutors could begin by helping learners set day-to-day goals, e.g. what they are planning to do that evening. Initially learners only need to set clear, achievable goals, however it will be valuable to consider measures and timescales.

Tutors can provide a list of potential goals and learners have to decide if they are clear and achievable.

Suggested time: about 3 hours.

Matching skills and behaviours to progression opportunities

Tutors give a range of course details, job advertisements and job descriptions for learners to review. Learners can then match their skills to the relevant course or job. They could initially work in small groups to identify the information they need from the text. Following the matching exercise, they can then decide if it would be realistic to apply for the course or job, if they would need to develop other skills before they could apply or if the course or job is not appropriate.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to attend a progression interview with your tutor to discuss the next step in your learning. In preparation for this, you need to research the possible progression opportunities available to you. You should decide on one opportunity to focus on and produce an outline of the skills and behaviours needed for that particular progression goal and then match your own skills and behaviours to the goal. You should then produce a detailed progression plan, identifying the key areas you need to develop in order to meet your progression goal. Both of these documents will form a basis for the discussion with your tutor.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will need to produce a new audit and progression plan for a different progression opportunity.

Unit A3: Working with Others

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

Unit in brief

Learners will develop skills in communication, teamwork and problem solving that will enable them to work effectively with other people on a given activity.

Unit introduction

A key part of being successful in work and study is the ability to work with other people. This includes being able to communicate, working together to solve problems and working in teams to achieve common goals.

In this unit, you will develop these skills and demonstrate how you use them. You will work with others to complete a given activity, agree roles and responsibilities, share ideas and support each other. Problems may come up as you work on the activity and you will need to find solutions to them. It can be difficult working with others and this unit gives you the opportunity to develop the skills and behaviours you need to be successful.

The skills you learn in this unit can be applied throughout your sector units and in broader contexts.

Learning aims

In this unit you will:

- A** Demonstrate the ability to work with others on a given activity
- B** Review own and others' performance on a given activity.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Demonstrate the ability to work with others on a given activity	<ul style="list-style-type: none"> • Communicating with others • Working with others to achieve common goals • Carrying out an outline review of own and others' performance 	<ul style="list-style-type: none"> • A log/blog that provides evidence of: <ul style="list-style-type: none"> ◦ role in a set activity where they have worked with others ◦ review of the activity. • Witness statement from tutor.
B Review own and others' performance on a given activity		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • This unit can be delivered in a sector context. 	<ul style="list-style-type: none"> • Ways to communicate effectively through listening and talking • Building effective teams • Ways to assess own performance • How to plan to improve own performance 	<ul style="list-style-type: none"> • Verbal communication • Teamwork • Problem solving

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Make different kinds of contributions to discussions.

Unit content

Knowledge and sector skills

Communicating with others

- Taking part in discussions to decide ways to complete activity.
- Consideration of own verbal communication when working with others.
- Listening and responding appropriately to others.
- Contributing ideas and points of view.
- Accepting and giving positive and negative feedback.

Working with others to achieve common goals

- Identifying individual roles and responsibilities.
- Ensuring clear communication throughout the activity.
- Knowing appropriate behaviours for different situations.
- Working through problems and agreeing solutions together.
- Importance of respecting others who are working with you.
- Reviewing team and personal performance.
- Solving issues in teams.

Carrying out an outline review of own and others' performance

- Identifying own strengths in activity.
- Receiving feedback about own performance.
- Giving feedback to others on their performance.
- Outlining ways to improve own performance when working with others.

Transferable skills

- Verbal communication: working with others.
- Teamwork: working with others to complete an activity or achieve a goal.
- Problem solving: working together to overcome problems.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Demonstrate the ability to work with others on a given activity		
A.P1 Demonstrate limited communication skills when working with others to complete a given activity.	A.M1 Demonstrate appropriate communication skills when working with others to complete a given activity.	A.D1 Demonstrate effective communication skills when working with others to complete a given activity.
A.P2 Undertake an activity with others, taking some responsibility for own role within it.	A.M2 Undertake an activity with others, taking responsibility for own role within it.	A.D2 Undertake an activity with others, taking full responsibility for own role and making effective contributions.
Learning aim B: Review own and others' performance on a given activity		
B.P3 Produce an outline review of own performance during an activity.	B.M3 Review own performance during an activity, identifying own strengths and weaknesses, with reference to feedback.	B.D3 Review own performance during an activity, making suggestions for the future, with detailed reference to feedback.
B.P4 Deliver positive feedback to others that is relevant to the activity.	B.M4 Deliver positive and negative feedback to others, using examples from the activity.	B.D4 Deliver constructive feedback to others, using relevant examples from the activity.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- work with others successfully, taking ownership of their role in the activity and completing all their own activities while supporting others to achieve the team goal. Their communication skills will be clear and they will be understood by other members of their group to drive the activity forward. They will listen and respond to others, showing respect for their views
- complete a detailed review of their own performance during the activity. This could be written or a verbal recording that gives a detailed overview of the activities they completed. They will describe how they would work with others in the future, using supported examples from feedback they received from others. They will also demonstrate the ability to give positive and negative feedback to their peers in a clear and helpful way, using full examples from the activity.

For merit standard, learners:

- generally work well with others, taking responsibility for their own role in the activity and communicating with others when required, using appropriate language and demonstrating some ability to listen to the views of others
- complete a review of their own performance during the activity. This could be written or a verbal recording which identifies some of their strength and weaknesses, making some reference to the feedback they received from others. They will also demonstrate the ability to give some positive and negative feedback to their peers, using simple examples from the activity.

For pass standard, learners:

- show some ability to work with others, taking some responsibility for their own role in a activity, but not necessarily seeing the activities through to the end. Their communication with others may be minimal and only when necessary
- complete an outline of the role they carried out during the activity. This could be written or a verbal review with minimal attempt to review their own performance. They will attempt to give positive feedback to their peers, although this may be very basic and not linked to concrete examples from the activity.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

What makes a good team?

Tutors ask for examples from the group of any good and effective teams they can think of. For example, it could be the local netball team, a dance group or a professional football club.

Smaller groups then choose one example from the list and identify two traits that make the team work well together. Examples could be:

- communication
- working together to solve problems
- understanding each other's roles and responsibilities.

Each group has to decide on the two traits they want to feed back to the group. Tutors list them all and then highlight the most prominent. Tutors ask how easy it was to decide as a group on the two traits they had to feed back on.

The group then discuss their experiences of working with others in the past, reflecting on their behaviours and making suggestions on how their team could have worked better.

Suggested time: about 1 hour.

What makes a bad team?

Tutors ask the group for examples of where they have seen or experienced bad teamwork, or of people not working well together. The group discuss the reasons why the team didn't work well together.

Tutors then show examples of bad teamwork, from TV shows like *The Apprentice* or *Big Brother*.

While the clips are being shown, the group write down everything they think has made the team not work properly. They then share their ideas with the whole group.

The whole group then reflects on the benefits of working well with other people and how they have to sometimes modify their behaviour to work effectively with other people.

Suggested time: about 1 hour.

Working in pairs

Tutors hand out photographs of celebrities, well-known people and sports men and women to each person in the group. They are not allowed to tell anyone who their picture is of.

Tutors then put the group in pairs, outside of friendship groups if possible. Then taking turns, one person asks questions about their partner's picture and their partner can only answer 'yes' or 'no'. They are given a time limit to find out the identity of their partner's celebrity.

Once the activity has finished, the tutor asks the group to reflect on how easy it was to communicate with someone when you only get yes or no answers. The group then reflects on how you have to phrase your questions to get the most information and also how to do this quickly under a time limit.

The activity could be repeated in different pairs.

Suggested time: about 1 hour.

Working with a group on an activity

The workshop can focus on building effective teams. There are a range of appropriate activities that learners can participate in.

For example, learners:

- work in small groups to build a tower that can support a marble. They are given drinking straws, sticky tape and a marble. The team that creates the highest tower wins
- work together to create a structure from balloons that will take the weight of one person in the group.

This type of workshop is ideal for discussing roles and responsibilities, participation, communication skills and problem solving.

Tutors could use a team-building activity at the beginning of each workshop instead of having a whole session focusing on this skill.

Suggested time: about 2 hours.

Communicating in teams

Working in groups, learners follow instructions to create an end product.

Learners will need to:

- check they understand what they need to do
- decide who is doing which task
- check progress and follow advice
- ask for help, if necessary
- respect each other's ideas and opinions
- solve problems.

At the end of this session, the group can discuss how effectively they communicated with each other, how well they worked together as a team, any issues they had and how they solved problems.

Suggested time: about 5 hours.

Relaying instructions to others

Learners can take part in a number of activities to develop effective communication skills. For example working in pairs, learners prepare instructions for a simple task such as tying shoe laces. They then share this with another group of learners who then follow the instructions. If the instructions are clear, learners should be able to tie their shoes successfully.

Suggested time: about 1 hour.

Debating a topic with others

Tutors give learners a number of topics to discuss in small groups with some key questions.

The group has to firstly decide on the topic they want to discuss and decide on an 'observer' to observe and take notes on the groups' interactions. The group will then be given five minutes to discuss the topic and come to some agreement on the answers to the questions.

The group will decide on one person to feed back on the answers to the questions. The observer will then feed back on how the group interacted with each other and came to decisions.

The activity can be repeated with different people taking the 'observer' role.

The whole group then discuss what they have learned in this session about the views of others and the different roles that are taken in a group.

Suggested time: about 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You will work together (in pairs or larger groups) to put on a small fundraising activity at college for a charity day.

In your group you need to discuss and agree:

- the type of activity you will put on
- who you need permission from
- the date the activity will be on
- the resources needed to put on the activity.

You will agree the roles for each member of the group, ensuring that each of you has an equal amount of responsibility. You need to set up a log/blog explaining your role in the group and your key responsibilities. You need to keep this updated throughout the process.

Once the activity is completed your group will carry out a peer assessment of the activity, discussing how successful you were in working together to put on the activity, writing up the discussions in your log/blog and making suggestions for how you can improve your skills and behaviours.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will work with a different group of people to produce a stand for the college open day.

Unit A4: Researching a Topic

Level: 1

Unit type: **Core**

Guided learning hours: **30**

Unit in brief

Learners will develop the skills needed to carry out some outline research into an agreed topic. They will keep a record of their investigation and then present a summary of their findings.

Unit introduction

In this unit, you will have the opportunity to research a topic that interests you. It could be linked to something you have enjoyed in your sector, something that is happening in your local community or perhaps linked to what you would like to do in the future.

Before starting on your research you will need to decide on the focus for your topic. You will set up a research log to record the research tasks you carry out and the sources that you use.

When you have completed your research, you will summarise and present your findings.

You will use many of the skills you have developed already, such as planning, time management, research and presenting, as well as any sector skills and knowledge that you have learned.

All these skills are important for progressing to further qualifications.

Learning aims

In this unit you will:

A Carry out research into an agreed topic

B Present a summary of research findings into an agreed topic.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Carry out research into an agreed topic	<ul style="list-style-type: none"> • Selecting a suitable topic • Collecting information on topic • Keeping a research log • Presenting findings of research 	<ul style="list-style-type: none"> • Research log. • A summary of research findings.
B Present a summary of research findings into an agreed topic		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • The research topic can be in a sector context. 	<ul style="list-style-type: none"> • Ways to plan successfully • Identifying sources of information • How to research • Presentation methods 	<ul style="list-style-type: none"> • Planning • Finding out • Managing information • Communication

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information/points of view clearly and in appropriate language. • Present information in a logical sequence. • Use correct grammar, including correct and consistent use of tense. • Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.

Unit content

Knowledge and sector skills

Selecting a suitable topic

- Investigation could focus on the local community or area, linked to a sector, hobby or an extra-curricular activity.
- Agreeing investigation title and the scope of the research with tutor.
- Agreeing deadline.
- Ensuring topic is focused and manageable in the timescales.
- Identifying key actions and milestones for the investigation such as setting up a log, organising visits, deadline for completion.

Collecting information on topic

- Sources of information:
 - electronic media, e.g. blogs, podcasts, downloads, websites
 - printed media, e.g. newspapers/magazines/books
 - interviews
 - visits.
- Identifying and selecting the key points from research.

Keeping a research log

- Ongoing record of information researched.
- Information on research sources, methods and key findings.
- Ongoing record of information found out through a chosen medium such as a folder, blog, vlog (video blog).

Presenting findings of research

- Summarising key findings.
- Choosing presentation method, e.g. through a PowerPoint®, vlog, written handouts, oral questioning.
- Explaining findings in a clear and concise way.

Transferable skills

- Planning: identifying key tasks to complete.
- Finding out: information from research sources.
- Managing information: selecting the relevant information, choosing appropriate sources of information.
- Communication: through presentation of findings.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Carry out research into an agreed topic		
A.P1 Search for information on an agreed topic using given research sources.	A.M1 Search for information on an agreed topic using own and given sources.	A.D1 Carry out a focused and detailed search into an agreed topic.
A.P2 Select simple information from given sources on the agreed topic.	A.M2 Select mostly relevant information from sources on the agreed topic.	A.D2 Select relevant information from sources that link clearly to the agreed topic.
Learning aim B: Present a summary of research findings into an agreed topic		
B.P3 Present an outline summary of research findings on an agreed topic.	B.M3 Present a clear summary of research findings on an agreed topic, with reference to some of the research sources used.	B.D3 Present a focused summary of research findings, with clear referencing to the research sources used.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- carry out research that remains focused on the agreed topic and uses a range of appropriate sources to collect information
- give a detailed breakdown of the sources they have used and select the most relevant information from them, demonstrating awareness of which sources were more reliable than others
- present their summary of research findings clearly, keeping the focus on the research topic. The summary will also reference in detail the research sources that were used.

For merit standard, learners:

- carry out research that remains mostly focused on the agreed topic but may become too broad in places. Some of the sources will have been given by tutors but some they have found for themselves
- outline the research sources used. They will select appropriate information for their topic. They will demonstrate some understanding of which sources are more reliable than others
- present their summary of research findings, remaining mostly focused on the agreed topic although may go off in other directions at some points. The summary will reference some of the research methods that were used.

For pass standard, learners:

- carry out basic research, using research sources that have been given by tutors
- produce a research log that gives incomplete information of the key tasks they have completed. They will select only simple and obvious information from the given sources
- present a basic summary of research findings that are mainly broad and unfocused. There will be little or no reference to the research methods used.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Choosing a topic to investigate

This is perhaps the hardest part of any project. Learners need to choose a topic that is interesting to them but not too big so that it becomes impossible to complete. In small groups, learners make a list of subjects or hobbies they are interested in. They can then ask each other questions about the topics or hobbies. This could begin to form a list of possible subjects for each project.

Alternatively, tutors could provide a list of potential topics for learners to choose from.

Suggested time: about 3 hours.

Deciding on outcomes

Learners can be given a list of outcomes and project titles. Their task will be to match the outcomes with the titles. They can then look at the results with other group members to see if they agree or have different answers. Tutors may want to include answers that will overlap with different topics.

Suggested time: about 3 hours.

Research sources

Tutors do a brief overview of what the difference is between a primary source and a secondary source. Tutors then give out a list of different research sources and learners work in pairs to decide whether it is primary or secondary. Learners feed back on their decisions.

Suggested time: about 2 hours.

Identifying the tasks that need to be completed

Learners plan a task list of the activities they need to complete. Tutors could produce a list of actions needed to complete a project in the wrong order and then, in groups, learners put them in the correct order. They will use the correct list to produce a to-do list of tasks to complete for their investigation.

Suggested time: about 3 hours.

Reviewing progress so far

As a group, learners will begin the session by reviewing what they have done so far. This should be a short presentation, depending on the number in the group. This activity is not intended to use the full time for the workshop. Learners can identify any problems they have had and how they have solved them, if they have. Other learners have the opportunity to ask questions about the project and share ideas.

Learners could record the review in their log.

Suggested time: about 3 hours.

What skills are you using?

This workshop will focus on the skills learners are using to carry out their project. Working in small groups, learners could identify different communication, planning, time-management and problem-solving skills. They can then share their results with the larger group.

Suggested time: about 3 hours.

How to present outcomes

Learners will investigate ways to present their research findings. They could experiment with vlogs or blogging software, and try out PowerPoint or Prezi.

They could also try using graphs, charts or illustrations to present information. Learners could work in small groups to decide which formats would be most appropriate for different topics.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You need to select a topic of your choice to carry out some research into. The topic could be an extension of something you have studied on your course or an interest or hobby that you would like to find out more about. You will discuss your ideas with your tutor and then come up with a title for your research. This should be focused and manageable in the time available to complete it. You will set up a research log to record what you are doing. This could be a folder, a blog or vlog. You will produce a to-do list of the tasks you need to complete in the timeframes given to you. While you carry out your research, you will keep an ongoing record of the sources and methods used to find out information. Finally you will summarise your key findings in a presentation method of your choice, making reference to the research sources you used.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will need to select a different topic for your research.

Unit AD5: Creating an Art Image

Level: 1

Unit type: **Sector (Art and Design)**

Guided learning hours: **40**

Unit in brief

Learners will explore the work of 2D artists, developing skills and techniques in drawing, painting and mark making to produce an art image based on the work of selected 2D artists.

Unit introduction

Have you ever wondered how you draw a picture? Do you look at paintings and sketches and wonder how the artist produced the image? Being able to draw, sketch and use 2D materials helps you express your ideas and create pieces of work on paper or canvas using different materials to draw exciting and creative images.

In this unit, you will use 2D materials such as pencils, paints, inks, pastels and chalks. You will experiment with different techniques in mark making and drawing. You will look at artwork produced by other artists and will use their work as a starting point to create your own work. You will produce a portfolio of work that shows your development in drawing art images, using your research of an artist as a starting point.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Produce an art image using 2D materials
- B** Manage information and self when producing an art image.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Produce an art image using 2D materials	<ul style="list-style-type: none"> • Historical and contemporary art • 2D materials, skills and techniques 	<ul style="list-style-type: none"> • Sketchbook. • Final 2D image.
B Manage information and self when producing an art image		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Use of materials, equipment and drawing techniques • Experimenting with materials and drawing techniques • Development and communication of ideas with reference to theme and chosen artist • Producing art images • Communicating ideas 	<ul style="list-style-type: none"> • Artists and their practices • Use of materials • Drawing and mark-making techniques • Research and observation skills 	<ul style="list-style-type: none"> • Managing information • Managing self

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Use language, format and structure suitable for purpose and audience.
Mathematics	<ul style="list-style-type: none"> • Work out areas and perimeters in practical situations.

Unit content

Knowledge and sector skills

Historical and contemporary art

- Influences: key movements, styles, other artists, schools.
- Different styles of 2D work such as line drawings, watercolours and charcoal.
- Use of formal elements.
- References: primary sources, e.g. original art works, paintings, prints; secondary sources, e.g. reproductions, copies, books, magazines, journals, the internet.
- Recording: drawings, photographs, annotations, sketches.

2D materials, skills and techniques

- 2D mark making: drawing, painting, printmaking.
- Use of colour.
- Formal elements.
- Scale and size – Functional Skills in numeracy.
- Design ideas, e.g. sketches, thumbnails, layouts, patterns, test pieces, samples.
- Reflect on and annotate work to show development of ideas/communicate ideas to others in relation to the given stimulus.
- Final design ideas: finished paintings, drawings, prints.

Transferable skills

- Managing information: collecting information on chosen artists, organising information, determining relevant information with reference to scenario and theme.
- Managing self: being proactive and flexible when working through ideas and experimenting, monitoring own performance and devising strategies for improvement.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Produce an art image using 2D materials		
A.P1 Select materials, skills and techniques and produce a 2D image.	A.M1 Select appropriate materials, skills and techniques and experiment with ideas to produce a 2D image.	A.D1 Select effective materials, skills and techniques to experiment with ideas, refine and produce a 2D image.
Learning aim B: Manage information and self when producing an art image		
B.P2 Collect and use information from different sources to generate and communicate ideas.	B.M2 Collect, select and use information from different sources to generate and communicate ideas.	B.D2 Collect, select and use key information from different sources to generate and communicate ideas.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a 2D art image that uses materials effectively and creatively and clearly links to an artist and stimulus
- refine their work, showing development from the initial starting point through effective planning and experimenting, recording the full process in a portfolio
- present their research clearly in a portfolio with annotated notes that link the progress of the work to the artist and stimulus
- communicate their ideas and use of materials through their final produced image in a clearly understandable format, there may be a number of supporting versions showing development and refining of skills
- present a final 2D image, showing skilled use of techniques and exploration of the given starting point or theme.

For merit standard, learners:

- produce a 2D art image that uses materials appropriately
- respond to a given starting point or theme in an appropriate manner
- refine their work, showing some development from the initial starting point through plans to experiment, recording the main points of the process in a log
- present clear work that demonstrates a general understanding of 2D art skills and techniques
- communicate their ideas and use of materials through their final produced image in an understandable format, there may be a few supporting versions showing general development and refining of skills
- present a final 2D image, showing good general use of techniques and exploration of the given starting point or theme.

For pass standard, learners:

- produce a 2D art image that uses materials simply
- respond to a given starting point or theme in a basic manner with limited refinement and planning, recording the basic process in a log
- present work that demonstrates a basic understanding of 2D art skills and techniques
- communicate their ideas and use of materials through their final produced image with limited refinement and creativity, there may be simple supporting versions showing basic development and refining of skills
- present a final 2D image, showing use of techniques and exploration of the given starting point or theme in an undeveloped manner. Basic ideas of the 2D image will be unclear in parts and may seem rushed or unplanned.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners are introduced to the idea of working in 2D and to the work of artists and designers who work in 2D. Tutors give learners a theme for the 2D image and facilitate a group discussion about the theme and the different ways it could be interpreted. Learners create a mind map to generate ideas around the theme and explore 2D mark-making techniques and materials.

Learners work on their own or in small groups to investigate and research ideas in relation to the theme, including looking at the work of artists and designers who have produced work on similar themes. Learners can build mini-portfolios about the work of artists and influences.

Suggested time: about 8 hours.

Activity: Practical demonstration and workshop – mark making

Tutors will demonstrate the following skills.

Pencil and pen work; exploring line and tone, communicating ideas such as happy lines, sad lines, quick lines, fast lines, confused lines; print with found objects; work with colours, warm and cool colours, link colours to emotions.

Learners experiment with the different techniques demonstrated to produce test pieces and samples. Learners should be made fully aware of any health and safety procedures related to the materials and techniques and the practical studio environment.

Suggested time: about 6 hours.

Activity: Practical demonstration and workshop – drawing

Tutors will demonstrate the following skills.

Blending and shading; hatching and crosshatching; frottage and impressing; wash and wax resist; timed drawings, fast and slow; small drawings and larger drawings exploring scale – Functional Skills mathematics exploring size, scales, proportions, scaling up and down, area.

Different ways of working, drawing with opposite hand, eyes closed, in mouth, with feet, standing up, sitting down, continuous line.

Learners experiment with the different techniques demonstrated to produce test pieces and samples.

Suggested time: about 8 hours.

Activity: Practical demonstration and workshop – inks and paints

Tutors will demonstrate the following skills.

Working with inks; water-soluble marker pens; paints – water colours and collage materials.

Learners experiment with the different materials and techniques demonstrated to produce test pieces and samples.

Suggested time: about 4 hours.

Activity: Researching, planning and developing ideas

Learners use mini-portfolios to develop a more in-depth study about key works of art. Use of the internet and texts/galleries would be useful. Tutors support learners in producing appropriate planning and refining of work documents in order to visually communicate their own ideas for a 2D art image. This could include learners using different techniques and materials, exploring different themes, producing rough sketches, exploring materials and producing samples, sketches and design pages.

Learners refine planning ideas for the final 2D image that could be based on feedback from tutors, self-review or peers. Learners' development of ideas for the final 2D image could be evidenced by annotation, labelling work, taking part in discussions on work produced or producing further planning pages.

Suggested time: about 6 hours.

Activity: Reviewing ideas for art image/portfolio

Learners explore ways of reviewing and reflecting on the materials, equipment and techniques explored.

Suggested time: about 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been attending a series of workshops about the artist Pablo Picasso. You are now invited to create an art image that uses his famous painting of *The Weeping Woman* as a stimulus for your own 2D art image.

You will need to research Picasso and *The Weeping Woman* and create a portfolio of your own explorations before creating and producing a final image. You should annotate your research and practice work to show your development and progression.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You have been attending a series of workshops about the artist Henri Matisse. You are now invited to create an art image that uses his famous painting of *Self-Portrait in a Striped T-shirt* as a stimulus for your own 2D art image.

You will need to research Matisse and *Self-Portrait in a Striped T-shirt* and create a portfolio of your own explorations before creating and producing a final image. You should annotate your research and practice work to show your development and progression.

Unit AD8: Designing a Product

Level: 1

Unit type: **Sector (Art and Design)**

Guided learning hours: **40**

Unit in brief

Learners will explore the process of designing a product. They will learn about the design development cycle, from receiving a brief to designing their product in response to it.

Unit introduction

Have a look around the high street and you will see examples of designed products in many different forms. From cereal packaging to clothes, all designs have to start from an initial brief given by a client. The ability to produce designs is an important skill for an artist and designer, as it helps you to develop work from a specific starting point to a final outcome.

In this unit, you will learn about the design development cycle and the different stages you need to go through to take your work from an initial idea to a final design. You will look at different types of brief from a range of clients. You will create a portfolio of work that showcases your skills in being able to meet the needs of a client.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Produce a design for a product in response to a brief
- B** Review and reflect upon the effectiveness of a designed product.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Produce a design for a product in response to a brief	<ul style="list-style-type: none"> • Understanding a brief • Generating ideas • Producing designs 	<ul style="list-style-type: none"> • Portfolio of designed work for a product, from a given brief. • Final summary in portfolio, reviewing and reflecting on effectiveness of own design.
B Review and reflect upon the effectiveness of a designed product		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Experimenting with materials, techniques and design processes • Generating initial ideas and carrying out research • Developing ideas • Producing designs 	<ul style="list-style-type: none"> • Design development cycle from brief to end product • Interpreting a brief and meeting the needs of others (clients) • Time management • Understanding of products 	<ul style="list-style-type: none"> • Self-management and development • Problem solving

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Use language, format and structure suitable for purpose and audience.
Mathematics	<ul style="list-style-type: none"> • Understand and use whole numbers. • Understand fractions and percentages.

Unit content

Knowledge and sector skills

Understanding a brief

- Interpreting the content of a brief from a client such as the theme and purpose.
- Understanding the requirements of the brief; size, shape, media and materials to be used.
- Understanding deadlines set and how to plan work to meet the deadlines.

Generating ideas

- Investigating the work of artists, designers and craftspeople in response to the set brief.
- Carrying out research to inform and inspire designs from other products.
- Working with the client and building a relationship to work through designs.

Producing designs

- Exploration of a range of materials, techniques and processes.
- Producing test pieces and samples and gaining feedback from clients and others.
- Producing planning pages, exploring ideas, making records of materials, techniques and processes used.

Transferable skills

- Self-management and development: producing product designs that meet the needs of clients and briefs, working to deadlines, setting goals and planning ahead, working flexibly and resiliently, presenting self professionally.
- Problem solving: responding to feedback, applying problem-solving skills to practical work, responding to changes, finding solutions in planning and designing products.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Produce a design for a product in response to a brief		
A.P1 Interpret a client brief and present a design for a product.	A.M1 Interpret a client brief, describing ideas and present a selected design for a product.	A.D1 Interpret a client brief, explaining ideas and present an effective design for a product.
Learning aim B: Review and reflect upon the effectiveness of a designed product		
B.P2 Identify the strengths and weaknesses of the design.	B.M2 Identify the strengths and weaknesses of the design and outline appropriate improvements.	B.D2 Identify the strengths and weaknesses of the design and describe reasons for suggested improvements.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a design for a product that responds to a brief, meeting all requirements
- present selected designs that are effective and meet the aims of the brief
- clearly identify the strengths and weaknesses of their design in the portfolio in a final reflection and review. Improvements that could be made are described and learners have valid reasons for how the design could be improved
- present their portfolio professionally and clearly, demonstrating progress and key elements of development through the design process.

For merit standard, learners:

- produce a design that responds to the main aspects of a brief, but has minor elements missing
- present selected designs in response to the brief. The presentation may not effectively meet the requirements but is suitable and clear
- note the strengths and weaknesses of their design in the portfolio in a final reflection and review. Improvements that could be made are outlined but not fully described
- present their portfolio clearly, demonstrating progress of the main elements of development through the design process.

For pass standard, learners:

- produce a design that responds to the basic aspects of a brief, but has elements missing
- present designs for a product. The designs may be limited and lacking in detail
- identify the strengths and weaknesses of their design but any further detail such as possible improvements are not indicated
- include a basic design process in their portfolio that is made in response to the client brief but this lacks detail.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners are introduced to the ideas and processes behind design and to a variety of different types of design work by artists and designers. Learners can explore the environment around them to identify products that have been designed. Learners list those they think may have come from a request from a client. This is followed by a whole-group discussion.

Learners visit the high street and identify further examples of products that have been designed such as posters, packaging etc.

Suggested time: about 1–2 hours.

Understanding the brief

Tutors give learners a client brief for the project and facilitate a group discussion about how to pick out key information from a brief.

Learners work on their own or in small groups to read through the brief and extract the pertinent information. They will need to identify:

- what the brief is asking for
- the theme of the brief
- areas of research
- any restrictions or constraints, i.e. size, shape or materials
- timescale and deadline for the brief
- who the design is for.

Suggested time: about 6 hours.

Activity: Research

Learners carry out research based on the assignment brief. They will:

- research artists, designers and craftspeople
- gather inspirational source material.

Tutors support learners in carrying out meaningful research that will support the generation and development of ideas for designs.

Learners document their research in sketchbooks, loose sheets or in a portfolio. Research evidence should be supported with learners' annotations, notes or discussions with tutors.

Working with the client: role play or tutor Q&A/discussion with learners individually.

Suggested time: about 4 hours.

Activity: Generating ideas

Learners explore practical ways to generate ideas for their design work in relation to the assignment brief. Tutors introduce a variety of techniques to generate ideas from market research, observation, the internet and TV, magazines etc.

Tutors set a mock client brief. Learners explore a range of materials, techniques and processes to develop initial ideas. The materials, techniques and processes used in this exploratory stage will largely be determined by the nature of the assignment brief and the type of design that is being targeted. Some examples could be:

- graphic design
- fashion design
- product design.

Suggested time: about 8 hours.

Activity: Reviewing and reflecting

Tutors support learners in producing appropriate planning documents in order to communicate their designs visually in relation to the brief. This could include learners carrying out additional research, exploring different themes and additional materials, producing rough sketches and further samples in response to problems identified by the client, themselves and tutors.

This work should focus on the refinement of ideas in relation to the design challenge set. Learners will refine ideas for their design(s) based on feedback from tutors or peers. Learners' development of ideas could be evidenced by annotations, labelling work or taking part in discussions on work produced or producing further planning pages.

Suggested time: about 6 hours.

Activity: Producing designs

Learners should individually create designs that respond to at least two different briefs. Learners' final design(s) should be clearly developed from initial ideas and show evidence that they have been developed and refined as a result of going through the mock design process.

Suggested time: about 6 hours.

Activity: Presenting final work and reviewing outcomes

Learners should present their final design(s) to an audience. This may be as part of a group show or it may be individually presented to tutors. Learners should review the work they have produced. The review should include:

- what they have produced and why
- how it relates to the original brief
- what research they carried out
- what materials, techniques and processes they explored
- how they developed and refined their designs
- what problems they faced during the project and how they overcame them
- what they have learned about design and how they will use this in the future.

This could take the form of a written review, or it could be a verbal presentation by learners that is observed and peer review/witness statements are gathered to confirm their demonstration of skills and knowledge.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

A local business wants you to design a printed bag on canvas that can be used for promoting their services but also looks eye-catching and fun.

They will present you with a brief that explains their key requirements and timescales. They would like at least three designs for the bag and also an alternative use for the product once their campaign finishes (for example, it can be used in another form).

You should respond to the client brief and keep all your research and design attempts in a logbook or other portfolio.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

A local charity wants you to design a package for collecting donations in that looks eye-catching and fun.

They will present you with a brief that explains their key requirements and timescales. They would like at least three designs for the package and also an alternative use for the product once their campaign finishes (for example, it can be used in another form).

You should respond to the client brief and keep all your research and design attempts in a logbook or other portfolio.

Unit AD10: Creating a Mood Board

Level: 1

Unit type: **Sector (Art and Design)**

Guided learning hours: **40**

Unit in brief

Learners will develop the skills and techniques needed to produce a mood board that communicates their art and design ideas in response to a brief.

Unit introduction

A mood board consists of a collection of images, textures, colours, fabrics and text that are used to describe art and design ideas. Artists and designers use them to present and agree ideas based on the requirements of a brief.

In this unit, you will explore and develop ways of working with materials and techniques in order to produce a mood board that can be used to describe ideas for an art and design brief, such as painting, fashion, photography and graphics. You will develop skills in sourcing suitable materials, selecting and presenting them in a way that communicates your ideas effectively.

This unit will help you develop skills to progress to qualifications in different sectors, as well as to progress to other qualifications in art and design. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Produce a mood board in response to a brief
- B** Manage information and communicate design ideas when producing a mood board in response to a brief.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Produce a mood board in response to a brief	<ul style="list-style-type: none"> • Use of materials in response to requirements of a brief • Development and application of skills and techniques • Purpose of mood board 	<ul style="list-style-type: none"> • Portfolio showing development. • Final mood board.
B Manage information and communicate design ideas when producing a mood board in response to a brief		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Sourcing materials to describe ideas • Experimenting with materials and techniques, e.g. selection and presentation • Developing and communicating ideas for final piece • Producing final mood board • Communicating ideas 	<ul style="list-style-type: none"> • Requirements of a brief • Mood board: purpose and requirements • Research techniques • Presentation techniques 	<ul style="list-style-type: none"> • Managing information • Communication

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Use language, format and structure suitable for purpose and audience.

Unit content

Knowledge and sector skills

Use of materials in response to requirements of a brief

- Images that can be applied to a mood board such as drawings, paintings, sketches, cuttings.
- Photographs that identify features, themes or specific points.
- Colours and textures: fabrics, paper, rubbings, cuttings, card.
- Typography and text: titles, quotes, definitions.
- Samples: wood, plastic, metal.
- Deciding on the right materials to meet the requirements of a brief and making choices for selection.

Development and application of skills and techniques

- Selection of materials and experimentation.
- Planning of layout on a mood board to best 'showcase' ideas and concepts by considering form, layout, format, size and quantity.
- Notes and annotations to explain development.
- Communicating ideas: final mood board.
- Supporting information, e.g. notes to support communication of ideas.

Purpose of mood board

- Communicate design ideas in response to a scenario and/or client brief.
- Communicate a theme, e.g. through colour, mood, form.
- Conveying ideas to support selection and testing of materials, textures and colours.
- Art and design outcomes:
 - painting
 - textile design
 - fashion design
 - furniture design
 - costume
 - graphics
 - photography.
- Review: outcomes in response to requirements of the brief.

Transferable skills

- Managing information: sourcing materials, selecting relevant materials to meet the requirements of the brief, organising materials for presentation.
- Communication: presenting materials (mood board), presenting ideas in response to the brief.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Produce a mood board in response to a brief		
A.P1 Produce a mood board using materials and techniques that meet the basic requirements of the brief.	A.M1 Produce a mood board, selecting and applying materials and techniques that meet the main requirements of the brief.	A.D1 Produce an effective and expressive mood board, selecting and applying materials and techniques and demonstrating how they meet the requirements of the brief.
Learning aim B: Manage information and communicate design ideas when producing a mood board in response to a brief		
B.P2 Communicate design ideas using a mood board.	B.M2 Communicate design ideas clearly, using a mood board that responds to a brief.	B.D2 Communicate design ideas effectively, using a mood board that responds to a brief showing meaning and purpose.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- present ideas clearly in a sketchbook, with supporting annotations that convey the meaning of the brief and explain the sourcing and selection of materials and how they will be used to meet the requirements of the brief and art and design outcome
- select and present material, developing skills and techniques to effectively communicate design ideas for a mood board with meaning and purpose
- produce a detailed and well-presented mood board, using materials creatively and effectively to communicate design ideas
- demonstrate how the contents of the mood board have met the requirements of the brief and art and design outcome
- communicate their design ideas and use of materials through their final mood board in a clearly presented format. They may present a number of mood boards that demonstrate experimentation and the development of final ideas are supported with materials and techniques. Learners' mood boards will show creative use of materials and techniques that meet all the requirements of the brief and art and design outcome.

For merit standard, learners:

- present ideas in a sketchbook, sourcing and selecting materials that can be used to meet the requirements of the brief and art and design outcomes
- select and present material, developing skills and techniques to communicate design ideas for a mood board
- produce a well-presented mood board, using materials creatively to communicate design ideas that meet the requirements of a brief
- communicate their design ideas through their final mood board in a clearly presented format. They may present a number of mood boards that demonstrate experimentation with materials and techniques. Learners' mood boards will show use of materials and techniques that meet the requirements of the brief and art and design outcome.

For pass standard, learners:

- present ideas in a sketchbook, sourcing materials that can be used to meet the requirements of the brief
- select and present material to communicate design ideas for a mood board
- produce a mood board, using materials to communicate design ideas in response to a brief
- communicate their design ideas through their final mood board, although with limited use of skills and techniques.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners are given the definition of a mood board and examples of how it is used in different specialist areas in art and design, for example fashion, graphics and painting. Learners will analyse the examples given, developing an understanding of the following.

- Use of materials.
- Presentation.
- Layout.
- Meaning.
- Purpose.
- Communication of ideas.

Suggested time: about 6 hours.

Activity: Practical exercises – producing a mood board

Learners are introduced to the methods they can use to create their own mood board. Learners are given a number of exercises requiring them to produce mood boards that visually describe the design ideas for a number of art and design outcomes. Tutors can provide materials so learners can focus on developing skills and techniques for producing a mood board. Learners will develop the following skills.

- Planning.
- Selection.
- Layout.
- Presentation.
- Communication.

Learners will present materials on sheets (mood board) that visually describe their design ideas. The exercises can allow for the development of mood boards for outcomes such as interiors/set design/fashion/textiles.

Suggested time: about 6 hours.

Activity: Research, planning and developing ideas

Learners are given a scenario and are required to carry out research and develop ideas for a mood board(s) that visually describes an art and design outcome. Tutors will introduce learners to methods of developing and understanding the requirements of the scenario and how to source materials through a process of research; and plan the process of developing ideas and producing suitable outcomes. Learners will document the process of research in their sketchbook, this will include the following outcomes.

- Materials collected through research and experiments with materials.
- Selection of materials and planning.
- Presentation.
- Annotations to describe materials collected and their purpose, skills and techniques developed, ideas developed, final outcomes.

Learners will produce a mood board(s) and present it to the group. Feedback will support learners in developing their skills and reviewing their progress and development.

Suggested time: about 6 hours.

Activity: Communication of ideas

Learners will develop skills in communicating their ideas.

Using the mood boards produced for the earlier activity, tutors will set a task that requires learners to present their ideas to the group.

Learners will develop skills in communicating their ideas and receive feedback that will support their development.

Learners can review their performance based on the feedback and use this information to set targets for development.

Suggested time: about 6 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are required to produce a number of mood boards that visually describe your ideas for either the costumes or staging for a production of Philip Pullman's *Northern Lights*.

You are required to read the first page of the text and select one of the following to base your mood board on:

- furniture
- textiles
- costume.

You will need to carry out research that will support the development of your ideas and sourcing of materials for your mood board(s), this will be inspired by the contents of the text and any associations you may make, for example surrealism.

You should present all your research and development in your sketchbook and produce mood board(s) that clearly describe key features such as:

- what your design ideas are
- what you are proposing, e.g. furniture, costume
- materials
- colours
- shapes
- textures
- forms
- functions.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You are required to produce a mood board that will describe your design ideas for an art and design painting based on the theme of time.

You will need to carry out research into the theme, collecting materials that will best describe the outcome you wish to achieve.

Supporting material must be presented in your sketchbook and the mood board must demonstrate your final design ideas for the painting clearly.

Unit AD12: Creating Prints

Level: 1

Unit type: **Sector (Art and Design)**

Guided learning hours: **40**

Unit in brief

Learners will be introduced to skills for printmaking. They will explore printmaking materials and objects, using tools and equipment to explore printmaking skills.

Unit introduction

Have you ever wondered how the prints on your clothes were created? Think about wallpaper – how was the print produced? Printmaking is a skill that is used to create single or repeated patterns. Designs can be printed on paper, fabric, plastics and glass and can be made by using different objects dipped in paint or ink.

In this unit, you will produce your own prints by using different materials such as blocks, wheels and lino. You will choose what type of print you want to make and what materials you want to use in order to produce it. You will learn how to use tools and equipment safely, such as inks and blades, shaping your materials for printmaking.

This unit will help you develop skills to progress to qualifications in different sectors, as well as to progress to other qualifications in art and design. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Explore and refine ideas for patterns and produce a design for a print
- B** Produce a piece of printed artwork.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore and refine ideas for patterns and produce a design for a print	<ul style="list-style-type: none"> • Printmaking materials, tools and equipment • Planning and designing prints • Producing prints 	<ul style="list-style-type: none"> • Final print work. • Annotated previous prints showing planning, reflection and areas for improvement.
B Produce a piece of printed artwork		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Using different methods for making prints • Design and planning • Creating prints for artwork 	<ul style="list-style-type: none"> • Working with printing equipment • Using objects to make prints • Planning a print design • Singular and repeated pattern making • Fabric printing 	<ul style="list-style-type: none"> • Review and improve own performance • Planning

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information in a logical sequence.
Mathematics	<ul style="list-style-type: none"> • Construction of geometrical diagrams, models and shapes.

Unit content

Knowledge and sector skills

Printmaking materials, tools and equipment

- Materials: printing inks, paint, string, hessian, scrim, glue, card, paper, tracing paper, fabric, found textures.
- Tools and equipment: rollers, presses, blocks, screens, printing beds, drying racks, cutting tools, brushes and mark making implements.
- Awareness of good working practices, health and safety, care of tools and equipment.

Planning and designing prints

- Block printing such as hands, potatoes, leaves, feathers.
- Stencils.
- Mark-making printing such as monoprinting.
- String print, glue prints, mixed media.
- Dry point, linocut, easy-carve.
- Exploring artists' work using given themes, exploring primary and secondary research.
- Demonstrating good working practices, health and safety, care of tools and equipment.

Producing prints

- Using formal elements, including line, tone, colour, shape, pattern, texture, in a set or given theme.
- Producing printmaking ideas, designs and sketches.
- Exploring printing techniques using different printing methods and materials.
- Developing work in different scales, on a range of papers, plastics or fabrics using repeated patterns.
- Presenting work in sketchbooks, folders or produced portfolios to showcase printed samples.
- Annotating and labelling work produced.

Transferable skills

- Review and improve own performance: refine ideas and designs for printmaking work, self-review identifying errors and areas for improvement, using peer review and tutor feedback.
- Planning: designs, selecting printing method to use.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore and refine ideas for patterns and produce a design for a print		
A.P1 Develop ideas for patterns and produce a simple design for a print.	A.M1 Develop and refine ideas for patterns and produce a clear design for a print.	A.D1 Develop, experiment with and refine ideas for patterns and produce a complex design for a print.
Learning aim B: Produce a piece of printed artwork		
B.P2 Select printmaking materials and produce a simple piece of printed artwork.	B.M2 Select suitable printmaking materials and produce a competent piece of printed artwork.	B.D2 Select relevant printmaking materials and produce an effective piece of printed artwork.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- select printmaking materials that create effective and creative artwork
- produce an effective and creative piece of printed art
- demonstrate an attractive finish
- demonstrate significant improvements from starting pieces to finished, printed artwork.

Effective means that learners will produce a piece of printed art that demonstrates their use of printmaking skills and neat, clear final work. Their choice of printmaking materials will be explored, practised and improved throughout the assessment process and will be clear in annotated notes on works produced.

Creative means that the use of print will be inventive but will work well in terms of design, reflection and improvement. Learners will value colour and pattern as a part of being creative.

For merit standard, learners:

- select printmaking materials that create appropriate and considered artwork
- produce an appropriate and considered piece of printed art
- demonstrate a finish that has minor errors and/or blemishes
- demonstrate some good levels of improvement from starting pieces to finished, printed artwork.

Appropriate means that learners will produce a piece of printed art that demonstrates their use of printmaking in a presentable final work, with only minor errors and blemishes being recognisable. Their choice of printmaking materials will be considered from a few choices and decided on to meet the theme/design of their piece. Planning will be evident in the initial stages with some detailed reflection and notes on improvement.

Considered means that the use of print will be thorough with some evidence of planning to support the chosen design. Annotations on work may be detailed in some areas but missing minor justification in others.

For pass standard, learners:

- select printmaking materials that can be used in a simple and straightforward design
- produce a simple piece of printed artwork that may have errors and blemishes
- demonstrate a finish that has many errors and/or blemishes
- demonstrate minor improvements from starting pieces to finished work, with limited annotations in terms of reviewing and reflecting on the work and making improvements from the original plan and experimentation.

Simple means that learners will produce a basic plan and final piece of work that does not demonstrate significant improvements. Planning will be evident in terms of simple details and reflection/review for improvement will not be wholly evident.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners will be introduced to printmaking and discuss how print can be used in everyday objects such as designs for clothes, bags, notebooks or wallpaper. Learners will explore a range of techniques, such as block and relief printing, using a selection of tools and equipment. Safe working practice will be introduced.

Suggested time: about 6 hours.

Activity: Researching

Learners will be introduced to a selection of artists or a given theme to explore the topics while developing ideas and skills for printmaking. Learners will discuss the methods and materials other artists have used. Learners could carry out a practical task of looking for printmaking in everyday objects or patterns occurring in nature and man-made objects.

Suggested time: about 3 hours.

Activity: Practical demonstration

Learners could be shown a printmaking skill using appropriate tools and equipment such as found objects and monoprinting. Learners will be shown how much ink/paint to use when printing and discuss repeat patterns using found objects with tutors and peers. Learners will be aware of health and safety using tools and equipment.

Suggested time: about 4 hours.

Activity: Practical tasks

Learners will work with stencil printing to produce artwork using appropriate tools and equipment. Learners will be shown how to use a knife carefully when cutting a paper stencil and compare the difference in design between positive and negative printing. Pre-cut stencils may also be used and discussed. Health and safety should be reiterated when using cutting tools.

Suggested time: about 6 hours.

Activity: Planning

Learners will take part in a planning activity, sketching out ideas for printing, visualising and annotating drawings in order to develop ideas for printing. Learners could discuss their preferred choice of materials and equipment, presenting a plan to take further. Learners could discuss how their previous research of artists' activities has influenced/inspired their own work.

Suggested time: about 4 hours.

Activity: Reviewing

Learners will review and reflect on the processes they used when working with their chosen printmaking skill. Learners could take part in a peer review activity, providing constructive feedback to others on work produced. Learners could use technical terms when discussing methods, tools and equipment.

Suggested time: about 4 hours.

Activity: Practical tasks

Learners will work with their preferred printing method to produce printed artwork demonstrating their skills. Learners could develop their work on a variety of different materials and show how their design could be seen on an everyday object. Health and safety should be reiterated when learners use the practical environment and equipment.

Suggested time: about 6 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

A local firm has asked you to make them a banner for the local Equality and Diversity festival. The firm sells holidays to Africa and Asia and would like you to design the background to the banner.

Plan your design for the banner using a range of ideas and select relevant printing techniques, materials and skills to produce a final example on fabric or paper. You should keep a record of your progress, plans and designs in a portfolio.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

Another local firm has asked you to make them a banner for the local Equality and Diversity festival. The firm sells clothing that is aimed at raising awareness for the Teenage Cancer Trust and would like you to design the background to the banner.

Plan out your design for the banner using a range of ideas and select relevant printing techniques, materials and skills to produce a final example on fabric or paper. You should keep a record of your progress, plans and designs in a portfolio.

Unit ASc6: Carrying Out a Scientific Experiment

Level: 1

Unit type: **Sector (Applied Science)**

Guided learning hours: **40**

Unit in brief

Learners will develop the skills needed to plan for and carry out a scientific experiment and to present the results.

Unit introduction

Scientific experiments are important as every new idea has to be tried and tested. However, most scientists do not produce new things. Some scientists work in industrial laboratories and schools where they carry out experiments and take measurements to check the quality of manufactured goods. Science technicians work in hospital laboratories to determine blood groups. Although the tests that are carried out are different, there is always a plan that has to be followed, problems that have to be noted and results that have to be reported.

In this unit, you will learn about a range of laboratory apparatus (equipment) and how to take measurements with each piece of apparatus. You will plan how to carry out an experiment, using your knowledge of the apparatus that is available. The plan should be clear and have a diagram so that someone else could use the plan to repeat the experiment. You will then set up the apparatus, take measurements and obtain some results.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Plan and carry out a scientific experiment
- B** Present results of a scientific experiment.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan and carry out a scientific experiment	<ul style="list-style-type: none"> • Completing a plan considering safety issues • Identifying and selecting apparatus to measure quantities • Carrying out an experiment • Recording and presenting results 	<ul style="list-style-type: none"> • Plan of how to conduct experiment. • Tutor observation and witness statements. • Report to include results and conclusions.
B Present results of a scientific experiment		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Setting up and using scientific apparatus • Taking measurements • Safety in the laboratory • Tabulating and interpreting experimental results 	<ul style="list-style-type: none"> • Scientific apparatus • Taking measurements • Steps involved in carrying out an experiment • Relationship between variables • Units of measurement 	<ul style="list-style-type: none"> • Planning • Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information/points of view clearly and in appropriate language.
Mathematics	<ul style="list-style-type: none"> • Add, subtract, multiply and divide whole numbers using a range of strategies. • Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature. • Extract and interpret information from tables, diagrams, charts and graphs.

Unit content

Knowledge and sector skills

Completing a plan considering safety issues

- Identifying the variables.
- Finding out what quantities have to be measured to carry out the experiment.
- Deciding which measuring instruments would be suitable for the measurements to be made.
- Trialling some measurements to see if they work.
- Deciding how the experiment can be made as accurate as possible, how many measurements are to be taken and if measurements need to be repeated.
- Making notes of all decisions made, outlining the way the experiment will be carried out.
- Checking the CLEAPSS® Student Safety Sheets to see if it is safe to carry out the experiment.
- Noting any changes needed to the plan to carry it out safely and taking all the required measurements.

Identifying and selecting apparatus to measure quantities

- Simple laboratory apparatus – metre rule, ruler, measuring tape, Vernier callipers beaker, test tube, conical flask measuring cylinders (variety of sizes), stop clock, clamp stand, clamp, thermometer, force meter (variety of maximum forces), laboratory electronic balance, kitchen scales, Bunsen burner, tripod, gauze.
- Identifying simple laboratory apparatus from 2D drawings.
- Selecting correct apparatus to make measurements of different lengths and volumes.

Carrying out an experiment

- Setting up apparatus as necessary to carry out an experiment.
- Using CLEAPSS Student Safety Sheets to establish if there are any safety requirements for the apparatus being used.
- Taking measurements using various tools of measurement – metre rules, measuring cylinders, stop clocks, thermometers, force meters and laboratory balances.
- Taking measurements in the context of an experiment.

Recording and presenting results

- Showing results taken from measurements in tabulated or graphic form.
- Creating a results table with the quantities and units that are to be measured.
- Presenting the results table in a logical order so a conclusion can be made.
- Displaying the results using a graph or bar chart to show the link between them.
- Providing verbal or written feedback on results, including methods used to carry out the experiment.

Transferable skills

- Planning: selecting appropriate apparatus and measuring instruments, identifying what is to be measured, steps to take, safety procedures to be followed, appropriate timescales for activities, how results will be recorded and when.
- Managing information: collecting and using information from experiments, displaying the results of the experiment in a variety of ways.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan and carry out a scientific experiment		
A.P1 Produce an outline plan in preparation to carry out a scientific experiment.	A.M1 Produce a detailed plan in preparation to carry out a scientific experiment.	A.D1 Produce a detailed and coherent plan to carry out a scientific experiment.
A.P2 Carry out a scientific experiment safely, following guidelines and procedures.	A.M2 Carry out a scientific experiment safely and correctly.	A.D2 Carry out a scientific experiment safely and confidently.
Learning aim B: Present results of a scientific experiment		
B.P3 Present an outline report of the results of a scientific experiment, using simple diagrams and data with annotations.	B.M3 Present a well-formatted report of the results of a scientific experiment, selecting the appropriate information.	B.D3 Present a detailed report of the results of a scientific experiment in a well-organised and logical format, drawing simple conclusions.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a coherent plan for carrying out the experiment. The plan will be logical and organised so it is clear what will be carried out and why. It will include correct details of apparatus and measuring instruments needed, variables, how measurements are taken and the steps to be taken in setting up the apparatus and carrying out the experiment
- show they can follow procedures to carry out a scientific experiment safely and confidently through selecting and using the correct apparatus and measuring instruments according to their plan, carrying out most of the required steps successfully and obtaining sufficiently accurate results to meet most of the aims of the experiment. They will leave the work area clean and tidy and dispose of any waste safely and correctly
- produce a report that gives full details of the results of the experiment. Learners will display results without error to show a relationship between variables in detail, either graphically or in tabulated form, using the correct headings. Learners will include the methods used and the report will show clearly any conclusions that have been made.

For merit standard, learners:

- produce a detailed plan for conducting the experiment. The plan is clear about what will be carried out. The plan will include the main apparatus and measuring instruments needed, some detail as to how measurements will be taken and the main steps to be taken in setting up the apparatus and carrying out the experiment
- show they can follow procedures to carry out a scientific experiment by selecting and using apparatus and measuring instruments, carrying out some of the required steps successfully and obtaining results with an accuracy, i.e. for both variable, that meets most of the aim of the experiment
- produce a report that gives clear details of the results of the experiment. Learners will display results, with some error, to show a relationship between variables, either graphically or in tabulated form. The report will include some of the methods used and will draw on the appropriate results.

For pass standard, learners:

- produce a simple plan for conducting the experiment. The plan will include a list of apparatus and measuring instruments needed, basic details of the measurements to be taken and an outline of some of the steps to be taken in setting up and carrying out an experiment
- show they can follow guidelines and procedures to carry out a scientific experiment by using apparatus and measuring instruments to take scientific measurements and obtain results. However, they may not obtain results for all the activities carried out and the accuracy of the results may only meet some of the aims of the experiment
- produce a report that provides outline information of the results of the experiment and includes some basic diagrams and some brief annotations on the methods used.

Essential resources

For this unit, learners need access to a laboratory setting with relevant apparatus to conduct a scientific experiment.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners are presented with a selection of apparatus and use a worksheet to fill in the name of the apparatus, what it measures and the units it measures in. Tutors should discuss the names and uses of apparatus with learners. Afterwards, learners should be given correctly completed worksheets to use as a reference.

Learners are shown 2D drawings of apparatus and are asked to draw various pieces of apparatus that have been set up. Apparatus and chemicals must be used safely. Learners should be given the CLEAPSS Student Safety Sheets so that they can appreciate any risks involved in using apparatus and know how to check that work is being carried out safely.

Suggested time: about 6 hours.

Activity: Taking measurements

Learners need to be able to use stop clocks. If the whole class tries to measure the same thing, for example the time it takes to walk across the room, the wide variety of results should convince them that measurements are not necessarily accurate and that precision instruments do not guarantee accurate or precise readings.

The idea of average time and reaction time could be introduced here. The importance of reaction time can be demonstrated by measuring the time it takes for trolleys to run down a slope or the oscillations of a pendulum. Learners are shown how to measure with a metre rule, a measuring cylinder, force meter, balance, and thermometer. Tutors set up a number of things for learners to measure. Learners fill in a worksheet of results and then discuss the results in groups, talking about the reasons why they have different answers.

Suggested time: about 6 hours.

Activity: Taking measurements as accurately as possible

Learners are introduced to the idea of taking measurements as accurately as possible using different measures of length, volume, force or weight. Learners work together to measure things like the length of a corridor, width of a room, length of a textbook, thickness of a sheet of paper so that they can see the relevance of the different instruments that are used to measure length. Volume, weight and mass can be treated similarly. Tutors should introduce the idea of being in line with the measurement (no parallax).

Suggested time: about 6 hours.

Activity: Demonstrating how to start planning an experiment

Learners are introduced to the idea of taking measurements as part of an experiment where they have to work out what to measure, how to measure it and how to keep other variables the same. Tutors demonstrate a simple experiment and ask learners to suggest what should be changed, how they would measure, what is being changed (variables) and what they have to keep the same (controls).

Learners should be made aware that other people need to know what they are doing, how long it is going to take and how safe it is. To do this, they should produce a plan or keep a blog. Learners will note any changes to the plan as they go along and explain how they overcame any problems and tried to keep to time. Learners write a plan for the demonstration experiment.

Suggested time: about 6 hours.

Activity: Tabulation of results and use

Learners tabulate the results of their experiment. Before they do this, they need to decide on headings and give some units for the measurements. Learners can then take the readings from the results of their experiment and tabulate them. The results may just be put in order or may be put into a bar chart, or a line graph can be drawn to show the results. Learners are given sets of results to practise tabulation, bar charts and graphs.

Suggested time: about 4 hours.

Activity: Presenting results

Tutors demonstrate report writing and how the structure of a report should be. Learners are shown an example of a report that covers methods of investigation, results and conclusions.

Suggested time: about 2 hours.

Activity: Conducting an experiment

In pairs, learners carry out an experiment under the guidance of tutors. They will plan and conduct the experiment, taking readings, tabulating their results and producing a graph or bar chart to show what has been found out.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are helping the laboratory technician. A tutor has asked you to carry out an experiment to show how temperature affects the time it takes for salt to dissolve in water. You need to put out all of the correct apparatus for the class practical. You will then conduct the experiment by planning, carrying out, obtaining results and finally presenting your findings in an appropriate format.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

Your science tutor knows you have a real interest in science. Your tutor has asked you to carry out an experiment to show how the length of a pendulum affects its time of swing so that you can put out all the apparatus needed for the class practical. You will then conduct the experiment by planning, carrying out, obtaining results and presenting the results in an appropriate format.

Unit ASc9: Practical Actions to Protect the Environment

Level: 1

Unit type: **Sector (Applied Science)**

Guided learning hours: **40**

Unit in brief

Learners will demonstrate skills in planning, communication and working with others when developing practical ways to reduce the negative environmental impact of human activity.

Unit introduction

Have you ever wondered about how the things you do affect the world around you? Everyone uses energy and resources, and creates waste, just by carrying out everyday activities. This can have a negative impact on the environment – but you can do something about this! By taking some time to think about how what we do affects the environment, as individuals and as a society, we can make changes that protect the environment both today and for the future.

In this unit, you will work with others to explore and communicate the hands-on, practical things you can do to protect the environment. You will learn about the science behind the environmental impacts before looking at how we can make changes in society to reduce these impacts, for example on natural resources and to promote wildlife. You will also develop your planning and teamwork skills, looking at how you can take practical actions to help protect the environment, the ways in which it can be done and what difference it can make.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Work with others to plan and carry out practical actions to protect the environment
- B** Communicate the impact of practical actions to protect the environment.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Work with others to plan and carry out practical actions to protect the environment	<ul style="list-style-type: none"> • Key environmental issues, concerns and scientific impacts of human activity • Practical actions to protect the environment • Working with others to protect the environment 	<ul style="list-style-type: none"> • Photo journal, video clips or blog of the practical actions taken. • Learners' planning logs supported by tutor observations of learner contributions in a team. • Report to summarise practical actions taken and the science behind them.
B Communicate the impact of practical actions to protect the environment		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Investigative skills • Finding-out skills • Skills in linking science and society • Scientific communication and working with others 	<ul style="list-style-type: none"> • The science behind impacts and actions • Impacts of human activities on the environment • Ways in which negative impacts can be reduced by the individual and society 	<ul style="list-style-type: none"> • Communication • Working with others

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Prepare for and contribute to the formal discussion of ideas and opinions. • Present information/points of view clearly and in appropriate language. • Write clearly and coherently, including an appropriate level of detail. • Use language, format and structure suitable for purpose and audience. • Ensure written work includes generally accurate punctuation and spelling and that meaning is clear.

Unit content

Knowledge and sector skills

Learners explore a range of environmental issues, relating the causes, impacts and actions to their scientific understanding.

Key environmental issues, concerns and scientific impacts of human activity

- How human activities can cause negative scientific impacts on the environment, including, where appropriate, how these can be measured.
- Air pollution caused by burning fuels for energy, heating or transport and the impact, e.g. global warming, chemical pollution.
- Land and waterway pollution, e.g. litter and chemicals and the impact, to include changes to biodiversity.
- Burdens on infrastructure and resources caused by overpopulation and the impact, e.g. increased road use and CO₂ emissions due to need for imported food.
- Deforestation, land cultivation, use of pesticides and fertilisers and the impact, e.g. extinction, loss of habitat and biodiversity.

Practical actions to protect the environment

How the following actions, which can help to protect the environment, can be carried out by individuals and society.

- Reducing the burden on the environment by using only what you need:
 - less energy, e.g. turning lights and electrical appliances off when not in use, walking or using public transport where possible, ensuring houses are well insulated to reduce heat loss, use of renewable energy sources, e.g. solar, wind, turbine
 - less water, e.g. using only the water needed while brushing teeth or boiling the kettle, installing water butts for watering plants or cleaning cars and washing windows
 - reducing packaging where possible to reduce transport costs and the need for landfill.
- Reusing non-biodegradable products where possible, e.g. carrier bags, finding alternative uses for products that would otherwise be thrown away (upcycling).
- Recycling, e.g. paper, metal, plastics, food.
- Using alternative technologies:
 - low-impact materials in construction, e.g. natural materials such as sheep's-wool insulation, responsibly-sourced timber, straw bales
 - renewable sources of electricity, e.g. solar power, wind turbines, hydroelectricity.
- Promoting biodiversity:
 - planting for bees, butterflies and birds
 - putting up bird boxes and other homes for wildlife.
- Using locally-sourced food and materials to reduce transport costs and fuel use.

Working with others to protect the environment

- Identifying individual roles and responsibilities.
- Ensuring clear communication throughout the activity.
- Knowing appropriate behaviours for different situations.
- Working through problems and agreeing solutions together.
- Importance of respecting others who are working with you.
- Solving issues in teams.

Transferable skills

- Communication: the ways in which people can be made aware of environmental issues and concerns; contributing to discussions; allowing for and responding to others' input; identifying the ways in which people can help to promote biodiversity and reduce their own individual impact on the environment, and the science behind this.
- Working with others: working with others to complete an activity or achieve a goal; knowing individual responsibilities; contributing to discussions on how on practical actions to protect the environment; working in a team to achieve a common goal; communicating with the rest of the team on how best to deal with problems.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Work with others to plan and carry out practical actions to protect the environment		
A.P1 Plan and implement some practical actions, taking some responsibility for own role within a team.	A.M1 Plan and implement practical actions efficiently, taking appropriate responsibility for own role within a team.	A.D1 Plan and implement practical actions confidently, taking full responsibility for own role and making effective contributions.
Learning aim B: Communicate the impact of practical actions to protect the environment		
B.P2 Communicate simple ideas about practical actions, outlining the scientific principles.	B.M2 Communicate relevant ideas about practical actions, using descriptions of scientific principles.	B.D2 Communicate complex ideas about practical actions, using explanations of the wider scientific principles.

Essential information for tutors

Learners must work in a team to plan and implement at least two practical actions that help to protect the environment.

Essential information for assessment decisions

For distinction standard, learners:

- plan confidently by considering the requirements and potential problems associated with carrying out practical actions
- demonstrate positive implementation of practical actions confidently and without the wastage of too much time and resources
- make effective contributions within a team, taking full responsibility for their own role and demonstrating an awareness of behaviours needed for different situations and when working through problems to agree solutions
- give a detailed consideration of the wider impact of human activities on the environment when communicating actions taken effectively. This will include a clear scientific explanation of how practical actions have helped to protect the environment.

For merit standard, learners:

- plan efficiently by considering the requirements associated with carrying out practical actions
- implement some appropriate practical actions efficiently, with an awareness of the need to minimise the wastage of time and resources
- make appropriate contributions within a team, taking responsibility for their own role and demonstrating some awareness of the need to resolve differences and agree solutions
- communicate information appropriately and in an understandable form when demonstrating how human activities can affect the environment, giving some scientific descriptions of how practical measures have helped to protect the environment.

For pass standard, learners:

- plan practical actions, demonstrating some understanding of the potential resources needed to carry out simple practical actions
- implement some practical actions, with limited awareness of the need to minimise the wastage of time and resources
- cooperate within a team and take some responsibility for their own role
- communicate simple ideas to others about the practical actions carried out, outlining the scientific principles behind them.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

In pairs, learners think about the activities they do every day and brainstorm the direct effects of these activities on the environment around them, identifying if the effects are positive or negative.

In small groups, learners:

- identify the sources of energy they use (including heating)
- make lists of the electrical appliances they use and how long they leave them on for (e.g. mobile-phone chargers).

The tutor uses this information as a starting point for discussing energy resources and how and where energy is produced.

Learners are tasked to carry out an audit of the energy use and recycling that takes place in their own homes. They discuss and compare their findings in a subsequent lesson.

Suggested time: about 2 hours.

Activity: Conservation – surveys of the environment

Learners are given data from surveys of wildlife numbers carried out by conservation organisations and are asked to think about what the results mean.

Learners plan their own simple surveys related to the environment (perhaps given a method to follow). They use these to carry out simple surveys such as the number of cars on a road, the amount of litter in given places, the amount of dust in a room (leaving slides with double-sided sticky tape on them in different places, which are then looked at under the microscope).

Suggested time: about 5 hours.

Activity: Measuring the negative impact of human activities

Learners annotate a large whiteboard with ideas about the possible negative and positive impacts that human activities have on the environment. The tutor could provide a number of focuses, such as harm to wildlife, issues around food production and building houses or roads.

In small groups, learners sort the ideas into those that are affected by individual actions, society or both. They then make suggestions about how these effects could be reduced.

The tutor leads a discussion relating to how much these suggestions may cost or make savings for individuals and society, in order to give learners a general idea of the subject.

Suggested time: about 2 hours.

Activity: Energy efficiency in homes

Learners work in a group to carry out research into energy efficiency in homes. They find out about what they can do to reduce the negative impact of energy loss before presenting their ideas to the whole class. The results of their presentations could be put together as a class project or display.

Suggested time: about 4 hours.

Activity: Conservation – homes for wildlife

In groups, learners make plans for, and take part in, activities that provide homes for wildlife, such as:

- putting up bird boxes
- designating areas for invertebrate life, e.g. identifying rotting logs as potential habitats
- selecting and planting plants in a wildlife garden.

Suggested time: about 6 hours.

Activity: How society can be more sustainable

A guest speaker, such as someone who specialises in sustainability or environmental policy from a local university or council, is invited to make a presentation. Learners prepare questions and use the sessions as a springboard for designing community-based sustainability initiatives that reduce the negative impact of society-wide human activities, such as:

- waste disposal and recycling
- reducing packaging use
- minimising food miles.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

A wildlife charity has started a project to help raise awareness of the impact that humans can have on the environment. They know about the course you are on and feel that you have the skills that they need to help them. In a small team they would like you to plan for and carry out some practical actions that can help to protect the environment.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a resit assessment activity.

A fast-food chain has started to look into the take-away packaging it produces and the effect that litter from its stores has on the environment. They want to work with the local community to raise awareness and have requested help from your centre. In a small team they would like you to plan for and carry out some practical actions that can help to reduce the amount of litter in the local area.

Unit ASc10: Making a Chemical Product

Level: 1

Unit type: **Sector (Applied Science)**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in planning and making a chemical product safely. They will also review their own performance and the fitness for purpose of the chemical product.

Unit introduction

Did you travel by car or bus today? Have you eaten salt on your food? Do you wear makeup? It may surprise you to know that the petrol used in vehicles, the salt on your food and the makeup you wear are all chemical products. In fact, pretty much everything you own, use or wear is a chemical product! Research chemists investigate the best way to make chemical products. They need to know a range of techniques and choose which to use to be effective in making their products.

In this unit, you will develop your planning, time-management and practical skills to make a chemical product for use in the household, for example a soap, a disinfectant, a hand cream, a plastic. You will think about how you will make your product, what equipment you will need, how long it will take and what methods to use when carrying out an experiment safely. You will learn practical experimental skills and how to improve your practical techniques. You will also review the product you have made and your own personal performance skills, so that you can improve them in future.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Plan and make a chemical product
- B** Review own performance and fitness for purpose of a chemical product.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan and make a chemical product	<ul style="list-style-type: none"> • Chemical products for use in the household • Factors to consider when planning to make a chemical product • Practical skills and techniques needed to make a chemical product 	<ul style="list-style-type: none"> • Plan recorded in a report or learner log. • Photographs of final chemical product supported by tutor observations. • Report or recorded discussion about learner performance.
B Review own performance and fitness for purpose of chemical product		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Practical skills, including measuring, weighing, heating, filtering, working safely • Using equipment, including pipettes, Bunsen burners, hot plates, water baths, glassware, filter funnels, balances, thermometers 	<ul style="list-style-type: none"> • Techniques needed to make product • Simple chemical reactions • Health and safety procedures, including risk assessments 	<ul style="list-style-type: none"> • Planning • Reviewing product and own performance

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Write clearly and coherently, including an appropriate level of detail. • Present information in a logical sequence. • Use language, format and structure suitable for purpose and audience. • Use correct grammar, including correct and consistent use of text. • Ensure that written work includes generally accurate punctuation and spelling, and that the meaning is clear.
Mathematics	<ul style="list-style-type: none"> • Add, subtract, multiply and divide whole numbers using a range of strategies. • Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature. • Convert units of measurement in the same system.

Unit content

Knowledge and sector skills

Chemical products for use in the household

- For example, soap, disinfectant, hand cream, plastics, e.g. made from potato starch, glue and borax.

Factors to consider when planning to make a chemical product

- Choosing appropriate equipment from equipment available.
- Resources, to include:
 - choosing appropriate starting materials
 - choosing appropriate quantities of materials
 - safety equipment, personal protective equipment (PPE).
- Timings.
- How much product is to be made.

Practical skills and techniques needed to make a chemical product

- Using equipment, to include:
 - glassware, e.g. test tube, boiling tube, conical flask, beaker, watch glass
 - measuring equipment, e.g. measuring cylinder, dropping pipette, spatula, balance, thermometer
 - other equipment, e.g. Bunsen burner, hot plate, water bath, stirring rod, tripod, gauze, heat-resistant mat, filter paper, filter funnel, Büchner funnel, test-tube rack, test-tube holder, kettle, indicator paper, pestle and mortar, petri dish, white tile.
- Skills and techniques, to include:
 - following standard procedures safely
 - observing, measuring, recording, e.g. weight, temperature, volume
 - heating, e.g. use of hot plate, Bunsen burner, water bath
 - stirring
 - other techniques, e.g. testing pH, drying, filtering, decanting
 - calculating, e.g. quantities of reactants to be used, amount of product made.
- Safety, to include:
 - using safety equipment, e.g. goggles, spectacles, protective clothing
 - behaving safely.
- Reviewing the chemical product:
 - whether it is fit for purpose
 - identifying improvements to the practical method that could improve the quality of the product.
- Reviewing own performance using given template:
 - suitability of plan
 - selecting and using appropriate equipment and materials
 - following method safely, stepwise and in correct sequence
 - using appropriate techniques
 - recommendations for improvements.

Transferable skills

- Planning: identifying the availability of resources and equipment needed to make the product in a given time frame, to include planned timings for each task.
- Reviewing product and own performance: testing that the product is fit for purpose, reviewing own strengths and weaknesses in performing the task, identifying improvements to method and to own performance.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan and make a chemical product		
A.P1 Produce an outline plan to make a chemical product.	A.M1 Produce a plan with some detail to make a chemical product.	A.D1 Produce a comprehensive plan to make a chemical product.
A.P2 Use some practical skills and equipment to make a chemical product.	A.M2 Use relevant practical skills and equipment to make a chemical product.	A.D2 Select and use effectively, practical skills and equipment to make a chemical product.
Learning aim B: Review own performance and fitness for purpose of a chemical product		
B.P3 Review own performance in making a chemical product, identifying own strengths.	B.M3 Review own performance in making a chemical product, describing its fitness for purpose and areas for improvement in own performance.	B.D3 Review own performance in making a chemical product, explaining its fitness for purpose and how it could be improved, and explaining how own performance could be further developed.

Essential information for tutors

Learners should be observed undertaking tasks and using both transferable skills and chemistry skills and procedures safely, at all times.

Essential information for assessment decisions

For distinction standard, learners:

- plan effectively to make a chemical product and explain how their plan will ensure that they can make the product successfully. The plan must be comprehensive and include appropriate equipment needed, calculations of the quantities necessary, steps to be taken to make the product, with timings and an explanation of their choices of equipment, resources and quantities
- demonstrate effective practical skills and use of equipment to make a chemical product that is usable and fit for purpose, to include measuring, heating, stirring and calculations
- review the product they have made and their performance, which will include whether the product is fit for purpose, a description of own strengths and weaknesses, giving specific examples and describing the improvements they could make to the chemical product and their own performance.

For merit standard, learners:

- demonstrate relevant planning skills to make a chemical product and describe how the method(s) they have chosen will help make the product successfully. They must produce a plan with some detail, including the appropriate equipment and steps to be taken to make the product, with timings and a description of their choices of equipment, resources and quantities
- demonstrate relevant use of practical skills and equipment to make a chemical product, to include measuring, heating and stirring
- review the product they have made and their performance, which will include some comments on whether the product is fit for purpose and an identification of own strength(s) and weakness(es).

For pass standard, learners:

- plan to make a chemical product and outline how the method(s) they have chosen will help make the product. They will have made some planning preparations to make a useful product, including the equipment and steps to be taken to make the product
- demonstrate some use of practical skills and equipment to make a chemical product, to include measuring, heating or stirring
- review the product they have made and their performance, which will include basic statements on whether the product is fit for purpose and an identification of own strength(s).

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

In small groups, learners think about the products they use in day-to-day life. They list them and discuss which they think are chemical products.

Learners look at a website for any major company that makes consumer products and list products made by these companies. Learners work in groups to research how some of these products are made in the laboratory.

Suggested time: about 3 hours.

Activity: Practical task – choosing equipment

Learners are given a range of equipment appropriate for making a chemical product. They work in groups to decide which piece of equipment is appropriate for weighing, measuring, mixing different substances, liquids and solids, and deciding the reasons why. A range of masses and volumes should be considered. Learners practise measuring and mixing.

Learners present to the group an explanation of why each piece of equipment would be used.

Suggested time: about 3 hours.

Activity: Practical task – practising skills

In pairs, learners follow given methods to practise skills such as heating, stirring, reading temperature and filtering, etc.

Practicals can include:

- separating salt from rock salt
- using pipettes to neutralise acid with an alkali and testing with pH paper or universal indicator
- precipitation reactions and the separating out of a precipitant.

Learners self-assess their performance using a checklist from the tutor as a prompt and suggest at least one way to improve.

Suggested time: about 10 hours.

Activity: Planning to make a product

Learners are given a planning template and use it to write a plan to make a named chemical product. The template should include equipment, resources, quantities, method and timings.

In small groups, learners produce a plan and feedback is given by the tutor.

Suggested time: about 6 hours.

Activity: Practical task – following a plan

Learners work in their groups to follow their plan to make a chemical product.

They should be encouraged to follow a basic scientific method template for reporting, e.g. aim, method, outcomes.

Suggested time: about 4 hours.

Activity: Reviewing chemical product and their performance

Learners are introduced to the idea of reviewing by looking at given plans and highlighting what details might be missing, e.g. estimated process timings, quantity calculations and so on.

Learners test to see if their product is fit for purpose. This can be done by checking it is safe by testing pH or testing that it works, e.g. that if it is a soap, it cleans.

The tutor provides a template that includes prompt questions for learners to use when reviewing their own performance.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

This year you thought it would be fun to make presents for people rather than buying them so you have decided to make hand creams for your friends.

You and your classmates are going to produce enough hand cream for five friends to have a jar each.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

The art department at your centre wants to make collages using lots of different-coloured plastics. You will produce these plastics from potato and dye them using food colourings so that they have a range of coloured plastics to use.

You will research ways to make coloured plastics using potato starch and food dyes.

Unit ASc12: Investigating Crime Scene Evidence

Level: **1**

Unit type: **Sector (Applied Science)**

Guided learning hours: **40**

Unit in brief

Learners will find out about the procedures used in collecting and analysing crime scene evidence. They will use skills to search for, select and produce information.

Unit introduction

Have you ever watched a TV crime series where evidence is collected from the scene of a crime? Would you like to know what procedures the forensic scientists use to analyse it?

In this unit, you will find out about the procedures involved in collecting and analysing crime scene evidence and the importance of following these procedures correctly. You will have the opportunity to look at evidence from a simulated crime scene and then draw your own conclusions about what the evidence tells you about what may have taken place. You will use your skills to select and produce information on the procedures you find out about and the conclusions you came to.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Use procedures to collect and analyse crime scene evidence
- B** Present conclusions drawn from simulated crime scene evidence.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Use procedures to collect and analyse crime scene evidence	<ul style="list-style-type: none"> Procedures for collecting crime scene evidence Analysing crime scene evidence Drawing conclusions and presenting them 	<ul style="list-style-type: none"> Notes/blog on the types of procedures used to collect and analyse crime scene evidence. Presentation of a profile based on a simulated crime scene.
B Present conclusions drawn from simulated crime scene evidence		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> Procedures to collect and analyse crime scene evidence Analysing crime scene evidence and drawing conclusions Searching for information on procedures Producing information on procedures and own conclusions 	<ul style="list-style-type: none"> Sources of information about procedures to collect and analyse crime scene evidence Collecting and packaging physical and biological evidence without contaminating the crime scene Analysing crime scene evidence Drawing and producing conclusions 	<ul style="list-style-type: none"> Managing information Presenting information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> Make relevant and extended contribution to discussions, allowing for and responding to others' input. Find out and produce information clearly and in an appropriate way.

Unit content

Knowledge and sector skills

Procedures for collecting crime scene evidence

- Crime scene – where a crime took place or another location where evidence of the crime may be found that may provide physical clues of the crime.
- How to behave around a crime scene, e.g. wearing the correct clothing, ensuring access is restricted and controlled, taking care not to contaminate evidence or the scene.
- Types of crime scene evidence such as fingerprints, footprints, clothing and hair fibres and other physical evidence, e.g. drinks cans, cigarette ends.
- Process for fuming of latent fingerprints using dusting equipment with powder and a soft brush: cyanoacrylate fuming of latent fingerprints using dusting.
- Taking accurate photographs or adhesive casts of footprints.
- Process of casting (making impressions) of latent footprints, e.g. adhesive method.
- Packaging and labelling evidence correctly without contaminating it.
- Keeping records of evidence collected by documenting as notes, photographs and physical evidence.

Analysing crime scene evidence

- Interpreting types of fingerprint: loop, whorl and arch and how this can be used in the identification of an offender.
- Scientific techniques: type, e.g. flame tests, microscopic analysis, colour tests, chromatography, colorimetry.
- Types of shoe and size of footprint, photographs and adhesive cast.
- Interpreting footprint to identify offender.

Drawing conclusions and presenting them

- Drawing conclusions from crime scene evidence, to include the type of crime, where the crime was committed based on the physical evidence found at the scene, likelihood of the crime happening in a certain way.
- Presenting conclusions through: an offender profile, a presentation, report, verbal report.

Transferable skills

- Finding information: sources of information, planning and preparing to carry out research, e.g. questions to ask guest speakers, methods of secondary research available, skills for searching for information, factors to be aware of when searching for information, e.g. is information up to date?
- Presenting information: selecting, using and organising information on the procedures used to collect and analyse crime scene evidence, producing conclusions drawn from crime scene evidence, to include identifying key points, making notes, summarising information, and organising information in a structured and clear format.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Use procedures to collect and analyse crime scene evidence		
A.P1 Use simple procedures to collect and analyse evidence from a simulated crime scene.	A.M1 Use appropriate procedures to collect and analyse evidence from a simulated crime scene.	A.D1 Use appropriate procedures confidently to collect and analyse evidence from a simulated crime scene.
Learning aim B: Present conclusions drawn from simulated crime scene evidence		
B.P2 Produce outline conclusions drawn from crime scene evidence for a simulated crime scene.	B.M2 Produce detailed conclusions drawn from crime scene evidence for a simulated crime scene.	B.D2 Produce detailed and valid conclusions drawn from crime scene evidence for a simulated crime scene.
B.P3 Present conclusions, using simple diagrams and data with annotations.	B.M3 Present conclusions, selecting appropriate information and using well-formatted diagrams and data.	B.D3 Present conclusions effectively, selecting information from a wide range of procedures in a well-organised and logical format

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- use appropriate procedures effectively that enable most of the required information to be collected, e.g. procedures relating to footprints and fingerprints, packaging and labelling physical evidence correctly without contaminating it, recording most of the evidence in an appropriate format, e.g. notes, photographs. Learners will be confident in following the procedures with no need for prompting, demonstrating a clear understanding of what needs to be carried out and why
- produce conclusions that are detailed and well organised. The information gives a clear and detailed account of how they drew conclusions from the evidence, e.g. what evidence was present, what evidence was not present, the information the evidence gives about what could have taken place, showing a clear understanding of the steps to follow and the factors to take into account
- select an appropriate and clear format so that the information presented is logical and easy to follow, without the need for clarification.

For merit standard, learners:

- use procedures that are appropriate for the crime scene and enable most of the required information to be collected, e.g. procedures relating to footprints and fingerprints, packaging physical evidence without contaminating it, although they may not label the evidence correctly, recording some of the evidence in an appropriate format, e.g. notes, photographs. Learners will demonstrate an understanding of what needs to be carried out but may not always make links as to why and may need some prompting
- produce detailed conclusions. The information shows how learners drew conclusions from the evidence, e.g. what evidence was present, some indication of the information the evidence gives about could have taken place, showing an understanding of the main steps to follow and some of the factors to take into account
- select a format that is clear, so minimal clarification is needed.

For pass standard, learners:

- use procedures for the crime scene that enable an outline of the required information to be collected, e.g. procedures relating to footprints and fingerprints, packaging physical evidence, recording basic details of evidence. Learners will demonstrate some understanding of what needs to be carried out but may not always complete all the steps in a procedure and are likely to need prompting
- produce simple conclusions. The information gives brief information as to how learners drew conclusions from the evidence, e.g. main evidence present, showing some understanding but links between the evidence and what information it gives may not be clear and some clarification may be needed
- use basic formatting to present their conclusions, accompanied with some outline annotations that identify some of their conclusions.

Essential resources

For this unit, learners will need access to:

- information about the procedures used to collect and analyse crime scene evidence
- appropriate tools, equipment, materials and PPE needed to carry out practical activities safely
- a science laboratory equipped with a fume cupboard and standard laboratory apparatus.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

A game of Cluedo or questions such as 'How would you know someone has been in your bedroom?' could be used as a starter. Learners are shown age-appropriate footage of a collection of crime scene evidence. Tutors ask learners questions about what they know about crime scene investigation. In groups, learners participate in a mind-map activity, identifying different types of crime scene contexts and the evidence that may be collected from them.

In groups, learners research and discuss ways to conduct tests and reasons for fingerprinting, foot printing and collecting evidence. Learners present this evidence to their peers. Footage of crime scene investigations could be shown to identify items that need to be collected.

Suggested time: about 6 hours.

Activity: Collecting evidence

Tutors could lead a whole-class discussion on the main procedures used to collect evidence and the factors that need to be taken into account, for example not contaminating the crime scene.

Learners could take part in a 'spot the difference' activity. Tutors prepare the venue with a number of different items as evidence, for example drinks cans, makeup, hair samples and soil samples. Evidence markers can be used to cordon off three or four areas for group work. Each group of learners is assigned a crime scene and asked to collect and document the evidence by placing it into plastic bags and labelling them appropriately. After the activity, learners discuss the issues that could arise from this evidence collection and how these issues could be overcome, for example contamination. Groups will place the evidence back to the original areas and will rotate and repeat the task above, ensuring that there is no contamination by using gloves and coveralls provided.

Suggested time: about 6 hours.

Activity: Analysing fingerprints

Learners are shown footage on fingerprinting techniques. Guest speakers could be invited from the public services to demonstrate fingerprinting. Tutors can show learners different types of fingerprints: loop, whorl and arch. Tutors can then demonstrate how to fume (dust) for fingerprints using a glass surface where one or two learners have left their fingerprints. The demonstration could include the dusting, cyanoacrylate and iodine methods.

In pairs, learners practise taking fingerprints of their partner on glass using the different processes of fuming. They identify what type of fingerprints their partner has. Learners practise reading the different fingerprints of their peers by comparing them to prepared images of their fingerprints. Learners could then go to a public area in the place of education and practise identifying different types of fingerprints by fuming in the different ways.

Suggested time: about 6 hours.

Activity: Analysing footprints

Learners can be asked to step into a sandbox to leave their shoe prints. They then try to identify the shoe type and size by looking at the shoe print and identify who the shoes belong to. In groups, learners carry out the same experiment by testing other groups in the same way. Learners take photographs of footprints and share with their peers, who could be encouraged to identify shoe size and type of shoe of all class members. Tutors demonstrate the adhesive method of casting and learners practise this. Learners could also use their skills to identify footprint casting outside of the classroom.

Suggested time: about 6 hours.

Activity: Using scientific procedures

Tutors demonstrate how scientific procedures such as chromatography and microscopic examination can be used to analyse evidence.

Learners could work in pairs to examine strands of each other's hair under a microscope and record what sort of information this provides. Tutors could then facilitate a whole-class discussion, looking at how this information could be used as part of a crime scene investigation.

A second practical could focus on chromatography. Tutors could produce a 'mock' note found at a crime scene and give learners a number of pens, one of which created the note. In groups, learners could then carry out basic steps to identify the correct pen.

Suggested time: about 6 hours.

Activity: Drawing conclusions

Tutors lead a whole-class discussion about the steps to follow and factors to take into account when drawing conclusions from crime scene evidence.

Learners are given different types of evidence and work in groups to draw conclusions. The groups present their findings to the whole class. Tutors could refer back to Cluedo and remind learners of the activity and then discuss how they would know that Professor Plum was guilty. What evidence is there to draw the conclusion?

Suggested time: about 6 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

Your tutor will give you information about a simulated crime such as a burglary. You will need to find out about the procedures used to collect and analyse evidence at crime scenes and then use the procedures that are most appropriate for the case study.

From the evidence in the case study you will need to draw conclusions, showing how you used the evidence to come to conclusions about what happened. You will then present your conclusions in an appropriate and clear format.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will need to carry out the above activities in relation to a different simulated crime scene.

Unit B6: Organising a Meeting

Level: 1

Unit type: **Sector (Business)**

Guided learning Hours: **40**

Unit in brief

Learners will develop the skills to organise a meeting and record the outcomes from it.

Unit introduction

Getting people together for a meeting is a major part of most businesses day. It is important that meetings are well organised to ensure that the people attending know what the meeting is about as well as where it will be held and the date and time.

In this unit, you will learn what is needed to organise a meeting. You will then be given a meeting to organise, setting a date and time and putting together an agenda of the key points that will be discussed. You will invite people to attend by sending out invitations. You will sit in on the meeting and take a record of it.

By completing these tasks you will develop key transferable skills such as planning and managing information. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Prepare documentation and communicate with others when organising a meeting
- B** Produce a record of a meeting.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Prepare documentation and communicate information when organising a meeting	<ul style="list-style-type: none"> • Purposes of meetings • Process to organise a meeting • Documents and skills used to invite attendees to a meeting • Documents used to capture a record of the meeting 	<ul style="list-style-type: none"> • Printouts of completed documents. • Screenshot of email or electronic calendar invitation. • Record of a meeting
B Produce a record of a meeting.		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Creating accurate documents • Communicating with others 	<ul style="list-style-type: none"> • Organising a meeting, taking into account the processes • Types of meeting documents 	<ul style="list-style-type: none"> • Communication • Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information/points of view clearly and in an appropriate way. • Use language, format and structure suitable for purpose and audience. • Ensure written work includes generally accurate punctuation and spelling and that meaning is clear.

Unit content

Knowledge and sector skills

Purposes of meetings

- Meetings take place for different purposes including:
 - Information sharing eg. team meetings, briefings, staff meetings
 - Planning what needs to be done eg. a project that needs completion
 - Decision making where decisions are made to be carried out by invitees
 - Problem solving if a problem has arisen.
- Meetings can be planned or called as 'emergency' meetings to deal with issues that need addressing.

Process to organise a meeting

- Sending out a notice of meeting which covers the date, time, venue and purpose of the meeting and an agenda to invitees which includes meeting title, date, time, venue as well as points to be discussed.
- Booking and confirming venue for a set time and date.
- Checking the attendance from the RSVPs of attendees.
- Sending out reminders to attendees.

Documents and skills used to invite attendees to a formal meeting

- Notice of meeting either embedded into an email or electronic calendar invitation or attached.
- Agenda attached to either the email or electronic calendar invitation. Document used to capture a record of the meeting
- Active listening for meaning by paying attention and establishing the meaning of what is being said by asking questions to ensure understanding.
- Note taking – capture key information and decisions of the meeting.
- Collate the notes into Minutes of meeting, post meeting to include: meeting title, date, time, venue and numbered items to include attendance, apologies, matters arising and items that were discussed.

Transferable skills

- Communication: communicate in a variety of ways, written invitations, notice of meeting, agenda, listening and capturing minutes in written form.
- Managing information: creating and sending notice of meeting and agenda to attendees from instructions given and taking the minutes of the meeting.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Prepare documentation and communicate information when organising a meeting		
A.P1 Produce documentation with outline information when organising a meeting.	A.M1 Produce documentation with most of the required information when organising a meeting.	A.D1 Produce documentation with the required information when organising a formal meeting.
A.P2 Demonstrate some written communication skills when preparing documentation for a meeting.	A.M2 Demonstrate adequate written communication skills when preparing documentation for a meeting.	A.D2 Demonstrate mostly accurate written communication skills when preparing documentation for a meeting.
Learning aim B: Produce a record of a meeting		
B.P3 Produce an outline record of a meeting.	B.M3 Produce a detailed record of a meeting.	B.D2 Produce a detailed and mostly accurate record of a meeting

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a well-structured, logical invitation/notice of meeting, that conveys the clear meaning to the invitees and that includes the purpose of the meeting, venue, the time and date as well as a request for dietary requirements of the attendees
- produce a mostly accurate agenda that is formatted logically and clearly and includes: attendance, apologies, matters arising and all points to be discussed. It is not merely a list but has numbered items
- produce a mostly accurate, notes of the meeting, formatted logically with item numbering of attendance, apologies and all the key decisions captured
- demonstrate written communication skills that are grammatically correct with very few spelling errors.

For merit standard, learners:

- produce a fit for purpose, clear invitation/notice of meeting which includes the purpose of the meeting, venue, the time and date.
- produce an agenda which is clearly formatted with numbered and ordered items and includes attendance, apologies, matters arising and points to be discussed
- produce detailed notes of the meeting which is formatted logically with numbered items and including attendance, apologies and most of the key decisions
- demonstrate written communication that is mostly grammatically correct with a few spelling errors.

For pass standard, learners:

- produce an invitation/notice of meeting which contains the basic information for the meeting such as venue, time and date
- produce an outline agenda which may be simply a list of items to be discussed without numbering and order
- produce outline notes of the meeting which captures attendance, apologies and some of the key decisions
- demonstrate limited written communication skills that show grammatical and spelling errors.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners create a mind map of different types of meetings and discuss the different purposes of them. They work in pairs to write meeting titles based on the purpose of the meeting.

Suggested time: about 2 hours.

Activity: Inviting attendees to meetings

Tutors give a presentation on how to invite people to attend a meeting, for example emails or electronic calendar invitations with all the essential points to include in the notice of meeting, either embedded in the electronic communication or as a separate document. Learners practise writing up a notice of meeting as separate documents and then as embedded documents in both email and electronic calendar invitations.

Suggested time: about 8 hours.

Activity: Agenda

Discuss with learners what an agenda is used for and why it should be sent to attendees before the meeting takes place. In groups, learners create mind maps on what should be included: venue, date, time and place, points to discuss and date of next meeting and why these are important.

Learners practise composing agendas in the correct format, including meeting title, date, time, venue and numbered items – attendance, apologies, matters arising, items for discussion and date of next meeting.

Suggested time: about 6 hours.

Activity: Organising a meeting

Working in groups, learners organise a meeting for five attendees, as a role play, addressing all the relevant factors and sending out invitations. Learners send out Notice of meeting and Agenda to the attendees. They then send an email to book a venue to their tutor. They send out reminders to the attendees for the meeting.

Suggested time: about 8 hours.

Activity: Recording minutes of meeting

Listening skills activities could be played such as a game of telephone where learners are put into a circle and one person whispers a sentence to the person next to them who passes it onto the next person and so on. At the end of the game, learners observe how the sentence has changed and discuss the importance of listening.

Discussion of selective listening.

Discuss with learners how to capture and format minutes of a meeting. Learners practise taking minutes and setting out documents in the correct format.

Suggested time: about 10 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are asked by your manager to set up a meeting of the student union to be held in the union meeting room at the college on 20 December 2016 at 14.00. You are to invite five attendees (names and email addresses provided) and must send out all the required documentation. You will also need to make a record of a meeting.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:

Your manager has asked you to set up a meeting for the student class representatives to be held in the common room of the 4th floor Harvey Building at the organisation on 15 November 2016 at 12.00. You are to invite five attendees (names and email addresses provided) and must send out all the required documentation. You will also need to make a record of a meeting.

Unit B7: Branding a Product

Level: 1

Unit type: **Sector (Business)**

Guided learning hours: **40**

Unit in brief

Learners will produce a brand logo and a strapline for a product for a target market.

Unit introduction

Branding is one of the most important aspects of any business, large or small. An effective brand gives a product a big advantage in a market that has many similar products. What exactly does branding mean and how can you successfully brand a product? Branding is all about the name, strapline and logo, which is a picture to help customers (target market) recognise the products. Think about Coca-Cola® as a brand. When you see the word Coca-Cola, even without actually reading the word, you know it is them because of the style of writing in the logo and the colour. Branding tells the target market what they can expect from the products and services, and it makes the products stand out from competitors' products. Businesses use branding on their websites, on packaging and in advertising.

In this unit, you will look at well-known brands and what makes them successful in terms of colour and style. You will then be given a product to brand by creating a logo and strapline.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Create a brand logo and strapline for a product for a target market
- B** Present a brand logo and strapline for a product to an audience.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Create a brand logo and strapline for a product for a target market	<ul style="list-style-type: none"> • Definitions of branding, logo and strapline • Consideration of target market when creating a logo and strapline for a product 	<ul style="list-style-type: none"> • Strapline. • Logo. • Presentation.
B Present a brand logo and strapline for a product to an audience	<ul style="list-style-type: none"> • Consideration of design when creating a logo and strapline for a product • Presenting a brand to an audience 	
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Finding out about customers (target market) • Finding out about products • Branding methods and techniques • Branding a product 	<ul style="list-style-type: none"> • Target market • Product knowledge • Brand identity using style and colour • Strapline 	<ul style="list-style-type: none"> • Finding out • Communication

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Contribute to discussions, allowing for and responding to others' input. • Present information in a logical sequence using correct grammar.

Unit content

Knowledge and sector skills

Definitions of branding, logo and strapline

- A brand is a distinguishing symbol, mark, logo, name, word, sentence or a combination of them that companies use to distinguish their product from others in the market.
- A logo is a recognisable and distinctive graphic design, stylised name, unique symbol, or other device for identifying an organisation.
- A strapline is a short, easily remembered phrase used by an organisation so that people will recognise it or its products.
- Reason for branding: 'big idea' that lies at the heart of the business, the values that the product portrays.
- The features of the brand that makes the product stand out, what the brand offers, what makes the brand different.
- Importance/significance of branding: effective branding, uniqueness, character and promise.

Consideration of target market when creating a logo and strapline for a product

- Appealing to the target market by capturing their attention through images, colour, words and font.
- Target market characteristics in terms of race, age, disability and environment.
- Target market wants, needs and expectations to help decide on a suitable and effective logo and strapline.
- Templates and brand standards for promoting the product brand to target markets.

Consideration of design when creating a logo and strapline for a product

- Captivating strapline using expressive language.
- Features of a logo: colour, shape, design make it stand out from competitors and specific to the target market, e.g. for toys for children the logo should have bright colours and a design that will attract children.

Presenting a brand to an audience

- Presenting a brand using presentation software and speaker notes.
- Organising the slides for the presentation in a logical order to illustrate what has been considered in its development.

Transferable skills

- Finding out: about a product (including existing similar products and branding) and about target market needs and wants.
- Communication: factors considered and features used in a presentation to an audience as well as the use of expressive language to create a captivating strapline.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Create a brand logo and strapline for a product for a target market		
A.P1 Develop a basic brand logo and strapline for a product that shows some consideration of design features.	A.M1 Develop an appropriate brand logo and strapline for a product that considers most of the features of design.	A.D1 Develop a creative brand logo and strapline for a product that considers most of the features of design.
A.P2 Show limited consideration of the target market when developing a brand logo and strapline for a product.	A.M2 Show some consideration of the target market when developing a brand logo and strapline for a product.	A.D2 Show consideration of the target market when developing a brand logo and strapline for a product.
Learning aim B: Present a brand logo and strapline for a product to an audience		
B.P3 Present a brand logo and strapline to an audience.	B.M3 Present a brand logo and strapline to an audience, identifying some of the reasons for choice of the features used.	B.D3 Present a brand logo and strapline to an audience, describing the reasons for the choice of features used.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce an innovative brand logo and strapline for a product that demonstrates consideration of most of the design features such as colours, design of the logo and wording of the strapline
- present a brand logo and strapline for a product to an audience, explaining in detail the reasons for their choice of features used to appeal to the product's target market
- use varied examples of effective communication when presenting the product's brand logo and strapline to an audience. The verbal presentation is well structured, using expressive language and flows naturally with little hesitation. Speaker notes and annotations on the presentation slides clearly convey the message. Learners use their speaker notes as prompts without interrupting the flow of their presentation.

For merit standard, learners:

- produce a suitable brand logo and expressive strapline for a product, using most of the features of design and showing some consideration of the target market
- present a brand logo and strapline for a product to an audience, explaining in some detail the reasons for the choice of features used to appeal to the product's target market
- use clear communication when presenting the product's brand logo and strapline to an audience. The presentation flows with some hesitation in places. Speaker notes and annotations on the presentation slides cover some of the message being conveyed. Learners use their speaker notes as prompts and do not read from notes constantly.

For pass standard, learners:

- produce a simple brand logo and strapline for a product that uses a few design features and shows minimal consideration of the target audience
- present a brand logo and strapline for a product to an audience, outlining the features used to appeal to the product's target market
- complete a presentation to an audience, with accompanying speaker notes and an outline summary of what is said. It will be presented with a number of hesitations and pauses while learners read from their speaker notes. Speaker notes and annotations on the presentation slides are in the form of an outline summary of what is being said.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors give the definition of branding and lead learners to explore different brands, logos and straplines, for example the arrow in Amazon® points from the A to the Z, and so can be seen as being able to supply anything from A to Z.

Learners explore the branding of their place of education, for example college/school logo.

Learners explore how branding makes a product or concept stand out from competitors.

Virgin® as a concept across different commodities, for example Virgin mobile phones through to air transport.

Suggested time: about 2 hours.

Activity: Consideration of the target market

Learners explore different target markets for different products, for example age, race, disability. They explore basic needs and wants of different target markets, for example teenagers, working adults, housewives.

Tutors guide learners to different products to identify different target markets, for example Toys “R” Us® and what its logo and straplines lead customers to expect.

Suggested time: about 2 hours.

Activity: Features of branding for promoting products

In pairs or groups, learners explore how branding impacts on advertising to gain particular market share. For example, learners could source different types of advertisement footage, such as mobile phones, games consoles, make-up and clothing for teenagers, or iPad, cars and motorcycles for adults, or food and household products for housewives. The message that the brand gives out and why this is effective, for example high price – high quality, low price – high quality, low price – low quality.

Suggested time: about 4 hours.

Activity: Logo design and straplines

Learners explore the factors to consider when deciding on colour and design of logos and the impression they give to the target audience, for example Xbox® – green with a picture of a control button, PlayStation® – white with a distinctive design, Tesco® – red and blue (Britishness), Coca-Cola – red and white with a distinguishing design, Virgin (Britishness).

Learners work individually, in pairs or in groups to explore the logo for their place of education, discussing the use of colour and design and how this distinguishes it from other places of education. In groups, learners design a new logo for their place of education.

Learners explore straplines of different products and, in groups, produce an expressive strapline for their place of learning which captures the essence of the place.

Suggested time: about 10 hours.

Activity: Plan and design (group work)

In groups, learners plan and design a simple logo and strapline for a product or concept for a specific target audience, for example a new game, toy, washing powder or a new concept.

Working in groups, learners provide a sheet containing their plan and design for the branded product. It includes the factors they have considered when coming up with the branding design.

Suggested time: about 10 hours.

Activity: Produce a brand for a product (group work)

Working in groups, learners present their brand, citing reasons for their choice of design for the logo and choice of strapline.

Suggested time: about 8 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are asked by the manager of a new business to design a brand for a new product, a pen that writes on paper and the writing is then captured by laser and displayed on a PC screen.

You need to carry out some research into similar products and branding on the market as well as who the product is targeted at. You are expected to create a brand with a logo and strapline for the product and present this, with reasons for your choices, to the business's management.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

Your manager has another new product that needs to be branded. This is a bendable outlet strip (plug and USB) extension cord for electrical and charging of appliances such as mobile phones and tablets.

Unit B9: Presenting a Business Idea

Level: 1

Unit type: **Sector (Business)**

Guided learning hours: **40**

Unit in brief

Learners will develop the skills to present a business idea to an audience.

Unit introduction

Have you ever had an idea for a new business or an idea to make a current business better? Although the idea may be good, being able to present your idea to other people is key to the success of taking it forward.

In this unit, you will develop the skills to prepare and present an idea to an audience. You will learn how important it is to be well prepared, making sure you know everything you need to and that you have covered the most important points in your presentation to ensure your business idea is convincing.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Prepare for the presentation of a business idea to an audience
- B** Present a business idea to an audience.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Prepare for the presentation of a business idea to an audience	<ul style="list-style-type: none"> • Types of business ideas • Preparation for a presentation • Presentation skills and techniques 	<ul style="list-style-type: none"> • Observation and witness statements of the pitch. • Notes on the characteristics and features of the business idea.
B Present a business idea to an audience.		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Self-presentation in business settings • Product knowledge • Pitching a business idea 	<ul style="list-style-type: none"> • Product/service/business idea knowledge • Pitching using persuasive skills and other pitching techniques 	<ul style="list-style-type: none"> • Managing information • Communication

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Contribute to discussions, allowing for and responding to others' input. • Present information/points of view clearly and in an appropriate way.

Unit content

Knowledge and sector skills

Types of business idea

- idea for new product or service
- an idea for a new approach to a current product or service

Preparation for a presentation

- Key features of the product:
 - what it is, what it is used for
 - who are the target audience
 - benefits of the business idea to the target audience
 - the unique selling point (USP) of the product or service compared with similar products or services
 - consideration of cost.
- Preparing a draft presentation and speaker notes.
- Practising the presentation, revising and refining.
- Preparing for possible questions about the business idea that may come from the audience.

Presentation skills and techniques

- Highlighting key points of the business idea
- Consideration of the audience:
 - tone of voice
 - clarity of verbal communication
 - maintaining eye contact with audience
 - not to read directly from notes.
- Demonstrate an understanding of the business idea.
- Take questions from the audience.

Transferable skills

- Managing information: finding out about the features of the business idea in preparation for the presentation.
- Communication: communicating the features of the business idea to an audience.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Prepare for the presentation of a business idea to an audience		
A.P1 Prepare basic information for the presentation of a business idea.	A.M1 Prepare information for a presentation, identifying the benefits of the business idea.	A.D1 Prepare detailed information for a presentation, identifying the benefits and key features of a business idea.
Learning aim B: Present a business idea to an audience.		
B.P2 Present, using acceptable skills and techniques, a business idea to an audience.	B.M2 Present, using selected skills and techniques, a business idea effectively to an audience.	B.D2 Present, using selected skills and techniques, a business idea clearly and confidently to an audience.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce detailed and mostly accurate information on the features of their own business idea. The information will cover the key features of the business idea as well as the benefits to the target audience. They will also include information on the USP of their business idea in comparison with similar products or services and a consideration of the costings
- present their business idea showing a full grasp of its key features and benefits to the audience. They will present confidently, demonstrating a clear awareness of the audience they are presenting to, and not reading directly from their notes or screen. They may take questions from the audience.

For merit standard, learners:

- produce detailed information on a business idea which is either their own or has been given to them. The information produced will cover the key features of the idea as well as some of benefits for the target audience
- present the business idea communicating the key features and the benefits. They will demonstrate an awareness of the audience they are presenting to, through appropriate use of language and tone of voice and demonstrate a clear understanding of the business idea.

For pass standard, learners:

- provide outline information on a business idea which has been given to them and covers its basic features, such as what it is, what is used for and who the target audience are
- present the given business idea highlighting its key features and showing some consideration of the audience they are presenting to by maintaining eye contact and showing some consideration of their tone of voice.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors show appropriate footage on good and bad presentations eg. *Dragons' Den*, and learners discuss the presentation skills and techniques used and how they can influence people to take your business idea seriously.

Suggested time: 1 hour.

Activity: Business ideas for products and services

Choose a product and ask learners, in pairs, to write down everything they can think of about the product, eg. a pencil used for writing, red, grey writing, needs to be sharpened. Learners share ideas by placing sticky notes on a chart in the classroom until every group is complete and all the characteristics of the product are covered.

Divide learners into groups and give each group a product or service. In groups, learners free associate ideas for the product or service. They investigate how customers would use the product or service, whether there are alternatives, what makes the product/service unique, its benefits, disadvantages and price. The groups then present their findings to their peers. Their peers and tutor ask questions on anything not covered by the presenting group about the product or service. Tutors emphasise how important it is to know your product or service well, in order to present it effectively.

Suggested time: 2 hours.

Activity: Business ideas for processes

In groups, learners free associate ideas for changes to be made to their place of education. Learners investigate the impact the suggested change would have, by discussing the benefits. They investigate whether there are alternative suggestions on the same change and look at any disadvantages to the different suggestions. The groups present their findings to their peers. Their peers and tutor ask questions on anything not covered by the presenting group about the suggested change. Tutors emphasise how important it is to know what and how you want to change, in order to present it effectively.

Suggested time: 2 hours.

Activity: Presenting Business ideas using presentation communication skills

Tutors give different products to groups of learners, instructing them to write down everything they can think of about the product.

Learners then practise presenting their product to one of their peers, explaining its key features and benefits. Learners discuss between them the presentation techniques that were used and how they could be improved

Learners split into two groups: the first group works on a mind map of the pros of mobile phones; and the second group works on a mind map of the cons. The groups then debate the pros and cons of mobile phones. Tutors highlight any persuasive communication skills that were used during this exercise and lead a discussion on the different presentation communication skills.

Suggested time: 2 hours.

Activity: Presenting effectively

In pairs, learners identify their own product/service/new efficient procedure and make a mind map of their investigation into the features of the business idea. Learners then present their business idea to their peers. Peers are given the opportunity to ask questions with learners answering attempting to further convince peers of the business idea. Peers complete peer observation forms, citing areas of weakness to improve.

Suggested time: 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to present an idea to the manager of your centre that an end of year Prom would be a good business opportunity for the organisation. You will need to prepare for the presentation by gathering information on the key features of the idea as well as the benefits to the centre and the potential target audience. You have been given a 5 minute window to present this idea to the manager, so you need to practise your presentation and use the appropriate skills and techniques to get your ideas across clearly.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:

You need to convince a local sports shop that your business idea for a new sports cafe is worth consideration. You must ensure that you gather as much information about the features of the business idea as possible and use appropriate skills and techniques when presenting your idea.

Unit B10: Contribute to Running an Event

Level: 1

Unit type: **Sector (Business)**

Guided learning hours: **40**

Unit in brief

Learners will develop the skills required to organise and contribute to running a small enterprise event to raise money for a cause.

Unit introduction

Do you enjoy going to events organised by other people? Perhaps you like organising activities and events for you and your friends? Businesses run events to raise money for different causes e.g. cake sale or flea market to raise money for a charity.

In this unit, you will learn how to plan and contribute to the running of a small enterprise event such as a local fundraising activity or a vintage clothes sale. You will work with others to organise and plan the event and then take a role on the day to ensure the event is enjoyable and successful. You will develop skills in planning and working well with other people. You will learn how to work within a timeframe and manage the event budget by not spending more money than you have been allocated for the event. You will also learn to multitask and communicate with others during the running of the event.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Contribute to the organisation of an event
- B** Work as part of a team to run an event.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Contribute to the organisation of an event	<ul style="list-style-type: none"> • Factors to consider when running a small event • Allocating Roles and responsibilities for the event 	<ul style="list-style-type: none"> • Plan • Observation and witness statements
B Work as part of a team to run an event.	<ul style="list-style-type: none"> • Contributing to running a small event • Working with others to organise and run an event 	
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Running an event • Organising skills • Working as part of a team • Time management 	<ul style="list-style-type: none"> • The process to run events • Understand the different activities to be undertaken when running an event • Awareness of health and safety and budget 	<ul style="list-style-type: none"> • Teamwork • Working well under pressure

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Make relevant and extended contribution to discussions, allowing for and responding to others' input. • Write clearly and coherently, including the appropriate level of detail.
Mathematics	<ul style="list-style-type: none"> • Add, subtract, multiply and divide whole numbers using a range of strategies. • Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature.

Unit content

Knowledge and sector skills

Factors to consider when organising a small event to raise money

- Type and purpose of a small event could be to raise money such as a charity fundraiser or be for a celebration. It could also be an event to attract interest e.g. a breast cancer awareness event.
- Costs, eg. budget available, price of resources and equipment.
- Target audience, eg. teenagers, parents, staff.
- Venue, eg. cost of the location, size, date and time of event
- Cost of advertising the event.
- Cost of resources required, eg. furniture, equipment, catering, special requirements – disability and dietary requirements.

Allocating Roles and responsibilities for the event

- Ensuring everyone has a clearly defined and equal role within team
- Roles such as front of house, sales, administration, technical support, customer service
- Responsibilities such as collecting money, directing customers, selling products, re-stocking.

Contributing to running a small event

- Setting up, eg. venue, health and safety considerations, dealing with problems.
- Ensuring deadlines are met when setting up the event.
- Carrying out individual roles during the event
- Tidying up after the event, eg. clearing venue.

Working with others to organise and run an event

- Work with others to ensure smooth running of the event
- Communicate effectively with team members
- Helping out others when necessary

Transferable skills

- Planning includes: allocating the budget and roles to members of the team as well as planning of resources and the running of the event.
- Teamwork: working collaboratively with others to meet deadlines in planning and running the event.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Contribute to the organisation of an event		
A.P1 Produce a simple event plan and make a contribution to the organisation an event.	A.M1 Produce an appropriate event plan and make a positive contribution to the organisation an event.	A.D1 Produce a detailed event plan showing some leadership skills when organising an event.
Learning aim B: Work as part of a team to run an event		
B.P2 Work as part of a team taking some responsibility for own role within it.	B.M2 Work as part of a team taking responsibility for own role within it.	B.D2 Work as part of a team taking full responsibility for own role and making effective contributions.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a coherent plan, that holds together logically and explains in detail the factors that need to be considered including a budget and potential barriers that could be encountered and how they will be overcome. The plan must include a detailed breakdown of costs for their allocated role e.g. if their role was advertising breaking down the costs for advertising into itemised stationery costs and showing investigation into the costs having commercial advertising.
- participate and independently contribute to running of the event by demonstrating leadership skills, showing initiative, making decisions and thinking of contingency plans if needed when running the event. Show a consistent monitoring of the budget. Delegate to others.

For merit standard, learners:

- produce a detailed plan that describes some of the factors that need to be considered and includes allocation of names to tasks and deadlines to be adhered to. The plan must include a breakdown of the costs for their allocated role e.g. if their role was advertising, breaking down the costs for advertising into itemised stationery costs.
- participate and contribute to running of the event which enhances the event and the customers' experience of the event. Show contribution by taking on further roles when they present themselves. Show some monitoring of the budget.

For pass standard, learners:

- produce an outline plan that lists some of the factors that need to be considered as well as listing costs for their allocated role e.g. if their role was advertising, a cost for advertising. The plan may exclude allocation of names to tasks and deadlines to be adhered to.
- participate and contribute to organising and running showing some working with others when running an event.

Essential resources

For this unit, learners will need access to an appropriate venue for the event, for example classroom, hall, refectory or off-site venue. Learners also need IT equipment and basic catering equipment.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to the unit

Learners discuss the different events they have attended and the positives and negatives of each. Tutors lead a discussion on what makes events successful and how less successful events could be improved. Learners list types of small events. Learners discuss the purpose/aim of the event, who the event is aimed at and how to ensure the planning and running of the event meets its purpose/aim. With support, learners discuss the event options and choose a small event to run.

Suggested time: about 4 hours.

Activities: Guest speaker and visiting venue

Guest speakers, such as an event's organiser, and a visit to local venues, function suites or other events could provide valuable insight for learners, highlighting areas of consideration. Discuss health and safety requirements with learners.

Suggested time: about 8 hours.

Activities: Teamwork

Discuss the different roles needed to organise and run an event with learners. Learners set clear objectives for their event and record them individually. Learners discuss and agree job roles, deciding who is responsible for specific tasks and recording this individually. Learners identify any potential barriers to success and discuss ways to overcome them. Tutors design checklists for learners to help them plan efficiently and run the event according to plan.

Suggested time: about 8 hours.

Activities: Gathering resources and sourcing venue

Learners keep a record of the different activities involved in planning an event. Learners hold meetings to discuss the event planning and sourcing a venue that is fit for the size, purpose and date/time of venue. Learners look at the resources required for their event and record what they need and the costs thereof. Tutors help source the resources required.

Suggested time: about 10 hours.

Practical task: Running an event (mock scenario)

Learners complete their checklists and all necessary planning duties. Learners discuss potential barriers to the running of an event and how to overcome them while preparing for an event. Learners work as a team, making individual contributions to the running of the small event (mock scenario) that they have planned for.

Suggested time: about 5 hours.

Practical task: Running the event (mock scenario)

Learners carry out their predetermined roles and responsibilities when setting up, running and clearing up after a mock event.

- Set up
- Event reception
- Clearing up

Guests complete feedback sheets on the event.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are asked to run a cake sale to raise money for the school library. You will work as a team, taking on roles and responsibilities, sourcing a venue and resources and costing up the event.

You will meet regularly as a team to ensure plans and deadlines are being met and that any problems are resolved. You will complete a plan documenting all the factors that need considering, detailing your contribution and role in the team and how you will assist in the organisation and running of this event.

You will then hold the cake sale to raise money for the British Heart Foundation. You will work as a team to set up, run and tidy up after the event.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You have been asked to raise money for your Prom by running a small flea market. You will work as a team, taking on roles and responsibilities, sourcing a venue and resources and costing up the event.

You will meet regularly as a team to ensure plans and deadlines are being met and that any problems are resolved. You will complete a plan documenting all the factors that need considering, detailing your contribution and role in the team and how you will assist in the organisation and running of this event.

You will then hold the flea market to raise money for the Prom. You will work as a team to set up, run and tidy up after the event.

Unit B11: Recording Income and Expenditure

Level: 1

Unit type: **Sector (Business)**

Guided learning hours: **40**

Unit in brief

Learners will record and compare income and expenditure manually or using spreadsheet software.

Unit introduction

It is vital that businesses keep track of the money coming in and the money that is used to pay for expenses. It is important that businesses monitor their income and expenditure by keeping clear and accurate records so that they can make sure that the business is not spending more than it is getting in.

In this unit, you will learn how well the business is doing by recording the income and expenditure. Some smaller businesses do this on paper, manually, while others use spreadsheet software to record the income and expenses of a business. Spreadsheet software can do all the mathematical calculations for you and all you have to do is keep good records. You can also make charts using the software to compare the income and expenses for each month throughout the year.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Record income and expenditure of a business for a set period of time
- B** Compare income and expenditure of a business for a set period of time.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Record income and expenditure of a business for a set period of time	<ul style="list-style-type: none"> • Types of income and expenditure in a business • Recording income and expenditure • Comparing income and expenditure for a set period of time 	<ul style="list-style-type: none"> • A record of income and expenditure over a set period of time • A graphical representation of income and expenditure
B Compare income and expenditure of a business for a set period of time		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Use of basic calculations • Data presentation using graphs/charts 	<ul style="list-style-type: none"> • Income • Expenditure • Spreadsheet software 	<ul style="list-style-type: none"> • Managing information • Presenting information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Utilise information contained in texts. • Present information in a logical sequence.
Mathematics	<ul style="list-style-type: none"> • Understand and use whole numbers and understand negative numbers. • Use simple formulae expressed in words for one- or two-step operations.

Unit content

Knowledge and sector skills

Types of income and expenditure in a business

- Income, which can also be called revenue, is what a business receives on a daily or monthly basis and includes sales revenue, rent received, interest received.
- Expenditure is what a business pays out on a daily, monthly or annual basis. It includes rent on property, telephone, electricity, wages, salaries, repairs, fuel, advertising, buying stock (inventory), e.g. shoes for a shoe shop. Explanations of each type of expenditure must be covered.

Recording income and expenditure

- Calculating income and expenditure manually by placing the appropriate expenditure and income into columns and calculating the differences for each month for a set period of time.
- Manually creating a chart to graphically represent the differences in the income and expenditure over a set period of time.
- Using spreadsheet software to input income and expenditure.
- Enhancing headings for columns and rows using different font styles and sizes.
- Creating simple borders to enhance the appearance of a table in a spreadsheet to make it easier to read.
- Using IT to calculate, using formulae to obtain totals of income and expenditure and calculate profit and loss, including sum, minus {+, -, =SUM(cell:cell)}.
- Using IT to create charts and graphs, e.g. column chart, bar chart, single line graph to represent income and expenditure over a set period of time.

Comparing income and expenditure for a set period of time

- Expenditure that could be cut back.
- Income that could be generated.

Transferable skills

- Managing information: identifying and recording income and expenditure.
- Presenting information: organising and representing income and expenditure of a business in different ways, e.g. as a table and as a chart.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Record income and expenditure of a business for a set period of time		
A.P1 Produce an outline record of income and expenditure over a set period of time.	A.M1 Produce a detailed record of income and expenditure over a set period of time.	A.D1 Produce a detailed and mostly accurate record of income and expenditure over a set period of time.
Learning aim B: Compare income and expenditure of a business for a set period of time		
B.P2 Produce a simple comparison of income and expenditure, as a chart or graph, over a set period of time.	B.M2 Produce a detailed comparison of income and expenditure, as a chart or graph, over a set period of time.	B.D2 Produce a comprehensive comparison of income and expenditure, as a graph or chart, over a set period of time.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce either a manual or computer-generated, mostly accurate, record of income and expenditure for a set period of time. The record captures the correct figures of income and expenditure in the correct columns with very few errors. The record includes mostly accurate monthly and final calculated totals of income and expenditure
- produce a manual or computer-generated, mostly accurate, graphical representation of the data produced in learning aim A as a chart/graph. The chart/graph shows a monthly calculation of differences between income and expenditure for the set period of time. It will be presented with appropriately named labels for headings such as the title and column and row headings. It contains a clear legend. The axis of the chart should be formatted logically and be easy to read and make sense of.

For merit standard, learners:

- produce a reasonably accurate written or computer-generated record of income and expenditure for a set period of time, with a few errors. The record captures, for the most part, the correct figures of income and expenditure, and places the data predominantly in the correct columns with reasonably accurate calculations of totals for each month for the income and expenditure
- produce a manual or computer-generated graphical representation of the data as a chart/graph, showing a clear comparison of income and expenditure over the set period of time with labels for the title, axes and a legend.

For pass standard, learners:

- produce either a manual or computer-generated list of income and expenditure that should be in two columns headed income and expenditure. The list could contain errors such as data in the wrong columns or figures not copied correctly
- produce a manual or computer-generated graphical representation of the comparison of data as a chart/graph, showing a basic comparison of income and expenditure over the set period of time with labels for the two axes.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors define income and expenditure. Learners work with a partner to list their personal income and living expenses. In groups, learners brainstorm on sticky notes and list income and expenses for a business.

In groups, learners discuss what they believe their future expenses could be and how they would deal with them if they exceeded their income. Tutors lead a discussion with learners on how to do this: cutting costs by shopping around for utilities, food, cutting spending on luxury items and finding cheaper accommodation while sourcing better-paid work. Tutors use the example of expenses being higher in winter and asking learners why this could be: due to heating being costly in winter.

Suggested time: about 6 hours.

Activity: Using business terminology for income and expenses

Tutors ask learners to think about different types of business income and expenditure and write them down in groups on A3 paper. Tutors explain the correct business terminology for income and expenses listed. Cards with different incomes and expenditures of a business can be used as a sorting activity for learners. A box with receipts, bank statements and invoices could be given to each group for sorting into income and expenditure.

Tutors show learners a simple format of an income and expenditure table and ask learners, in their groups, to tabulate the income and expenditures from the cards to a given table. They can then individually tabulate their personal income and expenses.

Suggested time: about 8 hours.

Activity: Introducing spreadsheet software

Tutors ask learners what spreadsheets can be used for. Tutors demonstrate how to open spreadsheet software and explain the difference between columns, rows and cells. Learners take a screenshot of a workbook screen on spreadsheet software and label the columns, rows and cells. Learners practise using the software by populating cells with given data.

Tutors demonstrate how to enhance the table using different font styles and sizes and learners individually practise using them. Tutors demonstrate how to create borders to enhance the appearance of the table to make it easier to read and learners individually practise creating them.

Tutors provide an exercise on income and expenditure for learners to capture, placing items into the correct columns, enhancing headings and creating simple borders. Tutors can choose to do this manually.

Suggested time: about 8 hours.

Activity: Using simple formulae

Tutors ask learners to total their income and expenditure columns manually from their previously completed exercises. In groups, learners make suggestions on how to add up on spreadsheet software and investigate how this can be achieved. Tutors demonstrate how to use the SUM and + formulae to total income and expenditure columns. Tutors explain how data can be updated automatically when formulas are used. Learners practise using the SUM and + formulae on spreadsheets that have previously been created to total the income and expenditure.

Suggested time: about 8 hours.

Activity: Creating charts and graphs

Tutors demonstrate how to manually create a graph from given data and learners practise creating them. Tutors ask learners to capture three months of given data on a spreadsheet for a business.

Tutors demonstrate how to create a chart/graph on spreadsheet software. They ask learners to explore the different types of charts/graphs available on the spreadsheet software and suggest which would be suitable to show comparisons of income and expenditure and for comparisons of profits achieved over the three months. Learners create a chart/graph to compare income and expenditures for the three months in the given exercise.

Suggested time: about 8 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked by the sports club where you are volunteering to produce a record of income and expenditure from the box of accounting documents that they give you. They ask you to compare the income and expenditure for a set period of time.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

A family member has asked you to produce a record of income and expenditure for the home accounts from a box of receipts, bank statements and invoices they have given to you. They don't know much about money issues and so have asked you to compare the incomes and expenditure for a set period.

Unit B12: Communicating with Customers

Level: 1

Unit type: **Sector (Business)**

Guided learning hours: **40**

Unit in brief

Learners will communicate with customers in customer service situations.

Unit introduction

All businesses need to keep their customers happy because happy customers are more likely to come back and to tell their friends about it. If you can communicate well with customers it will help them find what they need, buy what they need and be happy when they leave the business. By communicating well, you help the business give good customer care. This in turn makes the business more successful and a better place to work.

In this unit, you will learn how to speak to customers and how you can help them to get what they want. You will build your confidence in using your communication and personal skills to approach customers. You will also learn to make decisions quickly when dealing with customers.

The skills you learn in this unit will give you confidence and will be valuable in other units. This will help you to move to different Level 2 qualifications. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Communicate with customers in customer service situations
- B** Solve problems when communicating with customers.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Communicate with customers in customer service situations	<ul style="list-style-type: none"> • Purpose of good customer communication • Using communication skills and behaviours in customer service situations • Solving customer problems 	<ul style="list-style-type: none"> • Observation records, witness statements of role playing • Film footage of role playing in customer service situations
B Solve problems when communicating with customers.		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Speaking clearly and appropriately • Listening carefully for understanding • Adjusting information or delivery to meet the needs of the customer • Anticipating the needs of the customer • Behaving appropriately for the situation 	<ul style="list-style-type: none"> • Needs of different customer groups • Dealing with all customers fairly and with respect • Verbal and non-verbal communication 	<ul style="list-style-type: none"> • Self-management • Problem solving

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Prepare for and contribute to the formal discussion of ideas and opinions.

Unit content

Knowledge and sector skills

Purpose of good customer communication

- To inform customers about products or services, to confirm information, to deal with customer requests and queries.
- Importance of customer service to a business eg. keep customers returning to the business.
- Importance of product and service knowledge to ensure correct information about product and services is given to customers.

Using communication skills and behaviours in customer service situations

- Use of verbal communication skills such as active listening, confirming meaning, speaking clearly at an appropriate speed, tone and volume, asking customers appropriate questions, being polite, approachable and enthusiastic.
- Use of non-verbal communication skills such as making eye contact, smiling, awareness of personal space, relevant body language.

Solving customer problems

- Different customer problems, including providing simple information, advice, resolving product problems, dealing with complaints, special needs customers.
- Steps in problem solving include:
 - problem identification using probing questions and active listening skills to understand the problem that needs resolving
 - Looking for solutions
 - Making and implementing decisions.
- Ensuring body language and tone of voice is not aggressive or defensive.
- Referring to a higher authority when the issue is unresolvable.

Transferable skills

- Self-management: be flexible, show adaptability when responding to different situations when communicating with customers, show initiative when dealing with customers and their queries.
- Problem solving: answer questions asked by customers, deal with issues that may arise and use initiative when communicating with customers.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Communicate with customers in customer service situations		
A.P1 Use basic verbal communication skills in customer service situations.	A.M1 Use competent verbal and non-verbal communication skills in customer service situations.	A.D1 Use confident verbal and non-verbal communication skills in customer service situations.
Learning aim B: Solve problems when communicating with customers		
B.P2 Demonstrate some ability to solve problems when communicating with customers.	B.M2 Demonstrate ability to solve problems when communicating with customers, making suggestions for solutions.	B.D2 Demonstrate a confident ability to solve problems when communicating with customers, suggesting solutions and making decisions.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- use verbal communication skills in a self-assured way in customer service situations
- demonstrate non-verbal communication skills such as active listening, making eye contact, and using the relevant body language
- show evidence of secure, a mostly accurate in-depth knowledge and understanding of product/service conveyed to the customers
- demonstrate use of most of the steps in problem solving by identifying and resolving problems presented effectively and efficiently.

For merit standard, learners:

- use most of the verbal communication skills proficiently in customer service situations
- demonstrate non-verbal communication through appropriate use of body language most of the time in customer service situations
- demonstrate evidence of detailed knowledge of the product/service conveyed to the customers in customer service situations
- demonstrate ability to solve problems by offering more than one solution to problems presented.

For pass standard, learners:

- use limited verbal communication skills in customer service situations with little attention to non-verbal communication
- demonstrate limited but adequate product/service knowledge conveyed to the customers in customer service situations
- use some steps in problem solving by identifying and attempting to resolve problems presented satisfactorily but not completely.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Activity: Examples of effective and ineffective verbal communication skills

Tutors show different examples of effective and ineffective verbal communication skills and learners discuss their effects on the customer and ultimately the business. A variety of media could be used, for example YouTube clips, learners' own experiences, field observations and scripted role plays.

Learners could fill out worksheets identifying verbal skills from video footage or record their own footage to present to the class.

Vocational and transferable skills to be covered must include verbal communication skills, for example pitch, volume, tone, speed of speech, enunciation, appropriate use of language, closed and open question types, probing questions, confirming questions, listening skills, working effectively with others, resilience and attitudes to others and work.

Suggested time: about 4 hours.

Activity: Examples of effective and ineffective non-verbal communication skills

Tutors show different examples of effective and ineffective non-verbal communication skills and learners discuss their effects on the customer and ultimately the business. A variety of media could be used, for example YouTube clips, learners' own experiences, field observations and scripted role plays.

Learners could fill out worksheets identifying non-verbal skills from video footage or record their own footage to present to the class.

Vocational and transferable skills to be covered must include non-verbal communication skills, for example body language, working effectively with others, resilience and attitudes to others and work.

Suggested time: about 6 hours.

Activity: Role play of dealing with customers seeking advice and returns

Learners participate in a role play that deals with customers seeking advice on a product/service and returns. Learners could be given the opportunity to advise customers with disabilities, for example deaf, blind and physically disabled. Customers with disabilities could be sourced from the special needs unit of the organisation.

Role plays could be given by tutors or developed by learners. Scripts for the role plays should give opportunities to cover different customer service contexts, for example assisting customers with finding a product, returns, communicating with customers with disabilities, telephonic customer service.

The role plays should embrace as many of the sector and vocational skills as possible.

Suggested time: about 8 hours.

Activity: Role play of dealing with a customer complaint

Learners participate in a role play that deals with a customer complaint, including over the phone, and referring to a higher authority when appropriate.

Role plays can be given by tutors or developed by learners. Scripts for the role plays should give opportunities to cover different customer service contexts, for example difficult customers, telephonic complaints and referring to a higher authority when appropriate.

The role plays should embrace as many of the personal and vocational skills as possible.

Suggested time: about 8 hours.

Activity: Using a range of communication skills

Learners practise a range of communication skills in role plays, filming themselves with digital cameras.

Suggested time: 10 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are employed as a shop assistant at a sports shop. In the role play you will be presented with a number of different scenarios where you will deal with customers. You will provide assistance, making sure you use communication skills and behaviours and resolve problems when communicating with customers.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:

Your manager has asked you to work in the shoe department. In the role play you will be presented with a number of different scenarios where you will deal with customers. You will provide assistance, making sure you use communication skills and behaviours and resolve problems when communicating with customers.

Unit CfC5: Providing an Activity to Support Children's Emotional and Social Needs

Level: 1

Unit type: **Sector (Caring for Children Under Five)**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in planning and setting up an activity to support children's emotional and social needs.

Unit introduction

We all need to feel wanted, liked and respected. This makes us feel content and is good for our mental health and wellbeing. If you are caring for children then you will need to help them feel secure. Children who feel secure have confidence and this helps them to make friends and play well with others.

In this unit, you will learn how to provide activities for children to help them feel good about themselves, which will help to support their emotional and social needs. You will learn how to plan and set up activities for children to help them express their feelings, play with others and feel happy and secure. You will develop your planning and communication skills when preparing an activity and presenting it to others.

The skills and knowledge you develop in this unit will help you progress to other qualifications in children's care and education, where this area will be covered in more detail. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Plan an activity to support children's emotional and social needs
- B** Carry out and communicate an activity to support children's emotional and social needs.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan an activity to support children's emotional and social needs	<ul style="list-style-type: none"> Factors to consider when planning activities to meet children's emotional and social needs 	<ul style="list-style-type: none"> A plan in a suitable format. Signed observation record with video or photographic evidence of learners carrying out an activity.
B Carry out and communicate an activity to support children's emotional and social needs	<ul style="list-style-type: none"> Skills for meeting children's emotional and social needs through activities 	<ul style="list-style-type: none"> Log completed by learners recording the skills used.
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> Ways of communicating with children How to ensure children's wellbeing Ways of encouraging children's positive behaviour Behaviours for working with children Safely setting up and clearing away an activity 	<ul style="list-style-type: none"> Emotional and social needs of children Types of activities to support emotional and social needs for children of different ages and with different needs How to support children's emotional and social needs through activities Safety procedures 	<ul style="list-style-type: none"> Planning Communication

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> Present information/points of view clearly and in appropriate language. Present information in a logical sequence. Use language, format and structure suitable for purpose and audience.

Unit content

Knowledge and sector skills

Factors to consider when planning activities to meet children's emotional and social needs

- Emotional and social needs of children, to include love, praise and encouragement to promote self-esteem and self-identity, security, relationships with adults and other children at different stages and ages, opportunities for social contact and play.
- How activities will meet children's emotional and social needs, e.g. allowing them to express feelings, have fun, encouraging them to interact with others, take turns, share.
- Activities to meet emotional and social needs, to include:
 - up to 3 years, e.g. noise-making activities, water play, sand play, finger painting, puppets, finger rhymes, outdoor play, visits to children's library
 - from 3 years to 4 years 11 months, e.g. expressive arts such as painting, role play, modelling with dough or clay for expression, reading stories with aspects to relate to child's life, group activities, small-world play.
- Environment, to include setting up, clearing away, following health and safety procedures.

Skills for meeting children's emotional and social needs through activities

- Being supportive while supervising and engaging children, e.g. through giving praise and encouragement, asking for and listening to children's opinions and preferences.
- Ensuring children's safety, to include supervision, use of safety equipment.
- Encouraging children to learn to share and take turns.
- Ensuring children's wellbeing, e.g. through modelling positive behaviour and body language appropriate to the child's stage of development, being inclusive, enabling independence.

Transferable skills

- Planning: ensuring the activity is appropriate for the age and stage of development of the children and the number of children, making sure there are sufficient equipment and resources, including adult help and supervision, considering safety requirements and procedures, listing tasks, timescales, prioritising tasks.
- Communication: giving instructions, speaking clearly, engaging children through appropriate body language, using language appropriate to children's stage of development, using positive language and tone, being direct.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan an activity to support children's emotional and social needs		
A.P1 Produce a simple plan for an activity to support children's emotional and social needs.	A.M1 Produce a plan for an appropriate activity, outlining how it will meet children's social and emotional needs.	A.D1 Produce a detailed and well-organised plan, explaining how the activity will support children's emotional and social needs.
Learning aim B: Carry out and communicate an activity to support children's emotional and social needs		
B.P2 Demonstrate some skills to support children's emotional and social needs while carrying out the planned activity.	B.M2 Demonstrate competent skills to support children's emotional and social needs while carrying out the planned activity.	B.D2 Demonstrate, with confidence, skills to support children's emotional and social needs while carrying out the planned activity.
B.P3 Communicate clearly to others when participating in the activity.	B.M3 Communicate with others in a suitable manner when participating in the activity.	B.D3 Communicate consistently with others in a positive manner when participating in the activity.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a well-organised, logical and sequential plan for an appropriate activity
- explain what the children will be doing in the activity and how it will support their emotional and social needs
- include in their plan the number of children taking part and all resources needed for the activity
- explain how to set up the activity and how to meet any safety issues
- accurately use their plan to set up, demonstrate and clear away the activity and to demonstrate the activity confidently, giving instructions with little hesitation or need for reminding or prompting
- show how children would be involved in the activity and how their emotional and social needs would be supported, using appropriate positive language throughout the activity that will encourage people to join in.

For merit standard, learners:

- produce a plan that describes the activity and what children will be doing, with at least four reasons for how it will support the emotional and social needs of children aged 3 years to 4 years 11 months
- include most resources needed for the activity, how to set up the activity and details of how the children will be kept safe during the activity
- follow the plan to set up, demonstrate and clear away the planned activity
- demonstrate how the children will take part in the activity, using skills with minimal prompting to show how the children's emotional and social needs will be supported
- use clear, suitable language when communicating information, e.g. language is straightforward and easy to understand, with messages delivered in a supportive manner.

For pass standard, learners:

- make some planning preparations for the activity, briefly outlining how the children will take part and listing at least two reasons why the activity will support their emotional and social needs
- list some resources needed for the activity, although some details may be partial or incomplete
- outline safety procedures to be followed
- use planning preparations to set up, demonstrate and clear away the activity
- communicate clearly with others when participating in the activity.

Essential resources

For this unit, learners will need access to resources to plan and demonstrate an activity to support children's emotional and social needs.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners consider situations that make them feel secure and happy, as well as experiences that may negatively affect their emotions. Learners list the emotional and social needs of children and compare their answers with those given in textbooks, on websites and in other resources.

Learners attend a talk given by a guest speaker, for example an early years practitioner, about the emotional and social needs of children at different ages. Learners prepare questions to ask about why it is important to meet children's emotional and social needs.

In groups, learners discuss the factors that influence the emotional and social needs of babies and young children.

Suggested time: about 4 hours.

Activity: Factors to consider when planning to meet children's emotional and social needs

In groups, learners look at DVDs of children of different ages playing (or case study scenarios) and discuss the emotional and social development shown.

They must think about:

- what emotions the children are expressing
- what the children are doing/playing with
- how the play resources support the children's emotional and social development
- who the children are playing with
- what this says about the children's emotional and social skills
- what the adults are doing to support the children's emotional and social development.

In groups, learners discuss how the emotional and social needs of the children were met.

Suggested time: about 2 hours.

Activity: How to support the emotional and social needs of babies and toddlers

Learners visit an early years setting to observe how the emotional and social needs of babies and toddlers are met.

They need to take note of how:

- the adults communicate with the babies and toddlers
- the adults comfort the babies and toddlers
- resources, toys and activities are used to support emotional and social needs.

Learners take part in whole-group discussion to agree ways to meet the emotional and social needs of babies.

Suggested time: about 4 hours.

Activity: How to communicate with young children to meet their emotional and social needs

In groups, learners consider what they have seen so far and how adults communicate with children to support their emotional and social needs.

Learners consider how adults:

- speak to children, such as the language and tone of voice used
- listen to children and wait for responses
- show they are giving children their full attention
- speak to children according to the children's age and stage of development.

In their groups, learners develop a checklist of communication skills to use.

Learners practise using suitable communication skills in role-play activities.

Suggested time: about 2 hours.

Activity: How activities support the emotional and social needs of children aged 3 years to 4 years 11 months

In small groups, learners experience different activities, for example role play, storytelling, group games. Learners consider the following questions.

- Was the activity enjoyable?
- Did the activity allow me to express my feelings?
- Was the activity relaxing?
- Would the activity encourage play with others?

Learners take part in whole-group discussion, with each of the small groups contributing to an overall list of the features of activities that support emotional and social needs.

Suggested time: about 6 hours.

Activity: Practical – designing a game to support children's emotional and social needs

In pairs, learners design a game to support the emotional and social needs of children. They consider how the children's emotional and social needs will be supported by this game. Learners present their design ideas to the group for peer assessment.

Suggested time: about 6 hours.

Activity: How to plan activities to support emotional and social needs

In groups, learners look at activity planning documents from early years settings, this could include observation reports, tracking documents and learning journeys.

They need to take note of:

- suitability of activity for age of the children and their individual needs
- health and safety
- resources.

Learners take part in whole-group discussions to draw up a format to use for planning activities.

Suggested time: about 4 hours.

Activity: Planning an activity

Learners could work in groups to select, plan and set up a role-play area for a group of three-year-old children who have just started at nursery.

Learners take part in whole-group discussion about how each role-play area would support children's emotional and social needs

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are asked to provide one activity suitable for children aged 3 years to 4 years 11 months that will support their emotional and social needs.

You will need to select an appropriate activity. You will plan the activity clearly, including details of the number of children taking part, how the activity will support their emotional and social needs, quantities of resources needed, how to set up the activity, what the children will be doing in the activity and steps to take to keep children safe in the activity.

You will follow your plan to set up, demonstrate and clear away the activity. While demonstrating the activity, you will communicate confidently when giving instructions and will clearly show how children would be involved in the activity and how the activity would meet their emotional and social needs.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will select, plan and demonstrate a different activity suitable for supporting children's emotional and social needs.

Unit CfC6: Planning a Safe Childcare Environment

Level: 1

Unit type: **Sector (Caring for Children Under Five)**

Guided learning hours: **40**

Unit in brief

Learners will find out about how to keep children safe and will plan a safe environment for them while developing their own problem-solving skills.

Unit introduction

Did you know that children are more likely to have accidents than adults? This is because children are still developing skills and do not understand how to keep safe. Children are also more likely than adults to catch infections and become ill. If you are caring for children you will have to know how to keep them safe.

In this unit, you will learn about how to prevent children from having accidents and catching infections. Children often have accidents when playing so you will find out about supervising their play and which toys and equipment are safe. You will explore how to protect babies and toddlers from injury and illness. You will develop a plan for a safe environment for children and show how hazards can be minimised, which will help you to develop your planning skills.

The skills and knowledge you develop in this unit will help you progress to Level 2 qualifications in children's care and education, where children's safety is covered in more detail. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Solve problems and plan how to keep children safe from accidents and infection in a childcare environment
- B** Plan a safe childcare environment.

Unit summary

Learning aim	Key teaching areas	Summary of required assessment evidence
A Solve problems and plan how to keep children safe from accidents and infection in a childcare environment	<ul style="list-style-type: none"> Skills for identifying and reducing hazards and risks 	<ul style="list-style-type: none"> A plan for a safe environment for young children in a suitable format, e.g. an annotated diagram. A simple risk assessment, e.g. completed pro forma. Record of discussion with tutor about identified hazards and ways to reduce them.
B Plan a safe childcare environment		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> Keeping children safe from accidents, infection and illness Recognising hazards and assessing risks Making decisions about safe environments for children of different age groups Supervising children Observing children 	<ul style="list-style-type: none"> Features of safe environments Resources to keep children safe from injury and infection Procedures to keep children safe from injury and infection Types of safety equipment suitable for children aged 0–2 years or 3 years to 4 years 11 months Toys and play equipment suitable for children aged 0–2 years or 3 years to 4 years 11 months 	<ul style="list-style-type: none"> Planning Problem solving

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> Present information in a logical sequence. Use language, format and structure suitable for purpose and audience.
Mathematics	<ul style="list-style-type: none"> Solve simple problems involving ratio, where one number is a multiple of the other. Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature. Work out areas and perimeters in practical situations.

Unit content

Knowledge and sector skills

Skills for identifying and reducing hazards and risks

- Definition of hazards, i.e. something that could cause harm to the child.
- Definition of risk, i.e. the possibility that the child might come to harm as a result of the hazard.
- Observation skills, i.e. being aware of and identifying what may cause physical harm to the child, e.g. toys and equipment inappropriate for age or stage of development of child, unsecured entry/exits.
- Safety measures to reduce hazards that could lead to accidents and injury, to include:
 - appropriate number of adults available to supervise children
 - checking for hazards, e.g. broken equipment or toys, spills of water or sand, knowing what to do if hazards are detected
 - making sure doors, fences and gates are secure
 - providing safe surfaces, e.g. non-slip floors, safety surfaces under climbing frames and swings
 - using safety equipment, e.g. harnesses for high chairs and nappy changing tables, safety gates on stairs, safety catches on cupboards
 - providing toys and play equipment that are suitable for the age of the children, e.g. no small pieces for children under three years
 - storing knives, cleaning liquids and electrical equipment away from children
 - ensuring fire exits are clear
 - having safety rules for children, e.g. no running inside
 - making sure the environment meets the needs of all the children, e.g. those with mobility difficulties.
- Safety measures to reduce risk to children from infections, to include:
 - making sure there are facilities in the environment for handwashing and nappy changing (if age appropriate)
 - following handwashing procedures, e.g. after using the toilet, after nappy changing, before eating, making sure children wash their hands
 - following procedures to change and dispose of soiled nappies, including use of gloves
 - ensuring rooms are well ventilated
 - storing and preparing food correctly
 - making sure the environment is kept clean.

Transferable skills

- Planning: type of environment (indoor, outdoor), size and dimensions of environment, number, age and stage of development of children, number of adults available to supervise, appropriate toys, equipment and safety equipment, how to secure doors, gates and fences, space available for activities, identified hazards and risks and ways of reducing them, e.g. clearing up spillages immediately, providing age-appropriate toys.
- Problem solving: e.g. what to do if there isn't enough space to carry out an activity, or if there are too many children to carry out an activity in the space available such as use an alternative activity, or adapt the activity, or allow children to take turns, or what suitable activities can children do outside if it has been raining, what safety measures would be needed?

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Solve problems and plan how to keep children safe from accidents and infection in a childcare environment		
A.P1 Identify some hazards in a childcare environment that could cause risk of accidents and infection and outline ways to reduce them.	A.M1 Describe main hazards in a childcare environment and appropriate ways to reduce them.	A.D1 Explain most hazards in a childcare environment and ways to effectively reduce them.
Learning aim B: Plan a safe childcare environment		
B.P2 Produce a simple plan for a safe childcare environment that includes some safety measures to prevent accidents and spread of infection.	B.M2 Produce a detailed plan for a safe childcare environment, giving reasons for the safety measures included.	B.D2 Produce a well-organised plan for a safe childcare environment, explaining how the safety measures will keep children safe from accidents and infection.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a well-organised, logical and clear plan that describes the type of environment, including whether it is indoor or outdoor, and details of the size of the environment, the measurements and positioning of furniture or equipment
- include the number of children the environment is designed for, their ages, any specific needs they have and an explanation of why the planned environment is appropriate for the age of the children
- include details of most potential hazards, correctly explaining the risks to children that could result from these hazards and ways to reduce them, e.g. an unsecured exit may mean that children could leave unsupervised, putting them in danger of walking into traffic, so all exits must be secured
- include details of safety measures in the planned environment, explaining how they would successfully prevent accidents or infection:
 - appropriate safety equipment and why it is appropriate for age and stage of development of children
 - information about the toys and play equipment and why they are suitable for the age and stage of development of the children
 - information on how the children will be supervised, including adult-to-child ratios
 - the measures in place to reduce infection, e.g. handwashing facilities and procedures.

For merit standard, learners:

- produce a clear plan for a safe childcare environment that gives details of the type of environment, including any indoor and outdoor features. The plan will give some details of the size of the environment, with approximate measurements, and will include the number of children the environment is planned for and their ages
- describe at least five hazards in the environment and appropriate ways of reducing them, although learners may not explain the risks that the hazards could cause, e.g. an unsecured exit into a public road is a hazard so must be secured
- describe safety measures in the planned environment to prevent accidents and infection, including:
 - proposed safety equipment, with some reasons why it is appropriate for the children
 - the toys and play equipment, with some reasons why they are appropriate for age and stage of development of children
 - suggested adult-to-child ratios
 - measures to help prevent the spread of infection.

For pass standard, learners:

- produce a simple plan for a safe environment that identifies the type of environment with an indication of size, and states the number of children the environment is planned for
- list at least three hazards and give brief details of ways to reduce them and give outline detail of some safety measures to prevent accidents and infection, including:
 - the number and age of the children the environment is planned for
 - proposed safety equipment
 - some safety measures to prevent infection
 - list safety measures suitable for the type of environment and age of the children, although learners do not include details of how the measures will keep children safe.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners think about childhood accidents that happened to themselves or children they know. They then consider what may have prevented the accidents. They use whole-group discussion to explore the extent to which childhood accidents can be prevented.

Learners attend talks by guest speakers – and early years practitioners – about the importance of keeping children safe from accidents, injuries and infections in childcare environments. They prepare questions to ask the speaker(s) about safety measures in the setting.

Learners work in groups to compile a list of ways in which children are kept safe in childcare environments.

Suggested time: about 4 hours.

Activity: Hazard recognition and assessment of risk

In groups, learners consider what risks are present in their classroom for a group of three-year-old children playing games. Learners consider what measures could be put in place to prevent accidents.

They must think about:

- hazards
- the capabilities of the children
- adult supervision
- safety measures.

They use whole-group discussion, facilitated by tutors, to consider the main points about what different safety measures would need to be taken if the children in the group were under two years old.

Learners contribute, as part of a group, to a check list of dos and don'ts when recognising hazards and assessing risks in environments for children.

Suggested time: about 2 hours.

Activity: Researching safe toys

Learners look at textbooks and carry out internet searches to find out about safety marks used on children's toys. Learners consider why these are important when selecting toys for children.

Learners undertake a supervised visit to a toy shop to select safe toys for children.

Learners work in groups to select toys for children.

They need to consider toys for:

- children aged 0–2 years
- children aged 3 years to 4 years 11 months
- outdoor play
- indoor play.

They participate in whole-group discussion to compare findings following the visit.

Suggested time: about 4 hours.

Activity: Researching safety features needed for environments for children aged 0–2 years

Learners look at textbooks and carry out internet searches to find out about what is needed in a childcare environment to prevent accidents to children aged 0–2 years.

They must find out about:

- correct staff-to-child ratios
- safety equipment
- suitable toys.

They participate in whole-group discussion to compare findings and draw up a checklist to use when planning environments.

Suggested time: about 2 hours.

Activity: Preventing accidents in environments for children aged 3 years to 4 years 11 months

Learners visit an early years setting to observe how children are kept safe from accidents.

Learners need to take note of:

- how adults supervise children
- toys and play equipment
- how space is organised
- fire exits
- safety rules
- outdoor surfaces, including surfaces under climbing frames
- doors, gates and fences.

Learners take part in whole-group discussion to share their observations and contribute to the checklist for planning safe environments.

Suggested time: about 4 hours.

Activity: Researching how infection is spread

In groups, learners look at textbooks and carry out internet searches to find out about how infection is spread and why children need to be protected.

Learners present their findings to other learners using PowerPoint® or paper-based materials.

Suggested time: about 2 hours.

Activity: How children are kept safe from infections in childcare environments

In groups, learners look at hygiene procedure documents from an early years setting to identify the measures taken to keep children safe from infection.

They need to take note of procedures for:

- handwashing
- nappy changing
- food storage
- ventilation
- cleaning the environment, including toys and equipment.

Learners brainstorm the hygiene measures required for a childcare environment and include them on the checklist for planning safe environments.

Suggested time: about 2 hours.

Activity: Looking at risk assessments

In groups, learners look at examples of risk assessments from early years settings, or suitable examples from the internet. They discuss the type of information included and suggested measures in place to minimise hazards.

Suggested time: about 2 hours.

Activity: Planning a safe environment for 0–2 year olds

In groups, learners use the devised checklist to plan a safe environment for nine children under two years in a day care setting.

They need to include:

- how the indoor and outdoor environments will be organised
- measures to prevent accidents
- hygiene measures.

Learners present their plans to the group for peer assessment.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are preparing to look after some friends' children, aged 3 years to 4 years 11 months, and need to ensure that the childcare environment is safe.

You are required to plan the environment to ensure that the children are physically safe. You must show that you have identified potential hazards in the environment and the risks they could cause to the children, and you must include the actions and safety measures you would take to reduce those hazards. You will include details of the type of environment, including any indoor or outdoor features, the number of children who will use the environment, any specific needs that they have and why it is appropriate for the children. You will include the measurements of the environment and the positioning of furniture and equipment. You must include details of safety measures to prevent accidents and infection, taking into account the toy and play equipment, and you must detail the safety equipment you intend to have available. You must also include the measures you would take to reduce the risk to children from infection.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion, a family member has asked you to care for her children aged between 0–2 years. You must plan a different childcare environment appropriate for their age range.

Unit CfC10: Providing a Children's Creative Activity

Level: 1

Unit type: **Sector (Caring for Children Under Five)**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in planning and implementing different types of creative activities suitable for young children.

Unit introduction

Are you a creative person? Do you like painting, drama and crafts? Do you know why creative activities are provided to support children's creativity? Creative activities can help children develop their motor skills, their creativity, their social skills if they do the activity with others and can give them a sense of achievement.

If you are caring for young children in early years settings, it is important to know how creative activities may benefit them. In this unit, you will learn about different types of creative activities such as painting, modelling with playdough, drama and a variety of crafts. You will develop the skills to plan and set up activities safely. Participation in these activities will help you understand and state their benefits physically, intellectually, emotionally and socially. Finally, you will clear away a creative activity. You will develop your personal and problem-solving skills as well, as your ability to manage time when carrying out creative activities.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Solve problems when planning a children's creative activity
- B** Carry out a children's creative activity safely in a given timescale.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Solve problems when planning a children's creative activity	<ul style="list-style-type: none"> • Factors to consider when planning a creative activity • Skills needed for setting up, participating in and clearing away creative activities for young children 	<ul style="list-style-type: none"> • A plan in a suitable format. • Signed observation record with photographic evidence or video of learners carrying out the activity. • Logs completed by learners to record the skills used.
B Carry out a children's creative activity safely in a given timescale		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Planning a creative activity for young children • Setting out a creative activity • Participating in a creative activity that could be available to young children in an early years setting • Managing safety • Clearing away after a creative activity 	<ul style="list-style-type: none"> • Types of creative activities suitable for young children • Benefits of creative activities physically, intellectually, emotionally and socially • Health and safety procedures 	<ul style="list-style-type: none"> • Problem solving • Time management

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information/points of view clearly and in appropriate language. • Present information in a logical sequence. • Use language, format and structure suitable for purpose and audience.
Mathematics	<ul style="list-style-type: none"> • Solve simple problems involving ratio, where one number is a multiple of the other. • Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature.

Unit content

Knowledge and sector skills

Factors to consider when planning a creative activity

- Types of creative activities, e.g. art, clay and dough, cooking, craft, gardening and music.
- Benefits of creative activities:
 - physically – gross motor skills, fine motor skills, hand-eye coordination, foot-eye coordination
 - intellectually – concentration, problem solving, communication
 - emotionally – sense of achievement, self esteem
 - socially – taking turns sharing resources, interacting with others, respect for others, confidence.
- Health and safety procedures to follow, e.g. using scissors, pins, glue, maintaining children's safety.
- Inclusive practice – considering the individual needs of children and their ability to participate.

Skills needed for setting up, participating in and clearing away creative activities for young children

- Planning, to include chosen creative activity, age and stage of development of children, resources needed, timings, health and safety considerations, equality of opportunity, how the activity will be carried out.
- Setting up, to include considering resources needed, gathering resources together, setting resources and equipment up safely, keeping to planned timings.
- Participating in activity, to include using resources and equipment correctly, being aware of own and children's safety, giving instructions in a way appropriate for children, positive behaviours, e.g. giving encouragement.
- Clearing away, e.g. disposal of waste material safely after the activity, personal protective equipment (PPE), cleaning work area and equipment, safe storage of resources.

Transferable skills

- Problem solving: identifying problems and planning appropriately to resolve problems, not giving up when faced with a problem, finding solutions to problems, thinking creatively, solving problems as they arise, e.g. using appropriate glue for the task.
- Time management: planning timings for each stage, e.g. setting up, clearing away, allowing enough time, remaining calm when working under pressure.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Solve problems when planning a children's creative activity		
A.P1 Produce a simple plan for a children's creative activity.	A.M1 Produce a detailed plan for a children's creative activity, describing why the activity is appropriate.	A.D1 Produce a well-organised plan for a children's creative activity, explaining why the activity is appropriate.
A.P2 Identify some problems and ideas to resolve them when preparing for the creative activity.	A.M2 Describe identified problems and make decisions to help resolve them.	A.D2 Explain the issues caused by identified problems and how these can be resolved.
Learning aim B: Carry out a children's creative activity safely in a given timescale		
B.P3 Carry out the planned creative activity safely within an agreed timescale.	B.M3 Carry out the planned creative activity safely, meeting planned timings for most steps of the activity.	B.D3 Carry out the planned creative activity confidently and safely, working effectively to meet agreed timings for each step.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a detailed plan for their activity that explains why it is appropriate for young children, e.g. it is appropriate for the children's stage of development and how it will help their physical, intellectual, emotional or social development
- include in their plan full details of the type of activity and age of children it is appropriate for – the number of children, all resources and equipment needed (with amounts if appropriate), correct details of the safety procedures to follow (including use of PPE), all steps to be taken, with timings for each step
- explain in their plan the potential result of identified problems and realistic solutions to overcome them, e.g. they could plan to mix paint if there aren't enough colours
- use their plan to participate in and clear away the activity with no prompting, correctly selecting and using all resources and equipment, meeting agreed timings for each task, following safety procedures correctly and being respectful of others in the learning environment.

For merit standard, learners:

- produce a detailed plan describing the activity and giving some reasons why it is suitable. The plan will include clear details of all resources needed, the safety procedures to follow and the main steps to take, with timings
- include in their plan details of identified problems and decisions taken to resolve them
- follow the steps in their plan to set up, participate in and clear away the activity with minimal prompting, using resources and equipment correctly, meeting agreed timings for most tasks, correctly following safety procedures and showing a respectful attitude to others.

For pass standard, learners:

- produce a basic plan for the activity, including an outline of any safety issues, a list of the main resources needed, although there may be some gaps, and an indication of how long the activity will take
- identify in their plan any potential problems, with outline detail of ideas to resolve them
- use their plan to set up, participate in and clear away the activity with some prompting, correctly following health and safety procedures and carrying out the activity in the agreed time.

Essential resources

For this unit, learners will need access to appropriate equipment, for example art and craft materials, cookery ingredients and equipment, gardening equipment, physical play equipment, musical instruments or equipment.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners list creative activities and identify the physical, intellectual, emotional and social benefits of each.

Learners create a poster, resource file or web page to display this information to assist them in developing an activity plan.

Suggested time: about 4 hours.

Activity: Clay and dough

Learners discuss health and safety considerations when carrying out a creative activity, for example learners work in groups to experience making playdough, stretchy dough and clay. They discuss the different textures and which they prefer, while considering the benefits to children and the health and safety considerations.

Suggested time: about 4 hours.

Activity: Paint and print

Learners discuss how to set up a creative activity and consider how to support the participation of all the children.

In small groups, learners take part in a paint and print workshop. They set up the activities and participate in them and then discuss the activities offered, considering the benefits of the activities to children.

Learners consider the health and safety procedures for this activity.

Suggested time: about 4 hours.

Activity: Collage

Learners discuss how to clear away an activity.

In pairs, learners take part in a variety of collage workshops. They set up the activities and participate in them and then discuss the activities offered, considering the benefits to children.

Learners consider the health and safety procedures for this activity.

Learners clear away activity at the end of the session.

Suggested time: about 4 hours.

Activities: Cooking

Learners discuss the adult role in creative activities.

Learners experience a variety of cookery activities in a workshop. They set up the activities and participate in them and then discuss the activities offered, considering the benefits to children.

Learners consider the health and safety procedures for this activity.

Learners clear away activity at the end of the session.

Suggested time: about 4 hours.

Activity: Gardening

Learners discuss activity plans and the information required to create one.

Learners experience a variety of gardening activities in a workshop. They set up the activities and participate in them and then discuss the activities offered, considering the benefits to children.

Learners consider the health and safety procedures for this activity.

Learners clear away activity at the end of the session.

Suggested time: about 4 hours.

Activity: Music

Learners complete an activity plan for their chosen activity.

Learners experience a variety of musical activities in a workshop. They set up the activities and participate in them and then discuss the activities offered, considering the benefits to children.

Learners consider the health and safety procedures for this activity.

Learners clear away activity at the end of the session.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You will produce a plan for a creative activity suitable for young children that explains the activity and why it is appropriate for this age group. It will include details of the tasks and steps involved in setting up, carrying out and clearing away the activity, the safety procedures to follow, including use of PPE, and the resources required, with amounts (if appropriate).

You will carry out the creative activity to an agreed timescale. You will use your plan and carry out all steps, meeting agreed timings for each task and completing the activity in the agreed timescale. You will follow all relevant safety procedures correctly and develop realistic solutions to successfully solve problems.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will plan and demonstrate a different creative activity.

Unit CfC12: Supporting Children's Learning Through Everyday Experiences

Level: 1

Unit type: **Sector (Caring for Children under Five)**

Guided learning hours: **40**

Unit in brief

Learners will develop their knowledge and skills to support children's learning through everyday experiences. They will also develop their skills in presenting information.

Unit introduction

Did you know that children do not always need expensive toys, books or computers to learn? Children are able to learn if they are involved in everyday experiences with adults. The adult is important as they need to talk to children and ask them questions to help them learn.

In this unit, you will learn about everyday experiences that can support children's learning and how adults can support children's learning through these experiences. You will consider how everyday activities can help children to learn language, literacy, numeracy and self-help skills. You will develop skills in supporting children to learn during everyday experiences, through encouragement and asking questions. You will also develop your skills in planning and presenting information to others.

The skills and knowledge you develop in this unit will help you progress to Level 2 qualifications in children's care and education, where supporting children's learning is covered in more detail. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Recognise opportunities to support children's learning through everyday experiences
- B** Present information to support children's learning through everyday experiences.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Recognise opportunities to support children's learning through everyday experiences	<ul style="list-style-type: none"> How to support children's learning in everyday experiences How everyday learning experiences support children's learning 	Evidence can include: <ul style="list-style-type: none"> written plans posters presentation slides storyboards.
B Present information to support children's learning through everyday experiences		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> Selecting appropriate experiences for children under five years Using everyday experiences to support learning Assessing risk and managing children's safety Encouraging children's learning and ensuring inclusion 	<ul style="list-style-type: none"> Age-appropriate everyday experiences and how everyday experiences support learning Role of the adult in supporting learning 	<ul style="list-style-type: none"> Presenting information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> Present information/points of view clearly and in appropriate language. Present information in a logical sequence. Use language, format and structure suitable for purpose and audience.

Unit content

Knowledge and sector skills

How to support children's learning in everyday experiences

- How children learn, to include through observation, communication, repetition, replicating information learned.
- Encouraging children to join in, to include giving verbal praise, positive encouragement, e.g. choosing the next activity, eating the biscuits they have made.
- Supporting children's language, e.g. by listening to and communicating with children, introducing new words, providing a commentary.
- Supporting children's understanding, e.g. by asking the children questions and encouraging them to ask questions, who, what, where, how, when.
- Ensuring children's safety, e.g. by ensuring the experience and any resources or equipment is age-appropriate, assessing risks, checking hazards

How everyday learning experiences support children's learning

- Recognising and selecting types of everyday experiences that can support children's learning, to include:
 - identifying opportunities to support children's learning
 - identifying what children will learn from the everyday experience
 - how to use the everyday experience to support children's learning, e.g. linking children's learning to daily routine, personal care routine, communicating with child, listening, using repetition.
- Learning that is supported by everyday experiences, to include:
 - supporting numerical skills, e.g. encouraging children to weigh, count, measure when cooking and preparing food, going shopping, counting bulbs to plan when gardening
 - introducing children to new words, e.g. new words for ingredients when cooking, new words for body parts when getting dressed, discovering new insects when gardening
 - matching items by colour, size, shape, e.g. matching socks, garments of same colour when doing laundry, sorting toys by colour, size and shape
 - spatial awareness, e.g. when helping to tidy up, putting shopping away
 - self-help skills, e.g. learning new fastenings when getting dressed, personal care routines
 - developing memory, e.g. remembering where things belong when putting shopping away, helping to tidy up, remembering way to familiar places, remembering words, names
 - learning about the environment, e.g. how food grows, the weather, by introducing objects into the home, e.g. pine cones, shells.

Transferable skills

- Presenting information: showing links between everyday experience and learning, e.g. clear written presentation skills, visual presentation skills, e.g. diagrams, storyboards, use of illustrations, colour, verbal presentation skills, e.g. speaking clearly, using clear and appropriate language, appropriate tone of voice.

Assessment criteria

Ass	Merit	Distinction
Learning aim A: Recognise opportunities to support children's learning through everyday experiences		
A.P1 Identify some opportunities to support children's learning through everyday experiences.	A.M1 Select appropriate opportunities to support children's learning through everyday experiences and outline how these can support children's learning.	A.D1 Select different opportunities to support children's learning through everyday experiences and explain how these can support children's learning.
Learning aim B: Present information to support children's learning through everyday experiences		
B.P2 Present information on how children's learning can be supported by everyday experiences.	B.M2 Present clear information on how different aspects of children's learning can be supported by everyday experiences.	B.D2 Present well-organised information on how different aspects of children's learning can be supported by different everyday experiences.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce detailed and well-organised information about how different everyday experiences can be used to support different aspects of children's learning, including at least six opportunities
- organise information so that links among the aspect of children's learning, the everyday experience and how children can be supported to learn are clear
- give details of what children could learn from the experiences, e.g. going shopping can help children to develop numerical skills through counting, matching sizes of objects, learning new words for different types of food etc.
- include details of how any resources could be used to support children's learning during the experience, e.g. matching clothes when doing laundry can help children to match colours, size
- explain how the adult can support children to learn from the experiences, e.g. by communicating with children to encourage and involve them, repeating words with children, listening to children, observing children to see what they have learned, giving praise, ensuring that experience and any resources used are age-appropriate and therefore safe for children

For merit standard, learners:

- produce clearly presented information about how different aspects of children's learning can be supported through at least five everyday experiences
- give outline detail of what the children will learn from the everyday experiences, e.g. going shopping can support children to learn how to count, match objects, learn new words
- outline how any relevant resources could be used to support children's learning, e.g. children can match clothes while helping with laundry
- describe how the adult can help children learn from the experiences, e.g. by involving them and getting them to join in an activity such as tidying up, asking the children or giving a commentary to them about where things belong, giving praise when the children have tried something new

For pass standard, learners:

- present information about how children's learning can be supported through at least four everyday activities – although the four experiences must be different, they may support the same aspect of children's learning
- list the four experiences and what children could learn from them
- include brief information about how the adult can help children learn from the experiences such as communicating with them to involve them in the experience
- include brief information about how resources can be used to help children learn from the experiences.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners are asked to think about everyday experiences that take place when caring for children in a home environment. In groups, learners consider how the children could be involved in the experiences.

Learners attend a talk given by a guest speaker, e.g. a childminder, about their daily routine with the children they care for. Learners prepare questions about the children's involvement in everyday experiences and what they gain from those experiences.

Suggested time: about 3 hours.

Activity: How children learn

In groups, learners research children's learning from 2 years to 4 years using textbooks and the internet.

They must think about how children:

- use language and communicate at 2 years, 3 years and 4 years
- learn at 2 years, 3 years and 4 years.

They use whole-group discussion to compare findings.

Suggested time: about 2 hours.

Activity: Everyday experiences children can be involved in

In small groups, learners devise a list of everyday experiences that children aged 2 years to 4 years could be involved in, including experiences that happen routinely every day and those that occur less often.

They must think about experiences that would be:

- safe for the children
- age-appropriate.

As part of a whole-group discussion, each group contributes to an overall list of appropriate experiences.

Suggested time: about 3 hours.

Activity: Everyday experiences – demonstration

Learners think about the learning opportunities for children in an everyday experience, for example tutors demonstrate how children could be involved with setting the table, exemplifying:

- what the children would be asked to do
- how the children could be encouraged
- the types of questions to ask the children during and after the experience.

In groups, learners discuss how learning could be supported. They will need to consider:

- numeracy learning opportunities
- language learning
- self-help skills.

Learners use whole-group discussion to compare findings.

Suggested time: about 2 hours.

Activity: Learning opportunities provided by shopping in a supermarket

Learners undertake a supervised visit to a supermarket to consider how children's learning could be supported.

In groups, learners focus on how to support learning in different departments, for example bakery, fruit and vegetables.

They need to consider opportunities for:

- learning new words
- counting, measuring, weighing
- recognising letters or words
- learning about the environment
- developing memory.

Learners use whole-group discussion, following the visit, to compare findings.

Suggested time: about 4 hours.

Activity: Considering learning opportunities in everyday experiences

In groups, learners decide how children's learning could be supported in the different everyday activities included in the overall list, see *Activity: Everyday experiences children can be involved in*.

Learners present their findings to the other groups using PowerPoint® or paper-based materials.

Suggested time: about 4 hours.

Activity: Observing how learning can be supported in everyday activities

Learners visit an early years setting to observe how learning is supported in everyday activities.

They need to take note of:

- what everyday activities the children are involved in
- how the adults support learning through encouragement
- how questioning is used to support learning.

In groups, learners discuss how learning was supported.

Suggested time: about 4 hours.

Activity: Using questions to support children's learning in everyday activities

In groups, learners look at case study scenarios of children involved in different everyday activities and devise questions they will ask the children they are working with to support their learning.

They need to think about who, what, where, how and when questions.

Learners present their questions to the group for peer assessment.

Suggested time: about 2 hours.

Activity: Making sandwiches

Learners work in groups to plan to make sandwiches suitable for children.

They need to consider:

- opportunities to develop self-help skills
- how children will be kept safe
- appropriate resources
- new words
- learning about food
- developing memory
- developing skills to spread, cut
- counting, measuring.

Learners demonstrate to peers how they would support children's learning during the experience for peer assessment.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are going to look after a friend's four-year-old daughter for a whole day and you are required to select everyday experiences that could support her learning. You need to select and present clear information, including how her learning could be supported by everyday experiences that could occur during the day. You need to include what the experiences are, what she could learn from them and how you will support her learning, with details of how you would use any available resources, and ensure her safety.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion, you are taking your two-year-old nephew out for a day, you must present information about appropriate everyday experiences that could support his learning.

Unit CON5: Drawing a Plan of a Room

Level: 1

Unit type: **Sector (Construction)**

Guided learning hours: **40**

Unit in brief

Learners will develop the skills needed to understand and produce different room plans, gaining experience of construction drawings. They will learn common symbols, scale and layout as well as how to prepare a plan that records construction information.

Unit introduction

Drawings in the construction industry are used to pass ideas, information and plans to other people. These drawings are known as plans. They tell builders where to construct walls and floors and show where pipes and electric wires should be laid. They help construction teams to estimate the cost of a build.

In this unit, you will learn how to produce a plan of a room to a simple scale and communicate important information. There are a number of different symbols that you will come across that are important when designing a plan of a room. You will also use templates and other equipment to produce a neatly laid out plan that is easy to read.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you be in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Produce a plan of a room
- B** Manage and communicate construction information on a plan.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Produce a plan of a room	<ul style="list-style-type: none"> Plans and common symbols Materials and drawing equipment 	<ul style="list-style-type: none"> Plan of a room to a given scale. Learners' construction information on the plan using drawing symbols.
B Manage and communicate construction information on a plan		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> Reading construction information Interpreting construction information Producing plans Communicating information 	<ul style="list-style-type: none"> Information contained on plans Symbols used in drawing Equipment required to produce drawings Scale and layout 	<ul style="list-style-type: none"> Managing information Communicating information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> Present information/points of view clearly and in an appropriate form.
Mathematics	<ul style="list-style-type: none"> Solve simple problems involving ratio, where one number is a multiple of the other in a drawing scale. Convert units of measure in the same system.

Unit content

Knowledge and sector skills

Plans and common symbols

- Plans:
 - interpreting and communicating information from the room to a plan
 - aspects of a plan of a room:
 - features, position of walls, fittings, doors and windows
 - drawing scales – 1 : 1, 1 : 10, 1 : 20.
- Symbols used in construction drawings for:
 - materials – brickwork, blockwork, timber, concrete
 - sanitary fittings – bath, wash hand basin, WC, pipes and valves
 - components, doors and windows
 - line weighting and dimensions.

Materials and drawing equipment

- Materials and equipment required to produce drawings: paper of various sizes, pencils, erasers, set squares, templates, compasses, scale ruler and drawing boards.
- Drawing skills:
 - setting out the drawing paper with suitable border and title block
 - choosing the scale and carrying out conversion of units
 - producing a two dimensional drawing using appropriate symbols to a simple scale.

Transferable skills

- Managing information: producing a plan of a room to a simple scale, collecting and organising information, representing information in different ways.
- Communicating information: using common symbols to identify important construction information, communicating information to others through common symbols, using written language to inform others.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Produce a plan of a room		
A.P1 Produce a simple plan of a room that has a scale and common symbols.	A.M1 Produce a clear plan of a room showing use of scale and common symbols.	A.D1 Produce an accurate plan of a room showing correct use of scale and common symbols.
Learning aim B: Manage and communicate construction information on a plan		
B.P2 Transfer basic construction information about a room on to a plan.	B.M2 Transfer construction information about a room on to a plan.	B.D2 Transfer key construction information about a room on to a plan.

Essential information for teachers

Essential information for assessment decisions

For distinction standard, learners:

- produce a clear, relevant and accurate plan that shows:
 - correct layout
 - use of correct symbols
 - use of an accurate scale and dimensions
- measure a room accurately and transfer to a plan.

Accurate in this instance means that learners will measure accurately and manage information effectively when transferring on to a plan. All features of the room will be recorded correctly.

For merit standard, learners:

- produce an appropriate plan that shows:
 - a layout where a minor amount of features (doors/windows or other fixtures) have disproportionate dimensions
 - use of correct graphical symbols
 - use of an appropriate scale and plan is dimensioned
 - main symbols of important features of the room
- interpret information with minor errors.

Appropriate in this instance means that there will be minor errors and miscalculations of scale. The drawing of the plan itself may contain minor errors or may not be as clear in parts. Overall all features of the room will be recorded but may not be in the correct order.

For pass standard, learners:

- produce a plan that shows:
 - a layout where significant features (doors/windows or other fixtures) have not been dimensioned correctly
 - main symbols or important features of the room
 - use of scale and dimensions that may not be accurate in all sections
- may make errors with use of graphical symbols and scale
- interpret basic information with some errors/missing information.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Introduce the unit by giving examples of plans of rooms and environments. Follow this introduction by showing examples of various types of plans and where they are used. Use simple examples that learners are able to relate to such as a plan of a kitchen, a living room, an office space etc.

Learners measure and sketch out the room they are being taught in and indicate features such as windows, electrical sockets and doors using pen and paper and their own symbols.

Learners plan out and draw two interconnecting spaces such as a canteen area into a corridor, a bathroom into an annexe, a common room into a kitchen etc.

Suggested time: about 6 hours.

Activity: Types of drawings

Show learners simple plans and elevations and ask if they understand the information contained in them, such as components (walls, doors and windows) and materials (brickwork, blockwork and timber). Building on this discussion, introduce learners to the graphical symbols commonly used in drawings. Introduce the symbols used for sanitary fittings (bath, wash hand basin, WC and pipes). Learners should practise drawing symbols freehand using templates. Using flashcards, show a series of symbols and give a timed response of 10–20 seconds to test learners recall and understanding of symbols. Give learners a plan of the room they are learning in. Mix up the symbols and ask learners to correct the plan.

Suggested time: about 4 hours.

Activity: Scale 1

Introduce the concept of a scale and demonstrate by making a quick, scaled sketch of the room using a basic size. Learners work on a 1 : 10 scale drawing of a simple room plan given by tutors. Once confident, stretch learners' understanding by introducing 1 : 20 scale and symbols etc. Learners create their own scale using a measured body part to scale and plan a room of their choice. They could use their finger, foot, hand etc. to work around the room, gaining a wider understanding of scale.

Suggested time: about 7 hours.

Activity: Scale 2

Learners print out/copy their drawings and swap with peers. Learners then check each other's plans for accuracy. Feedback discussion.

Suggested time: about 4 hours.

Activity: Preparing for the production of drawings

Introduce learners to materials and equipment used in producing drawings. Show learners how to correctly layout the drawing sheet and use line weights. Learners will then set out drawing sheets in a suitable manner. Guest speaker/site visit to an architect/building site – this should form a half day activity.

Suggested time: about 6 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are helping a friend with an extension that they are building on the back of their house. The builder wants to know where the doors, windows, electrics, water pipes and other aspects need to be positioned. Your friend is not very good at planning out what they want and where they want it but you are very good at planning. Your friend asks you to draw out their plan for them so that they can give it to the builder.

Using a given room, draw out the plan of the room in the correct format to a scale of 1 : 10 and use the correct symbols for all aspects of the room. You should present your work and all relevant information in a professional format and make sure that you communicate all information clearly.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You are working with a neighbour to help repair the ground floor of their house following a large flood. Draw a plan of a given room in the correct format to a scale of 1 : 10 and use the correct symbols for all aspects of the room. You should present your work and all relevant information in a professional format and make sure that you communicate all information clearly.

Unit CON6: Building a Simple Wall

Level: 1

Unit type: **Sector (Construction)**

Guided learning hours: **40**

Unit in brief

Learners will develop the skills needed for building a simple brick wall using construction methods and different materials. They will develop skills to prepare and construct simple walls safely.

Unit introduction

Most buildings are built using bricks and mortar to make walls. Our homes are built using the skills that a bricklayer has learned. Without these skills, our homes and other buildings would fall down as the walls would not be strong enough.

This unit will help you start developing the skills needed to build a simple wall using bricks. You will find out about the tools and materials that are used in wall building. You will learn about the methods that make sure the wall is strong enough to remain standing and you will develop your skills in pointing so that your wall is neat and attractive. You will find out about calculating measurements, angles and quantities of materials, which will develop your problem-solving skills. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Prepare the tools and materials to build a simple wall
- B** Build a simple wall and solve problems.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Prepare the tools and materials to build a simple wall	<ul style="list-style-type: none"> • Selection of materials, tools and equipment used in preparation for building a wall • Building a wall 	<ul style="list-style-type: none"> • Photographs of the wall that has been built. • Log of progress, including calculations.
B Build a simple wall and solve problems		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Constructing a wall • Knowledge of materials used • Methods of construction • Use of brickwork in houses and buildings 	<ul style="list-style-type: none"> • Types of bricks used to build a wall • Setting up the working area • Working safely • Using bricklaying tools 	<ul style="list-style-type: none"> • Planning • Problem solving

There are opportunities to develop functional skills in this unit:

Functional skills	
Mathematics	<ul style="list-style-type: none"> • Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature. • Extract and interpret information from tables, diagrams, charts and graphs.

Unit content

Knowledge and sector skills

Selection of materials, tools and equipment used in preparation for building a wall

- Bricks, sand, mortar and stretcher bond agents.
- The bricklaying trowel, lines and pins, bricklaying level, jointer, mortar board, shovel and wheelbarrow.

Building a wall

- Building simple structures up to three courses of brick in height, free standing walls, double skinned walls and foundations.
- Reading drawings to understand what has to be built, working out dimensions, using a tape measure, using a level to check horizontal and vertical levels.
- Awareness of the hazards and precautions that need to be taken before starting bricklaying.
- Using materials, calculation of quantities to meet the drawn information and specification.
- Laying bricks to line and level following given dimensions, laying courses of bricks, laying mortar beds, hand-eye coordination, maintaining vertical plumb, maintaining horizontal control for level.
- Pointing, vertical and horizontal joints, bucket handle or tooled finish, reason why the joint is pointed, keeping the finished wall clean and free of mortar staining.

Transferable skills

- Planning: the skills required to read and understand a drawing of a wall and the courses and positioning of each brick, building simple corners in a wall, brickwork dimensions, relaying bricks that exceed the calculated specification, redesigning a wall and calculating measurements.
- Problem solving: solving calculation of quantities and course dimensions, addressing calculations by measuring using a tape measure, using a gauge lat, interpreting and calculating brickwork dimensions, responding to errors and spillages, responding to problems in design and construction.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Prepare the tools and materials to build a simple wall		
A.P1 Use basic tools and materials in preparation to build a wall.	A.M1 Use appropriate tools and materials in preparation to build a wall to a given plan.	A.D1 Use correct tools and materials in preparation to build a wall to a given plan.
Learning aim B: Build a simple wall and solve problems		
B.P2 Build a simple wall to a given plan \pm 20 mm vertically and horizontally, solving simple problems.	B.M2 Build a wall to \pm 15 mm vertically, horizontally and correctly using a given plan, demonstrating planning and problem-solving skills.	B.D2 Build a wall to \pm 10 mm vertically, horizontally, accurately using a given plan and demonstrating coherent planning and problem-solving skills.

Essential information for teachers

Essential information for assessment decisions

For distinction standard, learners:

- record detailed information in a log that explains how they have responded to and addressed problems. Their solutions will be accurate
- select the correct tools and materials for building an accurate wall with an attractive finish
- construct a facing brick wall to a given three course drawing. At this level there is a requirement to build the wall to a height ± 10 mm and within ± 10 mm of plumb
- accurately plan and place bricks and pointing that is neat, clean and attractive
- ensure the finished wall is strong and remains standing
- ensure the wall has an accurate corner built
- accurately solve problems during the planning stages and building of a simple wall, including those related to quantity calculations and building a corner.

Accurately means that learners should find correct ways of responding to potential problems and providing accurate solutions, detailed in their log as well as commenting on planning of their wall. The final wall will be accurate and clean and meet the purpose of the assessment, with correct tools and materials used.

For merit standard, learners:

- record information in a log that coherently describes how they have responded to and addressed problems. Their solutions will be appropriate but more complex problems may include workable solutions
- select the most appropriate tools and materials for building a suitable wall that has a good level of finish. Some selections may be moderately incorrect where other tools and materials would provide better usage
- construct a facing brick wall to a given three course drawing. At this level there is a requirement to build the wall to a height ± 15 mm and within ± 15 mm of plumb
- appropriately plan and place bricks (some may be slightly out of line) and pointing that is relatively clean and attractive
- ensure the finished wall is supported and stands
- ensure the wall has an appropriate corner built
- solve problems coherently during the planning stages and building of a simple wall, including those related to quantity calculations.

Coherent means that learners should find suitable and appropriate ways of responding to potential problems and providing possible solutions, detailed in their log as well as describing planning processes. The final wall will be suitable for purpose but will have minor errors with appropriate tools and materials used.

For pass standard, learners:

- record information in a log that identifies basic/simple problems but solutions will not address complex issues
- select basic tools and materials – not all will be correct or most appropriate
- construct a facing brick wall to a given three course drawing. At this level there is a requirement to build the wall to a height ± 20 mm and within ± 20 mm of plumb
- provide evidence of some planning and placing of bricks (some may be out of line) and pointing that shows limited attractiveness and has not been cleaned thoroughly
- ensure the finished wall remains standing and has a corner built
- solve basic problems during the planning stages and building of a simple wall, including those related to quantity calculations, detailed in their log.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners are shown visual examples of unique brickwork that has been used to enhance structures and domestic homes. Learners find examples of different brickwork images by using the internet and by undertaking a site visit in their immediate environment. Learners debate and discuss findings of the different bricks, how they are put together and the use of colours.

Suggested time: about 2 hours.

Activity: Observation of construction of a simple wall

Tutors or a guest visitor set up the observation of a simple wall being built. Learners observe, followed by a question and answer session. Learners could note down or draw the stages of construction/make notes of different aspects of construction. Opportunity should be given to talk to a qualified bricklayer about their experiences working in the industry, the role on site, the types of work they undertake, where they can work, who they work for etc.

Suggested time: about 2 hours.

Activity: Hazard awareness and problem solving

Tutors show videos and photographs of construction sites. Learners discuss and debate the hazards and risks that a bricklayer may experience on the construction site. Learners debate who might be harmed by the construction activities. Learners discuss the personal protective equipment (PPE) that must be worn on a site when undertaking bricklaying activities. Assess what to do in the event of an emergency or hazard issue.

Suggested time: about 3 hours.

Activity: Research tools and equipment

Learners establish the basic tool kit that would be required in order to lay bricks by looking through examples provided by tutors and trying out the correct tools. Learners could take part in a visit to a DIY store to view the tools and equipment first hand and establish what the cost of each tool is for a bricklayer. This could be combined with a site visit where learners can see brick working in action and can time how long builders take to lay down a course of bricks.

Suggested time: about 3 hours.

Activity: Preparation and problem solving

Learners prepare the work area by setting up the mortar boards, obtaining mortar, interpreting the drawn information, calculating quantities, listening to instructions, practising rolling mortar, practising brick triangles, practising first course to level and line.

Learners could be given examples of real problems that occur during brickwork and building and could be asked to present solutions to each other: calculating mortar, calculating bricks, removing mortar, cleaning up pointing.

Suggested time: about 6 hours.

Activity: Stretcher bond and pointing

Learners are shown how brick courses are used in a stretcher bond arrangement. Learners are shown the different types of pointing that can be applied to walls by demonstration of the techniques.

Suggested time: about 8 hours.

Activity: Researching materials and quantities

Learners research the different types of bricks used for facing work. Learners research what mortar is made of and the additives that are used. Learners calculate how much mortar and bricks they will need to construct the simple wall they are going to build.

Suggested time: about 2 hours.

Activity: Practise building a simple wall

Learners read a drawing and interpret what resources they will need to construct a simple wall. Learners set up the work area and any profiles that they are going to build against. Learners mark out the courses on gauge lats to the required drawn height.

Learners lay each course of bricks to stretcher bond to line and level and vertical plumb. Learners point each course of bricks.

Suggested time: about 7 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to build a simple retaining wall in a garden. The garden is only three metres in length and the person who has asked you to build it has small children so they do not want it to be built too high. They would like to use different coloured bricks in a simple pattern. You will need to build the wall no more than three courses high.

You should record all your research in a log and any plans or designs. You should also record details of practice attempts and any problems you come across, providing solutions for them. The build itself should be within the specified guidance.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

Your friend would like a simple wall built in their lounge as they intend to mount a new fireplace on it. The wall should be no more than three courses high and should use different size bricks to create a pattern.

You should record all your research in a log and any plans or designs. You should also record details of practice attempts and any problems you come across, providing solutions for them. The build itself should be within the specified guidance.

Unit CON7: Making Carpentry Joints

Level: **1**

Unit type: **Sector (Construction)**

Guided learning hours: **40**

Unit in brief

Learners will develop the skills needed to work with timber to produce a simple wooden frame using joints and basic woodworking and joinery skills.

Unit introduction

Have you ever wondered who made the kitchen in your home? Or how the timber was shaped for the staircase? These items, and many more, are often made by skilled joiners and carpenters. The skills of a joiner or carpenter are often used when a building is being constructed.

This unit will help you to start developing the skills needed to make carpentry joints. You will find out how to read from a drawing, measure out timber and mark cuts. You will learn how to use the correct tools and equipment to make a wooden frame. You will develop the skills needed to join the pieces of timber together by making joints. You will learn about hazards when using woodworking tools and how to work safely.

This unit will help you develop skills to progress to qualifications in different sectors, as well as to progress to other qualifications in construction. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Plan tasks and manage own responsibilities when making carpentry joints
- B** Use selected tools and materials to make a wooden frame.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan tasks and manage own responsibilities when making carpentry joints	<ul style="list-style-type: none"> • Tools, equipment and materials • Forming joints from timber • Making and assembling a wooden frame 	<ul style="list-style-type: none"> • A design plan for construction of wooden frame. • Simple wooden frame made by learners.
B Use selected tools and materials to make a wooden frame		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Working with timber • Knowledge of materials used • Reading measurements • Assembly and finishing 	<ul style="list-style-type: none"> • The different types of timber • Use of woodworking tools • How a joint is formed • The use of fixings for timber 	<ul style="list-style-type: none"> • Planning • Problem solving

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Read and understand texts.
Mathematics	<ul style="list-style-type: none"> • Understand and use whole numbers. • Understand fractions and percentages and angles/calculations.

Unit content

Knowledge and sector skills

Tools, equipment and materials

- The use of a Tenon saw, square, ruler, marking gauge, bench vice, saw bench and drill.
- Using a drill and drill bits to form holes.
- Using a plane and sand paper to finish wood.
- Fixings – screws, pins, nails and hinges.
- Glues and clamps, sash, frame cramp.
- Timber – different types, stains and finishes.

Forming joints from timber

- Planning the type of joints you would use for the wooden frame.
- Working out how much timber is required by reading the drawing and interpreting information.
- Marking out simple half lap or butt/mitre joints in any format.

Making and assembling a wooden frame

- Using a tape measure and ruler to transfer dimensions from the drawing or setting out rod to construct the wooden frame.
- Selecting the correct tools for the construction of the wooden frame.
- Planning time to construct the wooden frame.
- Planning the type of finish that will be applied to the wooden frame.
- Finishing the wooden frame by sanding or application of a secondary finish.

Transferable skills

- Planning: using joinery knowledge to plan and make a wooden frame.
- Problem solving: selecting suitable joints, overcoming issues and errors, identifying and giving solutions.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan tasks and manage own responsibilities when making carpentry joints		
A.P1 Produce a plan that identifies the stages of making a wooden frame and why types of joints have been chosen.	A.M1 Produce a coherent plan that describes the stages of making a wooden frame and why types of joints have been chosen.	A.D1 Produce a detailed plan that explains the stages of making a wooden frame and why types of joints have been chosen.
Learning aim B: Use selected tools and materials to make a wooden frame		
B.P2 Select and use basic tools and materials to make a wooden frame.	B.M2 Select and use appropriate tools and materials to make a suitable wooden frame.	B.D2 Select and use correct tools and materials to make an attractive wooden frame.

Essential information for teachers

Essential information for assessment decisions

For distinction standard, learners:

- produce a clear, concise and detailed plan that explains the types of joints they will use to make a wooden frame, explaining why they have chosen these joints (strength/resilience). Information is clear and identifies and comments on the stages of how the frame will be made
- select the correct tools and materials for making an attractive wooden frame
- produce a wooden frame that is attractive and has well cut joints. The final finish is smooth and applied very well. Learners will select the right tools and materials to make the wooden frame and it will be constructed to their plan.

A **detailed** plan will evidence a variety of information, explanations and descriptions and could also use drawings and sketches in support to justify decisions, planning and choices/selections.

For merit standard, learners:

- produce a coherent plan that describes/annotates the types of joints they will use to make a wooden frame, giving some valid reasons why they have chosen them (strength/resilience). The joints selected may not be the most appropriate for the task but do meet the requirements of the brief. Learners describe the stages of how the frame will be made but some minor information may be missing
- select the appropriate tools and materials for making a wooden frame. Some tools and materials may be incorrect but used competently
- produce a wooden frame that is competently made with minor errors. They will select the appropriate tools and materials but better choices could have been made to make a wooden frame that is more attractive. The wooden frame is constructed in part to their plan but misses some elements or stages.

A **coherent** plan will show evidence of planning and the right stages of construction but may miss minor steps or not be as detailed in places. Reasons may appear in a list form and may not be wholly justified/present arguments for choice/selection, decisions and planning.

For pass standard, learners:

- produce a plan that identifies or lists the types of joints they will use for a wooden frame. Reasons for choice and use of joints may be unclear and incorrect for this type of work. Stages may not be complete or as detailed
- select tools and materials for making a wooden frame. Some tools and materials may not be correct for purpose and may restrict construction and final finish, with the result being that the frame is not as attractive as it could be
- produce a wooden frame that is basic and has apparent errors such as joints not meeting. The construction of the frame does not follow their plan. Selection and use of tools and materials is unclear or incorrect.

The plan may list the stages of planning and making a frame but not in the correct order or may miss out significant steps in the process. Reasons for the selection of joints used may be listed or noted but without clear justification for choices.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners will explore the different types of tools and equipment used to shape and cut timber. Learners experiment with tools and equipment. Learners will be shown two L-shape sections of a wooden frame that they are going to make to practise their skills. This needs to be engaging and appropriate at Level 1 and should meet the available resources at the centre. The choice of product needs to contain at least one joint and learners could be stretched and challenged with other carpentry and joinery skills. Tutors could explain how joining the frames together can construct whole wooden frames.

Suggested time: about 5 hours.

Activity: Practice joints

Learners are shown a setting out rod for the two L-shape sections of a frame that they are going to make. Learners will need to learn how to measure from a drawing or setting out rod and transfer this to their work. Marking out of joints and timber lengths for cutting needs to be practised so they can use a Tenon saw correctly and form a clean and straight cut across the grain. Assembly of joints also needs to be practised to ensure an appropriate fit is made.

Suggested time: about 8 hours.

Activity: Constructing two L-shape sections of a frame

Learners prepare the timber for marking out. They transfer the dimensions from the setting out rod to their assessment work and mark out and prepare any joints for cutting. The joints are then cut and shaped. Work is dry assembled for fit. The two L-shape sections of the frame (half frame) are assembled and glued if required. To finish, the half frame is sanded down and decorated/stained.

Suggested time: about 8 hours.

Activity: Finishing timber

Learners are shown finishing techniques by demonstration, using sand paper and a sanding block to produce an acceptable finish for a coat of secondary paint, varnish or stain. Learners should be given different types of wood to explore and mark out into a variety of different shapes. To stretch and challenge learners, alternative joints could be shown, which learners could practise to broaden their skills. Learners remove all the pencil lines from their frame and carefully clean them to a finish that can be painted. Timber product is given an initial coat of secondary finish and allowed to dry. Final coat applied and product checked.

Suggested time: about 4 hours.

Activity: Site visit

Learners should visit a framing workshop for a site visit. They can observe different types of frames being produced and discuss size and shape, as well as possible problems during manufacture that have to be overcome. There could be opportunities during the visit to work on designing a window frame to support their learning. If a site visit is not possible, then tutors should select images and videos of framing in progress or similar activities and products.

Suggested time: about 6 hours.

Activity: Designing and planning a picture frame

Learners are facilitated in exploring decorative finishes and customisation of their work in preparation for assessment. Learners could be stretched further by experimenting with the shaping of wood before assembly etc. Tutors can explain the assessment process at this stage.

Suggested time: about 5 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You want to present your friend with a picture frame as a surprise present for their birthday. Instead of buying one, you want to make it yourself.

Make this picture frame using carpentry skills to the required style and size according to your own plan and design. Finish the frame using a suitable finish.

Make sure that you make a plan before starting the work that explains the stages of how you intend to make the frame. Follow health and safety guidelines at all times. You should also identify and select the best tools and materials for the job, again explaining these in your planning stages.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You are participating in a carpentry and joinery competition where learners from various schools will demonstrate their skills.

Make a picture frame that the school could use to display important health and safety messages in the workshops. You should use carpentry skills to the required style and size. Finish the frame using a suitable finish.

Make sure that you make a plan before starting the work that explains the stages of how you intend to make the frame. Follow health and safety guidelines at all times. You should also identify and select the best tools and materials for the job, again explaining these in your planning stages.

Unit CON8: Fixing a Water Pipe

Level: 1

Unit type: **Sector (Construction)**

Guided learning hours: **40**

Unit in brief

Learners will develop the skills needed to carry out plumbing operations, including cutting, bending and jointing to fix a water pipe.

Unit introduction

Plumbing is an important and essential operation in construction works. If you want to become a plumber, there are important skills you need to learn. Plumbers install the pipes and boilers that supply hot and cold water to a building. They also install radiators to keep buildings warm during the cold, winter months.

In this unit, you will develop the skills needed to use the tools and equipment to fix a water pipe. You will learn about the best materials to use and learn how to cut, bend and join copper and PVC pipes. All of this will help you to construct a pipe rig, develop your plumbing skills and manage information.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Manage information and self when constructing a pipe rig
- B** Construct a pipe rig using plumbing skills.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Manage information and self when constructing a pipe rig	<ul style="list-style-type: none"> Find out about tools, equipment and materials required Know about safe working practices Carry out plumbing tasks 	<ul style="list-style-type: none"> Construction of pipe rig using two joints. Observation of following given instructions. Log.
B Construct a pipe rig using plumbing skills		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> Using tools and equipment Measuring and marking out Planning and preparing tools and equipment Carrying out plumbing tasks (bending and jointing) 	<ul style="list-style-type: none"> Tools and equipment required to carry out plumbing tasks Materials required to carry out plumbing tasks Hazards, risk and control measures Personal protective equipment (PPE) 	<ul style="list-style-type: none"> Managing information Managing self and development

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> Present information/points of view clearly and in appropriate form.
Mathematics	<ul style="list-style-type: none"> Understand and use whole numbers in practical contexts. Add, subtract, multiply and divide whole numbers using a range of strategies.

Unit content

Knowledge and sector skills

Find out about tools, equipment and materials required

- Hand tools: pencil and measuring tape, tube and wheel cutters, junior hacksaw, hand saw, blow torch, spanners, wrench and screwdrivers, half round file, pipe grips and cutters, bench vice, tube bending machine, spirit level.
- Power tools: cordless drill/screwdriver and hammer action drill.
- Materials:
 - copper pipe and fittings, copper tubes, standard copper jointing fittings, straights, 90°, elbows, 'T' junctions, solders and fluxes
 - plastic pipe and fittings, plastic pipes and standard push fit jointing.

Know about safe working practices

- Use of PPE.
- Keeping a clean and tidy work area.
- Using tools and equipment correctly.
- Cleaning tools and returning them after completing the work.
- Hazard identification in practical work.

Carry out plumbing tasks

- Common plumbing tasks: cutting, bending and jointing.
- Pipe rig: simple network, copper and plastic pipes, soldering and push fit joints, pipe and PVC.

Transferable skills

- Managing information: identifying issues and providing solutions, responding to information and transferring to joint work.
- Managing self and development: working under pressure positively, reflecting on developments, using correct tools, methods and equipment, working to deadlines.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Manage information and self when constructing a pipe rig		
A.P1 Carry out simple pipe cutting and bending operations.	A.M1 Carry out complex pipe cutting and bending operations.	A.D1 Carry out complex pipe cutting and bending operations accurately.
Learning aim B: Construct a pipe rig using plumbing skills		
B.P2 Follow instructions and carry out the construction of a pipe rig using given joints.	B.M2 Follow instructions competently and carry out the appropriate construction of a pipe rig using joints and describe the processes followed.	B.D2 Follow instructions accurately and carry out the construction of a pipe rig using joints and explain the processes followed.

Essential information for teachers

Essential information for assessment decisions

For distinction standard, learners:

- prepare the correct tools and equipment to ensure accuracy in pipe cutting and jointing operations
- use correct tools to conduct accurate work using joints correctly
- follow given instructions correctly and responsibly
- explain how they managed self and own time during the process
- construct an accurate and usable pipe rig.

Correct selection of tools means that learners will choose the right tools appropriate for roles. Learners will perform operations correctly and accurately with no errors (or errors visible). They will follow all given instructions in an accurate and correct manner without deviating from them to construct work and will explain how they undertook tasks and managed their time well.

For merit standard, learners:

- prepare suitable tools and equipment to ensure appropriate pipe cutting and jointing operations
- use appropriate tools to conduct competent work using joints – competent means that work will be adequate but lacks final finish or refinement
- follow given instructions to complete work but may miss steps/stages that otherwise would have enabled work to be completed to the correct standard
- describe how they managed self and own time during the process
- construct a usable but unrefined pipe rig.

Suitable selection of tools means that learners should show evidence of being able to use the majority of correct tools for roles, with minor errors. Tools may be used to perform roles but work may not be of the highest standard. **Competent** means that learners will manage to complete more complex roles with some errors or work may not be wholly completed. To be able to competently follow instructions, learners will manage to complete tasks, again with minor errors, but with practice could improve further. Learners will describe how they undertook tasks and managed their time to the best of their ability with some omissions/lack of higher detail.

For pass standard, learners:

- prepare tools and equipment for pipe cutting and jointing operations. Some tools will be incorrect or only appropriate for simple operations in cutting and bending. More complex joint work will not be undertaken
- use tools and equipment to make a pipe rig. The pipe rig may not be usable or suitable for its purpose and will contain errors
- identify how they managed self and own time during the process – they may list stages
- follow instructions but may miss steps all times.

Essential resources

For this unit, learners will need access to:

- a plumbing workshop with suitable benches, tools, equipment and materials
- suitable PPE that must be worn while carrying out a practical activity.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Introduce the unit by giving examples of jobs that involve a large variety of plumbing operations: construction of houses, extension and renovation works. It is essential to understand and develop skills in plumbing. Follow this introduction by showing examples of various plumbing activities using web-based video resources.

Give learners practical examples of pipework that have problems and issues – learners discuss them with each other and suggest formative solutions.

Suggested time: about 3 hours.

Activity: Tools and equipment

For this activity, tutors should discuss tools and safe working practices with learners. Learners create a checklist of health and safety requirements for a variety of tasks. Tutors could show DVDs or films of unsafe use of tools and equipment.

Tutors set tasks for learners to complete using tools and equipment for specific jobs, with learners being supervised using equipment for relevant tasks.

Suggested time: 4 hours.

Activity: Materials

Introduce the various pipe sizes for both copper and plastic pipes. Start a question and answer (Q&A) session with learners about their experience and observation of where these two materials are used.

Give learners a set of both plastic and metal fittings and ask them to identify their use. These could include tees, elbows, bends, solders, flux and plastic joints.

Summarise the session by showing learners which tool and equipment is suitable for which type of material. Carry out learning checks through Q&A.

Suggested time: about 4 hours.

Activity: Hazards and control measures

Learners are shown a health and safety video to demonstrate the hazards associated with plumbing operations such as slips, trips and falls, cuts and injuries and dangers of working with blow torches. Follow this with a group activity where learners will go around the workshop and identify any potential hazards.

Start a Q&A session by asking learners to suggest control measures. This is where tutors could introduce the importance of using appropriate PPE and other control measures.

Suggested time: about 4 hours.

Activity: Performing plumbing tasks

Make sure that learners are working safely while carrying out any practical activities. Give them details of cutting lengths, including both copper and plastic pipes. Learners will also do a threading exercise.

Give learners details of bending. Do not use complicated drawings carrying details which are neither required nor suitable at this level.

Suggested time: about 6 hours.

Activity: Constructing a pipe rig

Make sure that learners are working safely while carrying out any practical activities. Give learners details of lengths and types of joints. Learners use both copper and plastic pipes. Learners will work individually to construct the pipe rig. Stretch and challenge learners further by asking them to connect pipes to each other's work.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to fit a new sink in a downstairs toilet for a new customer. You need to impress this customer as they can recommend you to the neighbourhood so you are given more work. As part of your preparation, you have decided to lay out and build the pipework arrangement on a board to make sure that all the pipes and fitting are in the right place.

Prepare a pipe rig arrangement under the instructions and drawing given to you by your supervisor. This must contain three types of plastic and copper pipe fittings and you must demonstrate using seven tools.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

Break into the pipe rig as constructed and insert a T joint, from the T joint supply and fix a drain point for the system and a fitting for a tap connector.

Unit CON12: Making an Electrical Circuit

Level: 1

Unit type: **Sector (Construction)**

Guided learning hours: **40**

Unit in brief

Learners will develop the skills needed to safely carry out electrical installation tasks to make an electrical circuit.

Unit introduction

Electricity can be dangerous so having the skills to work with it in a safe way is important. Many people are afraid of electricity and so if you are able to work with it, you can offer a valuable service.

This unit will help you start developing the skills and qualities needed to make an electrical circuit. You will learn about the tools and equipment needed and the different methods used to carry out electrical tasks, such as cutting and joining cables to make an electrical circuit. You will find out how to manage your own work safely.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Carry out a basic risk assessment before making an electrical circuit
- B** Use equipment and tools safely to make an electrical circuit.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Carry out a basic risk assessment before making an electrical circuit	<ul style="list-style-type: none"> • Know the tools, equipment and materials required to make an electrical circuit • Know about safe working practices • Making electrical circuits 	<ul style="list-style-type: none"> • Electrical circuit. • Log of process.
B Use equipment and tools safely to make an electrical circuit		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Carrying out electrical installation tasks • Safe working and adherence to health and safety • Reading information • Interpreting information • Self-management 	<ul style="list-style-type: none"> • Various tools and equipment required to carry out electrical installation tasks • Materials required to carry out electrical installation tasks • Hazards, risks and control measures • Personal protective equipment (PPE) 	<ul style="list-style-type: none"> • Managing and developing self • Problem solving

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information/points of view clearly and in an appropriate form.
Mathematics	<ul style="list-style-type: none"> • Understand and use whole numbers and understand negative numbers in practical contexts. • Add, subtract, multiply and divide whole numbers using a range of strategies.

Unit content

Knowledge and sector skills

Know the tools, equipment and materials required to make an electrical circuit

- Hand tools: pencil and measuring tape, cable cutters and strippers, junior hacksaw, pliers, stripping knife, spirit level.
- Power tools: cordless drill/screwdriver and hammer action drill.
- Materials:
 - final circuit power cable and single cable
 - electrical fittings – single and double sockets, flex outlets, fused spur units, ceiling roses
 - miscellaneous fittings – plastic conduit, conduit junction boxes, conduit elbows, conduit T-junctions, back boxes, surface boxes, conduit saddle clips.

Know about safe working practices

- Safe working when using electricity.
- Using PPE.
- Using risk assessments.
- Keeping a clean and tidy work area.
- Using tools and equipment correctly.
- Cleaning tools and returning them after completing the work.
- Hazard identification in practical work.

Making electrical circuits

- Marking out electrical runs and sockets.
- Marking out the lengths of cable required.
- Cutting cable to required length.
- Marking out the conduit required, cut to length and install.
- Installation of a circuit:
 - two socket outlets
 - a fused spur unit using surface mounted conduit.

Transferable skills

- Managing and developing self: acquiring and improving new skills, appropriate behaviour, adhering to health and safety.
- Problem solving: responding to potential health and safety issues, wiring and electricity issues, recording issues/potential issues and problems using a risk assessment.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Carry out a basic risk assessment before making an electrical circuit		
A.P1 Present a simple risk assessment, giving some solutions to prevent accidents and injuries from occurring.	A.M1 Present a detailed risk assessment, describing solutions to prevent accidents and injuries from occurring.	A.D1 Present a detailed risk assessment, explaining solutions to prevent accidents and injuries from occurring.
Learning aim B: Use equipment and tools safely to make an electrical circuit		
B.P2 Safely construct a simple electrical circuit test rig by measuring and marking out sockets and fused spur units using equipment and tools.	B.M2 Safely construct a simple electrical circuit test rig correctly by measuring and marking out sockets and fused spur units using equipment and tools.	B.D2 Safely construct a complex electrical circuit test rig accurately by measuring and marking out sockets and fused spur units using equipment and tools.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- identify all risks associated with constructing a complex electrical circuit and suggest ways of overcoming them
- construct a safe electrical circuit that shows:
 - accurate measuring and marking out
 - correctly used sockets and fused spur units
 - level sockets
 - accurate and safe installation of all socket back boxes
 - correct wire sockets and fused spur units
- select the correct tools, materials and equipment appropriate to each task and use them accurately, safely and effectively
- explain in the risk assessment how safety measures prevent accidents by removing the risks and hazards and informing others to take action to prevent them.

Accurate in this instance means that learners will complete tasks in the right manner and to a high standard, with very few errors. **Complex** means that the circuit will be more challenging. Identified risks will be supported by examples of how to prevent incidents. The circuit must pass tests for continuity and insulation resistance.

For merit standard, learners:

- identify most risks associated with constructing a simple electrical circuit and make some suggestions for ways to overcome them
- construct a safe electrical circuit that shows:
 - competent measuring and marking out
 - appropriately used sockets and fused spur units
 - the majority of sockets are level
 - competent installation of most socket back boxes, with minor errors
 - wire sockets and fused spur units – with few errors requiring correction
- select suitable tools, materials and equipment for each task and use them safely and competently
- give reasons in the risk assessment why safety measures prevent accidents but they don't give explanations for them.

Correct in this instance means that learners will complete tasks in the right manner. Identified risks will be supported by a few examples of how to prevent incidents. The circuit must pass tests for continuity and insulation resistance. The circuit may pass the majority of tests for continuity and insulation resistance with few errors/minor errors.

For pass standard, learners:

- identify a few risks associated with constructing a simple electrical circuit
- construct a safe electrical circuit that shows:
 - evidence of measuring and marking out
 - sockets and fused spur units with some errors or requirements for adjustment/support and guidance
 - the majority of sockets are not level and require further support to amend
 - installation of most socket back boxes, with errors
 - wire sockets and fused spur units – with errors requiring correction
- select tools, materials and equipment for each task and use them safely (some tools, equipment and materials are not correct)
- include in the risk assessment simple and few safety measures but they lack further detail or reasoning.

The circuit may pass some of the tests for continuity and insulation resistance, with some errors.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Introduce the unit by giving examples of jobs that involve a large variety of electrical operations: construction of houses, extensions and renovation works. It is therefore essential to understand and develop skills in electrical installations. Follow-up this introduction by showing learners examples of various activities using web-based video resources. Use simple examples that learners are able to relate to such as extension work, a bungalow construction etc.

Suggested time: about 3 hours.

Activity: Tools and equipment

For this activity, tutors should demonstrate the safe use of tools. While doing so, always start with an interactive question and answer (Q&A) session asking, for example: has anybody used a cable cutter? What is the purpose of a cable cutter and how should it be used? Building on this discussion, ask learners to use some hand tools and help them to use them correctly.

Suggested time: about 3 hours.

Activity: Materials

Introduce the various materials as listed in the unit content section. Start a Q&A with learners about their experience and observation of where these materials are used. Give learners a set of these materials and fittings and ask them to identify their use. These could include tees, elbows, bends, sockets and spurs. Summarise the session by showing learners which tool and equipment is suitable for which task. Carry out learning checks through Q&A.

Suggested time: about 3 hours.

Activity: Hazards and control measures

Show learners a health and safety video to demonstrate the hazards associated with electrical operations such as slips, trips and falls, cuts and injuries and dangers of working with electricity. Follow this with a group activity where learners will go around the workshop and identify any potential hazards. Start a Q&A session by asking learners to suggest control measures. This is where you could introduce the importance of using appropriate PPE and other control measures such as power isolation.

Suggested time: about 3 hours.

Activity: Measuring and marking out

Give learners details of cutting lengths and sockets and back boxes and set a series of practical activities that they can carry out to measure cable lengths and mark out sockets. Learners explore further by setting out an electrical circuit.

Suggested time: about 3 hours.

Activity: Constructing a power circuit

Make sure learners are working safely while carrying out any practical activities. Give learners details of the electrical circuit they will make, such as cable runs, sockets, spurs and back boxes. Learners will work individually to construct the electrical circuit.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are a trainee electrician going to college to gain your first electrical installation qualification. You have been asked to wire a test board. This will be used to judge your skills and abilities in recognising colours and wiring correctly. You will have to accurately measure cable lengths, positions of sockets and where to fit conduit holding brackets.

Using the drawing supplied by your teacher, build the following circuit on the practice board.

- A final ring circuit in 20 mm conduits, to include all bends.
- Install two sockets in this circuit.
- Install one spur socket from one of the new sockets.
- Test the circuit.

At all times, demonstrate your skills in working safely with electricity, making sure that 'live' supplies are constantly isolated.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You have been asked to install a socket with spur to an existing ring main. Isolate the ring main and install one single socket with a spur from this. Test the socket and spur socket to see if they are working correctly.

Unit DM5: Creating a Storyboard

Level: 1

Unit type: **Sector (Digital Media)**

Guided learning hours: **40**

Unit in brief

Learners will develop an understanding of the components of a storyboard and how they are used to communicate meaning. They will then create a storyboard for a specified media product.

Unit introduction

Storyboards are like comic books, they are a series of images that tell a tale. They are used as part of the pre-production process in films and TV, games and apps, to plan out the type and sequence of camera shots, and to identify the types of sound and audio effects that may be used. The production team will then use the directions on a storyboard to set up their equipment in order to capture the required shot. Editors will also use them to decide on the types of transitions between frames and the choice of sound and audio.

In this unit, you will learn about the different components of storyboards, such as camera angles and movement, the use of audio and sound, and the transitions between shots. You will examine how these components create meaning for the audience. You will then create a storyboard for a specified media product.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Explore the components of storyboards and how they are used
- B** Produce a storyboard for a specified media product.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore the components of storyboards and how they are used	<ul style="list-style-type: none"> • Types of storyboards and their uses • Storyboard components • Creating a storyboard 	<ul style="list-style-type: none"> • Presentation giving examples of the different storyboards and how they are used to create meaning. • Annotated storyboard for a specified media product.
B Produce a storyboard for a specified media product		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Generating ideas for a media production • Identifying audiences for chosen productions • Using research skills to assist in ideas generation and production planning • Storyboarding techniques 	<ul style="list-style-type: none"> • Identifying audiences for media products • Shot types and movements • Edits and transitions • The use of sound in media products • Storyboard types and uses 	<ul style="list-style-type: none"> • Managing information • Presenting information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information/points of view clearly. • Present information in a logical sequence. • Use language, format and structure suitable for purpose and audience.

Unit content

Knowledge and sector skills

Types of storyboards and their uses

Storyboards are used as part of the pre-production process to plan out the type and sequence of shots and to select the audio that might be used in a visual media product.

- Types of visual media products that use storyboards:
 - feature films, music videos, advertisements.
- Storyboards are used by the director, cinematographer and camera operators to set up and film sequences, ensuring that all shots are covered and that the lighting and framing is correct.
- Types of storyboard, e.g. drawn, photomatic, thumbnail, animatic.

Storyboard components

Storyboards will usually show the following.

- Types of camera shot and angle, e.g. close-up, mid shot, point-of-view shot, wide shot.
- The movement of the camera, e.g. panning, tilt, zoom, handheld.
- The edits and transitions between shots, e.g. fade, cut, wipe, dissolve.
- The use of sound, e.g. dialogue, sound effects, mood and background music.
- The sequence of shots and brief description of the action taking place.
- The cuts and cutaways between shots.
- Any text boxes, e.g. conveying titles, information about products.

Creating a storyboard

Considerations when creating a storyboard for a visual product.

- Genre and purpose of the media product:
 - feature film – different genres, e.g. horror, romantic comedy, action
 - advertisement – to sell a product
 - music video – to promote the song and artist
 - game – to be interactive/to entertain.
- Target audience – who will watch/consume the product, what they are expecting.
- Accuracy and clarity of storyboard so others can use it and interpret it easily.

Transferable skills

- Managing information: for different components of storyboards such as camera angles, shots, audio and transitions.
- Presenting information: clearly sharing ideas, accurate labelling of frames and shots, clear explanations.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the components of storyboards and how they are used		
A.P1 Identify some of the components used in storyboards.	A.M1 Identify most of the components used in storyboards, describing how they are used to create meaning.	A.D1 Identify a range of different components used in storyboards, explaining how they are used to create meaning.
Learning aim B: Produce a storyboard for a specified media product		
B.P2 Create a basic storyboard with outline annotations for a specified media product.	B.M2 Create a detailed storyboard, using the appropriate components and clear annotations, for a specified media product.	B.D2 Create a detailed storyboard, effectively using the appropriate components to create meaning for a specified media product.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- correctly identify the different components of a storyboard such as the type of camera angle, shot and movement, as well as the shot transitions and audio, with some detailed explanations of how these are used to create meaning using relevant examples
- produce a storyboard that shows the logical sequence of frames, all of which are correctly labelled with sound, edits and transitions, and have some written annotations that give a clear account of how the shots and transitions are used to create meaning.

For merit standard, learners:

- identify most of the components used in storyboards. The focus will predominately be on camera shots and angles but there will be some reference to the use of audio and transitions, with brief descriptions of how they have been used to create meaning, with some examples
- produce a storyboard that shows the sequence of the intended frames, all of which provide some details of the sound and audio and are mostly labelled correctly with sound, edits and transitions.

For pass standard, learners:

- identify the most obvious components of a storyboard such as camera angles and shots, and label them correctly
- produce a very basic storyboard that shows some sequencing of the intended frames and which gives some details of ideas for sound, edits and transitions.

Essential resources

For this unit, learners require access to exemplars of pre-production planning, either electronic or hard copy, for practice and for final submission.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners are given examples of storyboards from a specified industry sector and then shown the corresponding product that was created using that document. Learners make notes of how closely the storyboard matches the completed product and the factors within it that can be identified in the products, such as use of camera angles and movements, use of sound, use of edits, transitions and effects.

Learners take part in a tutor-led discussion and compare different types of storyboard. The tutor uses questioning to prompt learners to think about which they feel is more effective and why.

Suggested time: about 4 hours.

Activity: Identifying an audience and communicating information

As a whole group, learners join a tutor-led discussion on what a target audience is and why it is important. They are shown a variety of films, TV programmes and advertisements and work in pairs to decide on the target audience for each, and their reasons for their decision.

In pairs, learners create a list of common shots and transitions and how they are used before communicating this information to the rest of the class.

The group then discusses and uses peer review to identify the strengths and areas for improvement in the communication process during filming.

Suggested time: about 6 hours.

Activity: Researching information

Learners are asked to produce a set of questions that could be used in a survey or questionnaire that will allow them to obtain target audience feedback on a film sequence. Learners assess each other's questions in small groups and discuss how suitable they would be in obtaining the required information.

The rest of the group will then be shown a video clip(s) and answer the survey questions relating to that clip.

Suggested time: about 4 hours.

Activity: Exploring images

In small groups, learners are given a list of images for a simple storyboard (man at window, woman running, street view, etc.) and have to produce examples of each in different formats (drawn, digital image, found image, photo taken on phone, etc.).

Learners produce different copies of the same storyboard using these different techniques. These are then assessed by other group members, who then feed their views back.

NB It is fine for learners with basic drawing skills to sketch out stick figures. The objective is not to produce 'works of art' but to outline a scene using visual representations.

Suggested time: about 4 hours.

Activity: Transitions and movements in storyboards

In pairs, learners are given storyboards containing images but with missing frames between shots. Learners work together to 'fill in the blanks', adding labelling to indicate desired camera movements and transitions between shots. Learners then present their storyboards to the rest of the group, describing what they have done.

Suggested time: about 4 hours.

Activity: Putting together a storyboard

Tutors should supply learners with a brief to put together a storyboard. The brief should include all the different storyboard components and the maximum number of frames. Learners then work in pairs to put together the storyboard. They will then present it to the rest of the group. Tutors will then lead a discussion on how meaning is created through the choice of camera angle, edit and how the same brief could be interpreted differently by different groups.

Suggested time: about 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The assignment should be practical, be set in a realistic scenario and draw on learning from the unit, including transferable skills. You will need to give learners a clear period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to produce some ideas for a short recruitment advertisement for a college. They want it to appeal to young people between the ages of 16 and 21 and to contain active shots of people engaged in learning at the college.

You will firstly put together a presentation of the types of camera angles, shots and movement you will use to communicate your ideas.

You will then produce a 15-frame storyboard sequence, with annotations, which explains your ideas for both visual and audio content.

If a retake assessment is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

On another occasion, you have been asked to produce ideas and a 15-frame storyboard for a TV advertisement for holidays aimed at the over 60s.

Unit DM6: Designing an Interactive Presentation

Level: 1

Unit type: **Sector (Digital Media)**

Guided learning hours: **40**

Unit in brief

Learners will develop the skills needed to produce interactive presentations that incorporate media content.

Unit introduction

Being able to gather information and present it is a vital part of work and study. Modern presentation software allows information to be put together in an engaging and accessible way, using media such as sound, video and imagery. The more interesting and interactive the presentation, the more effective it will be to get your ideas across.

In this unit, you will develop the skills needed to create a presentation. You will learn how to select and use information to develop content, and how to use images, sound and video clips in a presentation. You will then create your own interactive presentation and present it to others.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of this qualification.

Learning aims

In this unit you will:

- A** Design and create an interactive presentation
- B** Present and communicate information through an interactive presentation.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Design and create an interactive presentation	<ul style="list-style-type: none"> • Factors to consider when creating an interactive presentation • Planning and producing an interactive presentation • Giving a presentation 	<ul style="list-style-type: none"> • An interactive presentation containing images, video and sound, with speaker notes and supporting tutor observation notes.
B Present and communicate information through an interactive presentation		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Generating ideas for content • Sourcing or developing text and interactive assets • File-management skills • Preparing and importing interactive assets • Animation and transition of slides 	<ul style="list-style-type: none"> • Considerations relating to audience and purpose • How to structure a presentation • How to correctly prepare and import interactive content • How to use interactive presentation software • How to identify and rectify errors 	<ul style="list-style-type: none"> • Finding out • Communication

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information/points of view clearly and in an appropriate form.

Unit content

Knowledge and sector skills

Factors to consider when creating an interactive presentation

- Purpose of the presentation, e.g. to persuade, to inform, to update.
- Audience for presentation, e.g. colleagues or classmates, managers, potential business partners.
- Amount of time given for presentation.
- Types of media content, to include, e.g. video content, sound, images.

Planning and producing an interactive presentation

- Finding and developing content that meets the requirements of the presentation brief.
- Deciding which key points to include and summarising them.
- Deciding how and when media will be incorporated in a presentation:
 - images
 - sound
 - video
 - animation.
- Drafting the structure of the presentation, e.g. deciding how many slides will cover content.
- Selecting design styles and templates for slides such as:
 - font type, size, colour
 - transitions between slides
 - use of animation in slides
 - setting automatic timings between slides.
- Consideration of the target audience and suitability of content.
- Creating presenter notes.
- Practising and testing the presentation and making appropriate amendments.

Giving a presentation

- Ensuring the presentation is loaded up and ready to start.
- Use of mobile clicker/laptop/computer to run through slides.
- Consideration of the audience:
 - tone of voice
 - clarity of verbal communication
 - maintaining eye contact with audience
 - not reading directly from notes.
- Keeping to time.
- Selecting interactive elements when appropriate.

Transferable skills

- Finding out: searching and selecting information for slides, using information in a presentation.
- Communication: suitability of communication for audience and subject, communicating in an understandable manner.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Design and create an interactive presentation		
A.P1 Produce a basic interactive presentation, with limited design considerations, that shows some attempt to use media within it.	A.M1 Produce an interactive presentation that shows a clear consideration of design and that uses media appropriately within it.	A.D1 Produce a well-structured and engaging interactive presentation that creatively uses design features and media within it.
Learning aim B: Present and communicate information through an interactive presentation		
B.P2 Select and present outline information that meets some parts of the brief, demonstrating limited communication skills.	B.M2 Select and present information that meets most areas of the brief, demonstrating clear communication skills.	B.D2 Select and present relevant information that meets the requirements of the brief, demonstrating clear and confident communication skills throughout.

Essential information for tutors

Essential information for assessment decisions

Learners' presentations should be five minutes' long and include at least three different types of media.

For distinction standard, learners:

- produce a logical and well-organised interactive presentation that successfully embeds media such as video, images and sound with no technical problems, their design shows creativity and a clear understanding of the brief and the target audience
- select appropriate and engaging content for the presentation that meets the requirements of the brief, presenting it in a confident manner and demonstrating a clear awareness of the audience they are presenting to, and not reading directly from their notes or from the screen.

For merit standard, learners:

- produce a well-formatted interactive presentation that embeds video, images and sound. They may have some technical problems, e.g. video not loading, images are too pixelated, but the presentation is designed with the audience and subject matter in mind
- select and use content for the presentation that meets most of the requirements of the brief. Their communication skills will be adequate, showing some awareness of the audience and using appropriate language and tone of voice.

For pass standard, learners:

- produce an interactive presentation that makes limited use of media elements such as video, sound and images, and little consideration of design and style
- select either too much or too little content that meets only some of the requirements of the brief. Their communication skills will be basic, they will mostly be reading from their notes and showing little engagement with the audience.

Essential resources

Learners will need access to computers with internet resources and presentation software.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners are introduced to two or more different software packages and the different types of presentation content they can be used to produce. They spot how many different types of content have been used (e.g. text, images, video, sound, animation) and why. Learners vote for the most effective presentation and the software package used to create it.

They will then explore different design and content styles (e.g. formal, informal, humorous), appropriateness to audience, and purpose. Learners watch clips of different presentations with different design styles and content, identifying the style and audience each one was aiming for.

Suggested time: about 2 hours.

Activity: Presentation structure

Learners explore how to present slides in an appropriate sequence (introduction, topics in a logical order, conclusion). An activity on presentation structure uses sets of five or more prints of presentation slides and asks learners to work in small groups to put them in the most logical sequence. They will then discuss the reasons for their choices.

Suggested time: about 2 hours.

Activity: Generating content

Activities guide learners in how to source or produce content, including text, images, sound and video clips. This includes written tasks in turning content in paragraphs into simple bullet points, practical tasks in taking their own photographs, recording short video clips or sound clips, and sourcing suitable images, videos and sound effects using Creative Commons sites. Learners generate simple graphs for inclusion and are instructed on how to incorporate them into the chosen presentation software.

Suggested time: about 3 hours.

Activity: Advanced presentation settings

A workshop session using computers, shows learners how to use more advanced features of the chosen presentation software, including adding tiles and graphs, adding transitions and animations, controlling timing of slides, movement and animations, adding hyperlinks, and automatic and manual playback of sound and videos. Learners explore these techniques and try to create different slides incorporating them.

Suggested time: about 2 hours.

Activity: Managing information and communication

Learners are shown different presentations and discuss how clear the communication to the audience was and what techniques were used by the presenters. In pairs, learners find information from sources provided by the tutor. They then have to communicate this information to the rest of the group. The rest of the group have to then answer questions on the information they have been given. The group then discuss and peer review the strengths and areas for improvement in the communication.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The assignment should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a clear period of time and number of hours in which to complete the activity.

Suggested scenario

You will produce a five-minute presentation on your favourite type of film. You can focus on a genre of film, for example horror or action, or you can focus on one particular film. The presentation must be interactive and embed at least three different types of media.

You will firstly need to gather information for your presentation and select the key areas of content you want to include. You should then draft your presentation, working out the number of slides you need and choosing the media you want to embed. You also need to decide on the design and style of the slides, for example colour, font type and size. You should then produce a final version of the presentation, running through the timings, making sure the embedded media content works and practise delivering it.

You will then present it to a group, talking through your slides, communicating clearly and using the embedded media content.

If a retake assessment is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

You will produce a five-minute presentation on your favourite genre of music, embedding at least three types of media.

Unit DM9: Creating an Animation

Level: 1

Unit type: **Sector (Digital Media)**

Guided learning hours: **40**

Unit in brief

Learners will develop the skills needed for animation pre-production, production and post-production and will use these skills to plan and produce an animated sequence for a specific purpose.

Unit introduction

Think about all the different types of animation you have enjoyed seeing at the cinema or on TV. Have you ever wondered how they were made? Or wanted to have a go at making one? There are a lot of people who work on animations for products like adverts, video games and websites.

In this unit, you will learn about what you need to consider when making an animation, such as the audience and purpose. You will also find out how to plan and develop ideas, characters, backgrounds and sounds to create an animation. Animation is a time consuming process so you will need patience and you might have to overcome problems to meet deadlines. You will also need to display a positive and flexible attitude to help make sure your animation is fit for purpose.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Plan an animation and solve problems
- B** Produce an animation, demonstrating self-management.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan an animation and solve problems	<ul style="list-style-type: none"> • Factors to consider when producing an animated sequence • Planning an animated sequence • Producing an animated sequence 	<ul style="list-style-type: none"> • Learners' log of animation process. • Short animation.(about 10–15 seconds) produced by learners.
B Produce an animation, demonstrating self-management		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Generating ideas • Visualising characters, sets and props • Producing and exporting a finished stop frame of digital animation 	<ul style="list-style-type: none"> • Considerations relating to audience and purpose • Identifying key priorities and potential barriers • Technical considerations relating to techniques used and intended platform • How to create illusion of movement using an appropriate frame rate 	<ul style="list-style-type: none"> • Problem solving • Self-management

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information/points of view clearly and in an appropriate form.

Unit content

Knowledge and sector skills

Factors to consider when producing an animated sequence

- Purpose: narrative (to tell a story), to inform/educate (e.g. public information), music video, advertisement, ident, title sequence, animated sequence in a computer game.
- Style: comedy, fantasy, anime, realistic, informative.
- Audience: adult, teen, children.
- Objects to be animated: character types, props, text.
- Suspension of disbelief, i.e. characters in animation are able to do things that are impossible in the real world.
- Choice of technique, e.g. stop frame animation, digital animation, thaumatrope.
- Platform.
- Technical considerations.

Planning an animated sequence

- Ideas generation: storyline ideas, sketches, initial character designs, set designs.
- Sourcing or creating assets for animation.
- Writing skills.

Producing an animated sequence

- Production of the visual animated sequence. (NB For assessment, learners may produce the sequence by conventional or digital techniques, however before assessment, learners should have opportunities to experiment with a range of different techniques, which may include digital, as appropriate to the centres' and learners' resources.)
- Lighting and filming the animation.
- Animating sprites digitally using keyframes or tweening.
- Recording audio as appropriate.
- Setting up a sequence/timeline to import assets or edit the animation.
- Managing assets using appropriate file names and folders.
- Post production: combining animation with other assets during editing, e.g. adding sound, titles.
- Exporting the finished sequence in an appropriate resolution and format.

Transferable skills

- Problem solving: identifying key priorities, potential barriers and solutions in an animation project.
- Self-management: maintaining a positive and flexible approach in an animation project.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan an animation and solve problems		
A.P1 Produce an outline plan for an animation, suggesting solutions to simple potential problems.	A.M1 Produce a detailed plan for an animation, suggesting solutions to potential problems.	A.D1 Produce a detailed plan for an animation, solving potential problems.
Learning aim B: Produce an animation, demonstrating self-management		
B.P2 Create a complete animated sequence, demonstrating a positive attitude.	B.M2 Create a complete animated sequence appropriately while demonstrating a positive attitude.	B.D2 Create a complete animated sequence competently while demonstrating a positive and flexible attitude.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a plan that gives a clear account of all the resources, location and other factors needed for an animation and allocates appropriate time to each stage. Learners suggest realistic and efficient solutions to problems, including contingency plans
- use their chosen technique to animate the characters to create a complete animated sequence, using a suitable frame rate and maintaining appropriate pace and sustained continuity of camera position and lighting as appropriate. Learners engage with the process in a positive manner and show a willingness to change their approach to the work when necessary or appropriate.

For merit standard, learners:

- produce a plan that gives a clear account of all the resources, location and other factors needed for an animation and allocates appropriate time to each stage. Learners suggest solutions to potential problems that show some thought to the relevant issues
- use their chosen technique to animate the characters to create a complete animated sequence, using a suitable frame rate and maintaining some continuity of camera position and lighting as appropriate. Learners engage with the process in a positive and flexible manner.

For pass standard, learners:

- produce a plan that summarises the resources, location and other factors needed for an animation and suggests solutions to simple potential problems for the shoot
- use their chosen technique to animate the characters to create a short, complete animated sequence and engage with the process in a positive manner.

Essential resources

For this unit, learners need access to software and hardware as appropriate and materials for creating assets, e.g. Plasticine[®], chalkboards, paper and markers, LEGO[®].

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors engage learners with some short examples of animations that they may be familiar with, using different techniques and for different purposes, for example children's 3D stop motion, quirky consumer-generated idents etc. Make this into a guessing game for learners to identify the different techniques used, for example claymation, cel animation, digital 2D and 3D, or simply get learners to vote for their favourites. Show examples of good work from previous learners, or learners at Level 2.

Suggested time: about 4 hours.

Activity: Sequencing photographic stills to create an animation

Learners are encouraged to work in small groups with a digital camera and tripod to take sequences of live action photographs, which are sequenced to create an animation. They take turns being camera operators and actors and give direction of the subject matter.

This type of activity will work well where the animation is designed to suspend disbelief, for example learners use face paints to create a time-lapse sequence so that the actor's appearance changes; alternatively, learners photograph a sequence where an actor is moving in small jumps across a floor and the photographs capture only the top parts of the jumps so that the subsequent sequence appears to show the actor floating along.

Suggested time: about 6 hours.

Activity: 2D stop frame animation

At this stage, learners will start to become familiar with using a tripod and the necessity of keeping the camera animation materials stationary. They are introduced to the need to keep lighting consistent, which involves screening samples of animations where the lighting changes suddenly in the middle and asking learners to identify what they think went wrong.

A practical session allows learners to experiment with different 2D stop frame techniques, including drawn (e.g. on paper or chalk boards) and cut-out/silhouette animation. For cut out animation, cut outs of key characters are provided in advance to save time. Learners need to be guided through the activity in a timely manner so that the session concludes with learners having the opportunity to sequence the photographic stills and import them into video software to create an animated video sequence.

Suggested time: about 8 hours.

Activity: 3D stop frame animation

Learners are given the opportunity to experiment with different techniques of 3D stop frame animation, for example claymation, animating found objects, brick animation (i.e. using Lego bricks and characters), etc. As with previous activities this is achieved by learners rotating around different workstations if time and resources allow, or by splitting the session into sections for each technique, or by focusing on one technique, or by combining techniques, for example by having a Plasticine dinosaur being chased by a Lego police officer and using found objects as some of the props. Learners need to be guided through the activity in a timely manner so that the session concludes with learners having the opportunity to sequence the photographic stills and import them into video software to create an animated video sequence.

Suggested time: about 8 hours.

Activity: Planning an animation shoot and identifying problems

Learners watch an animation and work backwards in pairs to list how it was made, the different stages, noting the resources and processes involved. They also create a list of problems that may have occurred and how they think they could have been solved.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked by a local company to produce a short 10-second animation for their website that shows their logo moving around the screen.

You will need to produce a plan for your project that gives details of what you need and how you will create the animation. You will have to include potential problems that may occur on the shoot and how you will overcome them. You will then have to produce the animation by the deadline.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:

A company wants a promotional animation celebrating its 10th birthday using the image of a cake and candles. As before you have to plan the animation before producing it.

Unit DM10: Shooting a Short Film

Level: **1**

Unit type: **Sector (Digital Media)**

Guided learning hours: **40**

Unit in brief

Learners will develop the skills needed to plan a film shoot and capture footage. They will use these skills in a practical situation for a specific purpose.

Unit introduction

People make short films for lots of purposes. Music videos, films and advertisements are all types of product that use the skills you will develop in this unit. The tools to make a short film are easily available and now with video streaming services, anybody's short film can reach an audience all over the world.

In this unit, you will develop the skills needed to turn an idea into a film that can be shared online with your audience. You will find out about the different functions of a camera. You will plan a film shoot and set up and capture shots. You will learn about problems that might occur and how to solve them. You will also learn how to use your initiative on shoots to meet your goals.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Plan a film shoot and solve problems
- B** Capture footage while demonstrating self-management.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan a film shoot and solve problems	<ul style="list-style-type: none"> • Planning a shoot • Types of shot • Camera functions • Capturing shots and camera movements 	<ul style="list-style-type: none"> • Learners' individual log of shoot. • Footage for short film. (about five minutes) shot by learners.
B Capture footage while demonstrating self-management		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Using a camera to record footage safely • Setting up a shoot • Planning a shoot 	<ul style="list-style-type: none"> • Different functions of a camera • Shot types • Shot movements 	<ul style="list-style-type: none"> • Problem solving • Self-management

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information/points of view clearly and in an appropriate form.

Unit content

Knowledge and sector skills

Planning a shoot

- Type of film, e.g. documentary, promotional video, music video
- Locations, e.g. recce, walkthrough, suitability
- Lighting.
- Resources.
- Personnel, e.g. talent, background artists.
- Deadlines.
- Order of shots.
- Potential issues and solutions, e.g. storage, personnel availability, contingency plans.

Types of shot

- Long shot.
- Medium shot, e.g. singles, group, medium wide.
- Close up, e.g. extreme, lean in, lean out.
- Panning shot, e.g. whip pan, open matte.

Camera functions

- Components of a camera, e.g. lens, viewfinder, control interface.
- Functions to control the image.
- Zoom to control the size of shot.

Capturing shots and camera movements

- Positioning a camera.
- Mounting a camera.
- Framing different shots.
- Adjusting size of shot.
- Moving the camera while shooting.
- Reacting to situations on a shoot, e.g. change of light, planned shot not working.

Transferable skills

- Problem solving: identifying potential problems and solutions on a shoot, e.g. weather, timing continuity issues.
- Self-management: organisation of deadlines and priorities on a shoot.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan a film shoot and solve problems		
A.P1 Produce an outline plan for a shoot, suggesting solutions to simple potential problems.	A.M1 Produce a detailed plan for a shoot, suggesting solutions to potential problems.	A.D1 Produce a detailed plan for a shoot, solving potential problems.
Learning aim B: Capture footage while demonstrating self-management		
B.P2 Carry out the complete capture of shots for a short film, showing some initiative in making progress to meet goals.	B.M2 Carry out the appropriate capture of shots for a short film, showing some initiative in different situations.	B.D2 Carry out the competent capture of shots for a short film, showing sustained initiative in different situations.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a plan that gives a clear account of all the resources, location and other factors needed on a shoot. Learners allocate appropriate time to each stage and suggest realistic and efficient solutions to the problems, including contingency plans
- capture complete and correct footage competently, showing sustained control over camera movements and shots. The footage will be mostly consistent in terms of exposure and colour balance
- display a sustained readiness and ability in initiating action in different situations to capture shots that are required during most of the filming sessions.

For merit standard, learners:

- produce a plan that gives a clear account of all the resources, location and other factors needed on a shoot. Learners allocate appropriate time to each stage and suggest solutions to potential problems that show some thought to the relevant issues
- capture complete and correct footage using suitable camera movements and shots. The footage will have some consistency in terms of exposure and colour balance
- display a readiness and ability in initiating action in different situations to capture shots that are required during filming sessions.

For pass standard, learners:

- produce a plan that summarises the resources, location and other factors needed on a shoot and suggest solutions to simple potential problems for the shoot
- capture the complete footage for the short film and use some suitable camera movements and shots
- display some readiness and ability in initiating action to capture shots that are required during filming sessions.

Essential resources

For this unit, learners will need access to video production equipment and software that can be used to produce their film work.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners discuss the types of film and video that they enjoy and share them with the group. Tutors begin to identify the types of camera shots and movements that are being used in some of the examples shared.

Learners work in groups to identify the examples of shots in a product, for example a music video or advertisement. Learners list the camera shots and camera movements that have been used in a video sequence.

Learners are given an overview of the manual functions of a camcorder and its components. Learners label a diagram of a camcorder and complete a gapped handout to explain how iris, shutter speed, gain, zoom and focus affect the footage.

Suggested time: about 4 hours.

Activity: Planning a shoot and identifying problems

Learners are given a basic outline for a short section of a film. Learners watch through different examples of similar films and discuss what they like and dislike about them.

Learners produce a list of shots that they would need to film in order to create a version of a simple given video product and share them with the rest of the group. They then swap shot lists and try to identify simple problems that may occur on each other's shoots. They create a list of ways to avoid these problems and risks and some simple contingency for things out of their control, such as weather issues.

Suggested time: about 6 hours.

Activity: Stationary camera interior

Tutors demonstrate how to go through the process of filming a simple short scene. Different shot types and camera movements are demonstrated. Learners complete a checklist of activities to complete during shooting.

Learners film a simple scene that includes a series of identifiable shots, for example one wide shot of a room with a table, two close-ups of a phone ringing on the table with an unknown number, three mid shots of a character answering the phone etc.

Learners take part in a quiz where tutors set up a shot that is incorrectly framed/focused/white balanced etc. and learners have to identify the problems, for example an incorrectly white balanced and un-focused shot of a subject with too much headroom.

Suggested time: about 8 hours.

Activity: Moving camera exterior

Tutors demonstrate ways to use a moving camera and the different equipment that can be used, showing examples from different films. Group discussion on issues and problems that may come from a moving camera and exterior shoot, for example things going out of focus, keeping the shot steady, continuity issues.

Learners film a simple scene that includes a series of identifiable moving shots, for example one wide moving shot of a person walking/running, two close ups of a person's face while walking/running, three mid shots of a person from behind walking/running etc.

Learners are observed talking through the set-up of a shot and discussing problems they are having and how they will solve them.

Suggested time: about 8 hours.

Activity: Time management

Using a shot list or storyboard, learners need to create a list of priorities and deadlines for a shoot. They will be given a list of considerations to take into account, such as length of working day, light issues and the setting up and packing up of equipment.

They will try and list shots in order of priority and logical sequence. They will then review the plan with peers and tutors to try and find problems or improvements.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are asked by your institution to shoot footage for a recruitment video aimed at 16–21 year olds. You are given a list of the features, facilities and services that they want captured.

You will need to produce a plan for your shoot that details what you need and what you need to do. You will have to include potential problems that may occur on the shoot and how you will overcome them. You will then have to capture the footage required, in the manner detailed in the storyboard or list of shots using self-management and initiative to meet your goals.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

A company wants a promotional video for its over 50's dating website. As before you will be given a list of the features, facilities and services that they want captured and have to plan the shoot before capturing the footage.

Unit ENG5: Manufacturing an Engineered Product Using Hand Tools

Level: 1

Unit type: **Sector (Engineering)**

Guided learning hours: **40**

Unit in brief

Learners will develop practical skills when using hand tools to manufacture an engineered product, such as a toolbox or tool maker's clamp.

Unit introduction

Do you enjoy working with your hands and using tools to create useful products? Engineers are good at turning material, such as mild steel, into products that are more valuable, for example shaping and joining pieces of steel sheet to form the body panels of a car.

In this unit, you will learn how to manufacture an engineered product, for example by planning the job and carrying out activities such as rough sawing to size, filling flat and square edges and drilling and tapping a hole. You will learn how to read and interpret given engineering drawings and work out a plan before carrying out appropriate manufacturing activities. You will select the necessary tools and equipment needed for the job. You will develop skills in working safely, cleaning work areas when you have finished manufacture and returning tools and measuring equipment to safe storage.

The knowledge and skills developed in this unit will help you to progress to other qualifications in different sectors as well as to other engineering qualifications. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Manufacture an engineered product safely, using hand tools from a given drawing
- B** Review own performance in the manufacture of an engineered product.

Unit summary

Learning aim	Key teaching areas	Summary of required assessment evidence
A Manufacture an engineered product safely, using hand tools from a given drawing	<ul style="list-style-type: none"> • Relevant safe working practices • Planning for manufacture • Preparing for manufacture • Manufacturing activities • Review of activities carried out and the final product • Work area restoration 	Portfolio of evidence, including: <ul style="list-style-type: none"> • a finished product • photographic or video footage • complete inspection record • review of own performance • tutors' observation records.
B Review own performance in the manufacture of an engineered product		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Safe working practices, work area preparation and restoration • Planning and preparing for manufacture • Hand tool skills to manufacture a product • Inspection checks during and after manufacture 	<ul style="list-style-type: none"> • Safe working practices • Reading information from and interpreting engineering drawings • Manufacturing a product using appropriate hand tools and inspection equipment • Know which tools are appropriate for different materials and product features 	<ul style="list-style-type: none"> • Managing information • Self-management

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Prepare for and contribute to the formal discussion of ideas and opinions. • Present information/points of view clearly and in appropriate language.
Mathematics	<ul style="list-style-type: none"> • Understand and use whole numbers and negative numbers in practical contexts. • Extract and interpret information from drawings, tables, diagrams, charts and graphs.

Unit content

Knowledge and sector skills

Relevant safe working practices

Safe working practices needed for the tasks to be carried out, including:

- managing own and others safety, including safe and correct use of tools and equipment, procedures to follow in case of accidents, e.g. cutting self
- personal protective equipment (PPE) – safety glasses, overalls, safety footwear, hair protection, barrier cream
- regulations and safety procedures
- good housekeeping practices, e.g. keeping the workshop clean and tidy
- what to do when things might go wrong, e.g. damaged materials and tool breakage.

Planning for manufacture

- Suitable engineered products, including drill drift, drill point angle gauge, drill stand, toolmaker's clamps, open tray, toolbox.
- Key features of a product and its constituent components, such as:
 - holes, e.g. through, blind, countersunk, threaded
 - shaping, e.g. 90° bend and folds
 - form, e.g. thickness, straight and curved edges and moving components
 - joining, e.g. rivets and self-tapping screws
 - standard symbols, e.g. surface finish, holes, threads, dimensions and tolerances, centre lines and sections.
- Materials, tools and other manufacturing equipment:
 - materials, e.g. mild steel, aluminium, plastic, wood, brass and copper
 - marking out tools, e.g. marking fluid, engineer's rule, scribe, scribing block, protractor, dividers, engineer's square, centre punch, oddleg callipers, vernier callipers
 - cutting tools, e.g. hacksaw, files, abrasive tape, tin snips, hand drill/hand-held power drill, centre drill, twist drill, reamer, die set, tap set tapping paste
 - lubricants, e.g. tapping paste, cutting fluid
 - shaping tools, e.g. hammers, pliers, tin snips
 - joining equipment, e.g. rivet guns, spanners, self-tapping screwdrivers, nuts and bolts
 - other equipment, e.g. vice jaws, clamps, fixtures, chucks, vernier callipers, micrometer.
- Manufacturing plan, including:
 - tools and equipment
 - quality checks
 - sequence of operations
 - supervisor approval.

Preparing for manufacture

Select and inspect tools, equipment and raw materials before manufacture.

- Raw materials:
 - correct type and size
 - free from damage or contamination, e.g. flaws, dirt, corrosion, excessive burrs.
- Cutting and shaping tools:
 - safe and usable condition, e.g. condition of saw blades, files and file handles, sharpness of cutting tools, hammer heads.
- Holding and securing equipment, including:
 - vice, clamps, fixtures, chucks.

Manufacturing activities

- Preparing materials for marking out: de-burring, datum faces and edges, application of marking fluid.
- Marking out: datums, centre lines, cutting guide lines, hole positions, profiles.
- Cutting and shaping, e.g. hand sawing, heavy and light cross filing, draw filing, drilling, tapping, bending.
- Profiles, e.g. radii, corners, bevels, angles, square edges.
- Hole positions, e.g. linear patterns, radial patterns.
- Correct use of hand tools.
- Quality checking:
 - visual inspection to identify problems, to include cuts, burrs, sharp edges, surface damage
 - accurate measurement of components and a finished product and understanding of tolerance
 - inspection record: whether measured dimensions are within tolerance limits and impact of poor accuracy on product functionality.

Work area restoration

- Swarf removal and recycling: brush, collection pan, storage for recycling.
- Tools and equipment: cleaning down, putting away, return to stores.
- Unused materials: condition check and return to stores.
- Work area inspection: visual checks, supervisor sign off.

Review of activities carried out and the final product

- Activities such as the order in which they were carried out, use of appropriate methods, tools and equipment, own working methods.
- Final product such as the success of the product, consideration of functionality, the final finish.

Transferable skills

- Managing information: determining the relevance of and how to interpret information required for manufacturing a product – the information could be from an engineering drawing(s) or other sources, e.g. manuals, risk assessment and health and safety documents.
- Self-management: monitoring performance during manufacture of a product, being flexible and proactive in solving problems, reviewing own strengths and areas for improvement during and after manufacture of a product.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Manufacture an engineered product safely, using hand tools from a given drawing		
A.P1 Produce an outline plan to manufacture a product, using information from given sources.	A.M1 Produce a detailed plan to manufacture a product, using information from different sources.	A.D1 Produce a detailed and coherent plan to manufacture a product, using information from different sources.
A.P2 Perform activities to manufacture a product safely, using hand tools.	A.M2 Perform activities appropriately to manufacture a product safely, using hand tools.	A.D2 Perform activities to manufacture a fully functional product safely, using hand tools accurately.
Learning aim B: Review own performance in the manufacture of an engineered product		
B.P3 Produce an outline review of own performance in the manufacture of an engineered product.	B.M3 Produce a detailed review of own performance in the manufacture of an engineered product, identifying the strengths and areas of improvement.	B.D3 Produce a detailed review of own performance when manufacturing a product, describing ways to improve future work.

Essential information for teachers

Essential information for assessment decisions

For distinction standard, learners:

- read and interpret given drawings and other information sources and produce a plan, with an appropriate amount of detail, of a sequence of manufacturing tasks, taking account of health and safety requirements. Learners have a technically effective discussion with the assessor when planning the manufacture of a product
- use relevant marking out, cutting and shaping tools, measuring equipment and, as required, joining methods to manufacture an accurate product that is of an appropriate quality (no appearance flaws or out of tolerance errors). If required, they carry out any rectification work to ensure accuracy and functionality of the product
- effectively manufacture a product. They work independently, safely and confidently, with no guidance from the assessor. They minimise the amount of raw material used and use cutting, shaping and joining tools appropriately and in an appropriate sequence
- complete a detailed review of the manufacture activity. This could be written or a verbal recording that gives a detailed overview of the activities they completed. They identify two or three areas where they need to improve, using examples from the activity.

For merit standard, learners:

- read and interpret given drawings to produce a plan that may lack appropriate detail in places, showing the steps in manufacturing and taking account of safe working practices. They hold productive discussions with the assessor when planning the manufacture of a product, while working independently with minimum guidance from the assessor
- use appropriate marking out, cutting and shaping tools, joining methods and measuring equipment to manufacture an accurate product. An accurate product will have acceptable quality, e.g. no appearance flaws and at most one out-of-tolerance error
- complete a review of the activities that covers most of the activities they completed. They identify one or two areas where they need to improve, giving some detail from the activity.

For pass standard, learners:

- produce an outline plan, following given drawings, showing some of the stages in manufacturing and taking account of safe working practices. The plan is likely to contain some errors or omissions, which may mean that a third party could not use it to manufacture the product. Learners' discussion with the assessor when planning the manufacture of a product may include some technically inaccurate information and/or important omissions
- work safely, taking account of health and safety rules with supervision and restoring the work area to a safe and tidy condition
- use some marking out, cutting and shaping tools, and joining methods and measuring equipment (as required) to manufacture a product. The product may have appearance flaws and some out-of-tolerance dimensional errors and they may not be fully functional
- may use cutting and shaping tools and joining methods that are not always the most appropriate. The sequence of operations and the amount of material used may not be effective, e.g. the amount of waste material may be excessive
- complete an outline review of their performance that gives some details on some of the activities they performed, with some outline references to the success of the product.

Essential resources

For this unit, learners will need access to:

- a mechanical engineering workshop equipped with hand tools and other equipment as specified in the unit content
- engineering drawings of the product to be manufactured
- raw materials available from a store
- appropriate personal protective equipment (PPE)
- photographic resources, e.g. tablet computer, camera or phone.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors explain the importance of health and safety and how procedures are followed in the workshops. Learners investigate health and safety issues relating to given engineering workshop scenarios:

- identification of hazards and risks
- control measures
- personal safety
- safety of others.

Suggested time: about 3 hours.

Activity: Marking-out tools

Tutors demonstrate tools to be used for marking-out activities. Learners carry out basic marking-out activities:

- datums
- straight edges
- radii
- hole centres.

Suggested time: about 6 hours.

Activity: Cutting and finishing materials

Tutors explain and demonstrate the process of cutting and finishing material. Learners carry out basic cutting and metal removal activities:

- rough filing
- finish filing
- hand cutting straight edges
- hack sawing solid and hollow sections
- cutting and finishing curves
- cutting thin sheet using tin snips.

Suggested time: about 8 hours.

Activity: Drilling and tapping activities

Tutors demonstrate drilling and tapping activities. Learners carry out drilling and tapping activities:

- drilling single holes
- drilling arrays of holes
- tapping screw threads.

Suggested time: about 6 hours.

Activity: Shaping activities

Tutors demonstrate how to carry out shaping activities. Learners carry out basic shaping activities:

- 90 degree bends in thin sheet
- edge folding.

Suggested time: about 4 hours.

Activity: Assembling different products activity

Tutors demonstrate how to assemble different products. Learners carry out basic assembly activities:

- riveting thin sheets
- fixing using self-tapping screws
- fixing using nuts and bolts.

Suggested time: about 8 hours.

Activity: Manufacturing a product

Learners complete manufacturing activity – planning and manufacturing a product using different hand tools and carrying out quality checks for accuracy. Throughout the activity learners observe safety at all times and restore the work area to a safe and tidy condition.

Suggested time: about 5 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are starting work as an apprentice toolmaker and a team leader wants to find out how good you are working at a bench with hand tools. The team leader gives you drawings of a tool maker's clamp or a small rectangular open-topped toolbox. They ask you to manufacture the jaws of the clamp and the box by carrying out the following tasks.

1. Look at the drawing, decide and record how you are going to make the clamp and box; confirm with the team leader how you will work safely and what tools and materials you will use to do the job.
2. Prepare the work area in readiness for manufacture.
3. Collect tools and materials from the store and check that they are fit for purpose.
4. Prepare materials, e.g. cut to overall length.
5. Mark out the components/product.
6. Use hand tools and, as required, joining methods to manufacture the components/product, carrying out inspection checks as you go.
7. Assemble the clamp and box; visually checking that they are as shown in the drawing and that the clamp works.
8. Tidy up the workplace, put away tools and PPE and complete sign-off paperwork.
9. Produce a review of own performance and the outcome of the final product.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You are starting work as an apprentice for a small company that builds and installs ventilation ducting in factories. They have given you drawings of oddleg callipers and a tool rack to hold five flat files, which they would like you to manufacture.

Unit ENG10: Carrying Out an Electrical Installation

Level: **1**

Unit type: **Sector (Engineering)**

Guided learning hours: **40**

Unit in brief

Learners will develop basic skills in electrical installation, testing and setting up a safe working environment.

Unit introduction

Our need for electricity grows every year. This means that there is a growing need for qualified electricians. Constructing electrical installations can be physical work but it also gives you the chance to solve problems.

In this unit, you will learn how to set up your work area safely and how to select and use tools and equipment to build an electrical installation. You will learn why it is important to follow the instructions in a given plan. You will work practically, with your hands, to solve problems. You will carry out simple tests to make sure your installation is safe to be tested by an electrician. You will also make sure that all tools are checked and safely stored away.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Use a given plan to construct an electrical installation
- B** Carry out visual checks on an electrical installation safely.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p>A Use a given plan to construct an electrical installation</p>	<ul style="list-style-type: none"> • Basic electrical safety • Selection and safe use of tools and electrical accessories • Lighting circuits • Hand skills in carrying out a safe electrical installation • Visual inspection and safety checks • Restoring the workplace to a safe condition • Reviewing the electrical installation • Reviewing own performance 	<ul style="list-style-type: none"> • Annotated photographs taken at different stages of construction of the electrical installation(s), supported by tutor observations. • A written report or recorded discussion about learner performance.
<p>B Carry out visual checks on an electrical installation safely</p>		
<p>Key teaching areas include:</p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Preparing the workplace • Installing cables, devices, switches and outlets to a given design specification in accordance with electrical installation regulations • Terminating cables to connect to the electrical accessories • Visual inspection and simple checks prior to inspection by a competent electrician • Maintaining work records 	<ul style="list-style-type: none"> • Awareness of electrical safety regulations and the importance of BS 7671:2008 incorporating amendment 3:2015 • Types of electrical lighting circuits • Identification of electrical accessories • Colour coding of cables for electrical lighting circuits 	<ul style="list-style-type: none"> • Managing information • Reviewing own performance and electrical installation

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Read and understand texts, using information from the text. • Present information/points of view clearly and in an appropriate form.
Mathematics	<ul style="list-style-type: none"> • Add, subtract, multiply and divide whole numbers using a range of strategies. • Extract and interpret information from tables, diagrams, charts and graphs.

Unit content

Knowledge and sector skills

Basic electrical safety

- Awareness of electrical hazards and understanding who is at risk from electricity.
- Understanding the need to:
 - isolate from the supply before starting work and ensure that no one can reconnect the supply without permission
 - only work on electrical or other hazardous equipment under adequate supervision
 - visually inspect all cables and portable appliances before using them
 - not use equipment if there are any problems and to report the faults immediately
 - not attempt to reconnect the supply until the work has been checked by a competent electrician.

Selection and safe use of tools and electrical accessories

- The importance of choosing the right tool for the task and understanding how to use the tool safely and effectively, to include:
 - wire strippers
 - pliers
 - hammers
 - spirit level
 - measuring tape
 - insulated screwdrivers
 - battery-powered drill/screwdriver.
- Identifying and using:
 - ceiling rose
 - junction box
 - cables, e.g. flat 2-core with circuit protective conductor (cpc)
 - fixings, e.g. p-clips
 - single gang two-way switches, e.g. single pole double throw (SPDT)
 - various types of lamp holder, e.g. Edison (screw fit), bayonet.

Lighting circuits

Circuit diagrams, line diagrams and layouts for:

- multiple-point radial (loop in), for an installation with two single one-way switch operated drops
- additional drop with two-way operation, to give a combined one-way and two-way switch lighting circuit arrangement.

Hand skills in carrying out a safe electrical installation

- Marking out the positions of equipment and cable runs.
- Securing back-boxes in position correctly.
- Laying out the correct type and size of PVC-sheathed cable to the required shape and cut to length without causing damage.
- Securing the PVC sheathed cable using the given supports, e.g. clips.
- Stripping and terminating PVC sheathed conductors at accessory points to form a given lighting circuit.
- Identifying, sleeving and terminating protective conductors at lamp holders.

Visual inspection and safety checks

- Completing the visual inspection schedule for each circuit installed, e.g. no bare conductors showing, no loose 'whiskers', all connections tightened correctly, cable runs straight, cables not too tight or too loose, cables do not change direction too sharply.
- Continuity test using a suitable test instrument, e.g. multimeter, continuity tester.

Good housekeeping in the workplace

- Checking that the worksite is kept clear and is left in a safe and satisfactory condition when the work is completed.
- Ensuring that tools, equipment and materials are stored safely and securely.

Reviewing the electrical installation:

Identifying:

- if the electrical installation follows the given circuit information
- if it is fit for purpose
- improvements to the quality of the final electrical installation.

Reviewing own performance

- Using a given template, review own ability to:
 - select and use appropriate equipment and materials
 - follow a method safely in correct sequence
 - use appropriate techniques.
- Make recommendations for improvements in own performance.

Transferable skills

- Managing information: collecting and using information, e.g. circuit diagrams and layouts, cable sizes; organising information; keeping documents tidy and in order; using numbers, e.g. measurements from layouts; checking units and measuring accurately.
- Reviewing own performance and electrical installation: identifying own strengths and weaknesses in performing a task; ways to improve own performance; testing that the product is fit for purpose; suggestions for improvements to the method in order to improve the quality of the product.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Use a given plan to construct an electrical installation		
A.P1 Perform, using a given plan, activities to construct a one-way electrical lighting circuit.	A.M1 Construct, using a given plan appropriately, a one-way and two-way combined electrical lighting circuit.	A.D1 Construct, using a given plan accurately and effectively, a fully functional combined electrical lighting circuit.
Learning aim B: Carry out visual checks on an electrical installation safely		
B.P2 Carry out visual checks to review the constructed electrical lighting installation and identify a strength of your own performance.	B.M2 Carry out visual checks to review the constructed electrical lighting installation and identify a strength and a weakness of your own performance.	B.D2 Carry out visual checks, make good any defects and identify strengths and weaknesses of your own performance, making a recommendation for improvement.

Essential information for tutors

A working rig could be demonstrated and left on view for learners to compare with their own installation.

Learners will be given detailed drawings and plans from which to construct an electrical lighting installation with two single one-way switch operated lamps and one two-way switch operated lamp. It would make the task more interesting if different types of lamp holder were used for each lamp but this is not essential.

The information supplied to learners should be sufficient that they can carry out well-defined routine tasks such as measuring and marking out from given dimensions, and stripping and terminating single- and multi-core cables. Carrying out visual checks of their own installation will allow them to demonstrate that they can identify whether actions have been effective. The focus of this unit is to develop practical skills in as realistic an environment as possible.

Each learner should have adequate room to work safely. It is expected that learners will use wiring boards for their installations. These should be supplied with the materials and accessories required to complete the installation.

Learners should **not** be allowed to connect their installations to a live supply but it could prove a positive experience for learners if staff were able to demonstrate the installation working, following appropriate safety tests.

Essential information for assessment decisions

For distinction standard, learners:

- manage information effectively from a given plan to enable an accurate interpretation of a physical layout, e.g. with regular reference to a circuit diagram, collecting tools and materials with full reference to a bill of materials, and using information from preparation and implementation that will result in a fully functioning circuit
- construct the lighting circuit by, e.g. marking out and placing accessories and cables in positions that are accurate relative to the given plan, ensuring that the cable runs at 90° and is secured correctly, changing cable direction with full consideration to neatness and the bend radius, cutting cables to the correct length with cables not in tension, keeping cable ends tidy without any nicking of the conductor, terminating cables with no 'whiskers' or bare conductor showing, and insulating earth connections using appropriate sheathing to the correct length, with no bunching and no bare conductor showing
- carry out continuous visual inspection of the installation and analyse the outcomes, identifying potential causes for concern and determining whether actions have been effective. Learners complete a visual inspection schedule identifying potential hazards and corrective actions to be taken
- review their own performance by identifying strengths and weaknesses and making recommended improvements, e.g. completing the installation so that it is safe and secure but having to rush to complete it in time, meaning that in future tools should be laid out in a more organised fashion and materials should be pre-prepared.

For merit standard, learners:

- manage information from a given plan that will enable an appropriate interpretation of a physical layout, e.g. with reference to a circuit diagram, collecting tools and materials with reference to a bill of materials, and using information from preparation and implementation that will result in a workable circuit
- construct the lighting circuit by, e.g. placing accessories and cables in positions that are mostly accurate relative to the given plan, ensuring that the cable runs mostly at 90° and is secured correctly, changing cable direction with some consideration to neatness or the bend radius, cutting cables to mostly the correct length with most cables not in tension, keeping cable ends mostly tidy without any nicking of the conductor, terminating cables with few or no 'whiskers' or bare conductor showing, and insulating earth connections using appropriate sheathing with some cut to the wrong length, resulting in bunching or small lengths of bare conductor showing
- carry out a visual inspection of the installation that identifies potential causes for concern and determines whether actions have been effective. Learners complete a visual inspection schedule identifying potential hazards
- review their own performance by identifying a strength and a weakness, e.g. completing the installation so that it is safe and secure but having to rush to complete it in time.

For pass standard, learners:

- manage information from a given plan that may enable limited interpretation of a physical layout, e.g. without reference to a circuit diagram, collecting tools and materials with limited reference to a bill of materials, and using information from preparation and implementation that will not enable an effective circuit
- construct the lighting circuit by, e.g. placing accessories and cables in an inaccurate position relative to the given plan, running cables not at 90° or securing them correctly, changing cable direction with little consideration to neatness or the bend radius, cutting cables to the wrong length or with cables under slight tension, leaving cable ends untidy or the conductor slightly nicked, terminating cables with 'whiskers' and/or some bare conductor showing, and insulating earth connections with ragged sheathing or with sheathing not cut to the appropriate length
- carry out a visual inspection of the installation that identifies some simple causes for concern and complete a visual inspection record
- review their own performance by identifying a basic strength of their own performance, e.g. completing within the allocated time or doing everything safely.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors demonstrate the correct use of hand tools that learners can use to carry out practical activities, to include:

- measuring and marking out from a given plan
- fixing back panels to a board from a plan
- securing cable.

Learners then measure out from a given plan and secure the back panels to a board.

Learners could identify positive and negative aspects of their own and each other's work.

Suggested time: about 4 hours.

Activity: Using hand tools

Tutors review the previous activities.

Learners complete exercises that involve cutting cable to length, stripping and terminating ends and colour coding, e.g. wiring a 3-pin plug. Different types of cable and terminations can be used.

Learners carry out visual checks and identify positive and negative aspects of their own and each other's work.

Suggested time: about 6 hours.

Activity: Electrical safety in industry

A guest speaker, e.g. an electrical contractor, is invited to speak about what an electrician does and the importance of electrical safety (or this could be a member of staff with industrial experience). Learners take part in a discussion on electrical safety and ask the speaker questions. The discussion should include identification of hazards and estimation of risk and control measures.

Learners design electrical safety posters as part of the workshop (possibly for a competition).

Suggested time: about 2 hours.

Activity: Interpreting a wiring diagram (multiple drop radial (loop in))

Tutors demonstrate a working installation with a single lighting circuit, which could be left on display for learners to compare with their own installation. Learners identify the electrical accessories and their functions.

Learners identify and list the component parts of a given wiring diagram for a multiple drop radial (loop in) circuit with two single one-way switch operated drops.

Learners collect the components required and build the installation to the given plan. Learners should be encouraged to visually inspect their installation and correct defects as they go along.

Suggested time: about 4 hours.

Activity: Interpreting a wiring diagram – two-way switch

Tutors demonstrate a working installation with single and double switch lighting circuits, which could be left on display for learners to compare with their own installation. Learners identify the additional electrical accessories and their functions.

Learners identify, list and collect the additional component parts for the given wiring diagram for a multiple drop radial (loop in) circuit that is modified to include a third drop operated by a two-way switch.

Learners complete the additions to the electrical installation. Learners should be encouraged to carry out visual inspection and correct defects as they go along.

Suggested time: about 4 hours.

Activity: Carrying out visual checks and repairs

Tutors introduce a checklist for visual inspection and explain how to complete it.

Learners complete a checklist for their own installation. They then correct the defects and faults they have identified and note the repairs carried out.

Learners could compare their checks with others to identify common faults/errors.

Plenary session, e.g. why it is important to keep accurate records; what is the advantage of carrying out visual checks and rectifying problems as you go along?

Suggested time: about 4 hours.

Activity: Carrying out simple continuity checks

Tutors demonstrate how to use simple testing equipment to carry out a continuity test, identify defects and correct them. They also demonstrate how to complete the given report form.

Learners carry out a simple continuity test on their own installation. They identify any gaps in continuity and undertake repairs.

Learners then complete the supplied report form to identify the initial test results, the faults identified and the actions taken to correct them.

Suggested time: about 4 hours.

Activity: Restoring the workplace to a safe condition

Learners remove all materials and tools and store them safely and securely, leaving the workplace in a safe condition.

Suggested time: about 1 hour.

Activity: Skills for reviewing electrical installation and their performance

Learners develop skills in reviewing their own performance, e.g. tutors get learners to think generally about what they are good at and the areas they need to improve in.

Learners will reflect on their own performance in terms of their personal strengths and weaknesses.

Tutors will provide a template for learners to use, asking questions for them to answer based on their performance.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

The centre where you are training is having an open day. Your supervisor wants to demonstrate how 'hands-on' the course is and how learners are taught to use hand tools to construct an electrical installation from a given plan. Your supervisor gives you all the instructions and drawings needed to carry out the installation of an electrical lighting circuit, which will be used as part of the display. They ask you to carry out the electrical lighting installation, performing the identified tasks safely and accurately.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

The assessment should essentially be the same, i.e. the installation of a lighting circuit with one-way and two-way circuits, but using different layouts and components, for example using a junction box rather than connecting directly to a ceiling rose.

Unit ENG11: Producing Engineering Drawings Using CAD

Level: 1

Unit type: **Sector (Engineering)**

Guided learning hours: **40**

Unit in brief

Learners will develop skills in preparing and producing engineered drawings using a 2D CAD (computer-aided design) system.

Unit introduction

Have you ever wondered what CAD is, and how it is used in engineering? CAD has replaced some drawing boards in engineering, using computer technology to create 2D and 3D components.

This unit will give you an introduction to 2D CAD and enable you to produce engineering drawings. CAD spans most areas of engineering and aspects of other industries, such as construction and media. Engineering is multidisciplinary, making highly technological products. For example, the automotive industry designs cars using CAD. You will learn to use CAD software and hardware to produce 2D templates and engineering drawings. You will develop the skills to produce drawings of engineering products, edit these and print your portfolio of drawings.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Produce a template and drawing of a component and communicate engineering information using 2D CAD software
- B** Present to others about the use of 2D CAD software.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p>A Produce a template and drawing of a component and communicate engineering information using 2D CAD software</p>	<ul style="list-style-type: none"> • Setting up a CAD template and engineering drawing • Producing a CAD template • Producing an engineering drawing using CAD • Products/components • Presenting information and communication techniques 	<ul style="list-style-type: none"> • Annotated screenshots and drawings. • A template and a CAD drawing for assessment. • Presentation of the CAD drawings, supported by tutor observations.
<p>B Present to others about the use of 2D CAD software</p>		
<p>Key teaching areas include:</p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Understanding drawing terminology and standards, e.g. BS 8888 • Preparing a CAD template • Drawing an engineering product using CAD 	<ul style="list-style-type: none"> • Different types of CAD drawings • The different skills needed to produce drawings • Drawing standards • Safety and visual display units (VDUs) 	<ul style="list-style-type: none"> • Communication • Presenting information

There are opportunities to develop functional skills in this unit:

Functional skills	
<p>English</p>	<ul style="list-style-type: none"> • Utilise information contained in texts. • Write clearly and coherently, including an appropriate level of detail. • Use language, format and structure suitable for purpose and audience. • Present information in a logical sequence.
<p>Mathematics</p>	<ul style="list-style-type: none"> • Understand and use whole numbers and understand negative numbers in practical contexts. • Add, subtract, multiply and divide whole numbers using a range of strategies. • Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature.

Unit content

Knowledge and sector skills

Setting up a CAD template and engineering drawing

- Setting up the CAD system, e.g. line types, grid, snap, paper size.
- Drawing and editing commands, e.g. to produce and erase lines, circles, text, arcs, polygons, trim, move, copy, undo, dimensioning, hatching, scaling and rotating.
- Manipulation of views, including zoom and pan options.
- Saving the template/drawing data in an appropriate format.
- Outputting to a printer/plotter.

Producing a CAD template

- A3 or A4 template, to include drawing number(s), projection symbols, scale, units, general tolerances, name of author, drawing title, date, border.

Producing an engineering drawing using CAD

- Producing drawings to a current standard, e.g. BS 8888:
 - line types, e.g. centre, construction, outline, dimension
 - common features, e.g. holes, chamfers, radii
 - lettering, e.g. title, notes, annotation
 - abbreviations, e.g. CHAM, DIA, A/F.
- Creation of engineering drawings, to include orthogonal views, appropriate scale, dimensioning and centre lines.

Engineered products/components

- A drill gauge containing two different sized radii, chamfers, an array of different sized drill holes and a set of threaded holes in an appropriate order with correct annotation.
- A drill gauge with at least one chamfer, and an array of different sized drill holes.

Presenting information techniques

- Reporting information on the methods and use of CAD software to produce an engineering drawing, using appropriate presentation techniques.
- Using presentation techniques to feed back on the use of CAD software, to include oral, written and graphical material.
- Presenting information on the use of CAD software, e.g. Word®, PowerPoint®, blog, vlog.

Transferable skills

- Communication: creation of a drawing template, creation of an engineering drawing, screenshots, outputting to a paper copy, interpretation of ideas through drawings, using appropriate ways to show how 2D CAD software has been used.
- Presenting information: verbal communication skills (tone of voice, clarity, using language, format and structure suitable for purpose and audience); appropriate non-verbal communication (eye contact, posture); allowing for and responding to others' input.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Produce a template and drawing of a component and communicate engineering information using 2D CAD software		
A.P1 Produce a CAD template and drawing of an engineered component using limited drawing and editing commands.	A.M1 Produce a suitable CAD template and drawing of an engineered component using a range of drawing and editing commands.	A.D1 Produce an accurate CAD template and drawing of an engineered component using layers and to current standards.
A.P2 Communicate engineering information using 2D CAD software.	A.M2 Communicate engineering information appropriately using 2D CAD software.	A.D2 Communicate engineering information clearly and appropriately using 2D CAD software.
Learning aim B: Present to others about the use of 2D CAD software		
B.P3 Present limited information about the use of 2D CAD software.	B.M3 Present information appropriately about the use of different types of 2D CAD software.	B.D3 Present information effectively about the use of different types of 2D CAD software.

Essential information for tutors

This unit can be taught using a range of suitable 2D CAD packages, e.g. AutoCAD®, SolidWorks®, DraftSight™, AutoCAD LT®, TechSoft Design®, AutoSketch®, TurboCAD®

Essential information for assessment decisions

Learners should create an accurate A3 or A4 drawing template. They should prepare engineering drawings in an orthogonal format, to current standards.

An appropriate form of assessment for presenting information about the use of 2D CAD would be a verbal presentation.

For distinction standard, learners:

- create an accurate template with appropriate information about the drawing, e.g. units, name of author, date, border, scale, drawing number(s), general tolerances and projection symbols
- use separate layers to create an accurate template and drawing that could be understood by a third party to manufacture the engineered product, with a range of commands to create accurate projections and to include correct line types and dimensions, e.g. all the features of the drawing will be present, and the representation of the engineered product will be correct with accurate alignment of projections and dimensioning
- create documentation that includes accurate information about the use of 2D CAD software that will concentrate on the use of layers and drawing and editing commands and will contain accurate text, e.g. command structure and the use of layers is understood, appropriate drawing and editing commands are used for specific functions and features
- present accurate and targeted information to others that will focus on the CAD software and will be readily understood, e.g. in a clear and structured format with appropriate tone of voice, body language and engagement with others.

For merit standard, learners:

- create a suitable template with appropriate information about the drawing, e.g. units, name of author, date, border and scale
- create an accurate drawing that could be understood by a third party, with a range of commands to create mostly accurate projections and to include suitable line types and dimensions, e.g. all the features of the drawing will be present, and the representation of the engineered product will be accurate, but there may be minor inaccuracies with the alignment of projections and dimensioning
- create documentation that includes accurate information about the use of 2D CAD software that will concentrate on most of the commands used and will contain mainly accurate text, e.g. command structure is understood, appropriate commands used for specific features
- present appropriate information to others that will focus on CAD software and will be readily understood, e.g. in a clear and structured format, but may lack some detail, with only partial awareness of body language and engagement with others.

For pass standard, learners:

- create a template with some appropriate information about the drawing, e.g. name of author, drawing title
- create a drawing with a limited set of commands to create recognisable views (elevation, plan and end) and to include basic line types and dimensions, e.g. the main features of the drawing will be present but there will be inaccuracies with the alignment of views, representation of the engineering product and dimensioning
- create documentation that includes information about the use of 2D CAD software that will concentrate on three or more commands and will contain inaccuracies in the text, e.g. command structure misunderstood, inappropriate commands used for specific features
- present limited information to others that will focus on CAD software but will be difficult for them to understand, e.g. unclear or unstructured, inappropriate tone of voice and little awareness of body language and engagement with others.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors explain and demonstrate the setting up of a CAD system, using drawing and editing commands.

Tutors demonstrate the setting up of parameters of a CAD package, e.g. drawing size, grid, snap, line types, use of folders and saving, to include practical demonstration of drawing and editing commands.

Learners practise the required skills, e.g. setting up a CAD package using drawing size, grid, snap, line types to draw simple items (size and scale are not important at this point) and outputting their drawings to a printer.

It is recommended that a visit to an engineering design office is incorporated into the teaching and learning programme.

Suggested time: about 5 hours.

Activity: Creation of drawing parameters

Tutors explain and demonstrate the creation of drawing parameters.

Tutors demonstrate the use of drawing templates, orthogonal views and layers.

Learners practise the required skills, e.g. drawing templates, orthogonal views and the use of layers.

It is recommended that a visit to an engineering design office is incorporated into the teaching and learning programme.

Suggested time: about 3 hours.

Activity: Creation of engineered drawings

Tutors explain and demonstrate the creation of engineered drawings.

Learners practise the required skills using given engineering drawings, e.g. tee piece, stepped shaft, end plate.

From given drawings of simple engineering components, learners practise creating orthogonal drawings and dimensioning them, with support from tutors, e.g. depth gauge, bevel gauge, plumb bob.

Suggested time: about 16 hours.

Activity: Insert mechanical drawing into a drawing template

Tutors explain and demonstrate the insertion of an engineering drawing into a template.

Learners practise the required skills using their own and given engineering drawings, e.g. engineering drawing inserted within a previously created drawing template.

Suggested time: about 2 hours.

Activity: Communicating and presenting information

Tutors explain different styles and methods of communication and presenting, including the appropriate tone of voice, clarity, using appropriate language, format and structure that is suitable for the audience.

Tutors explain how to present information on learner drawings, including the interpretation of drawings and the commands used to create the drawings.

Tutors explain different styles and methods of communication and presenting, e.g.:

- communicating – oral, written, graphical
- presenting information – Word, PowerPoint, blog, vlog
- essay, leaflet, poster
- text, images, photos, tables, charts.

Learners present to their peer group.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been learning to use CAD and traditional drawing in your centre, to produce different types of drawings with the aid of colleagues who use traditional sketching, drawing and CAD.

Your tutor wants to create a drawing template, and then move on to creating small circuits and mechanical drawings on the CAD system.

As you create these drawings, you will need to produce annotated screenshots to show your tutor, demonstrating the process of using commands to create your template and drawings.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

Your tutor has asked you to produce a different drawing template, and then move on to creating different small circuits and a different mechanical drawing on the CAD system.

As you create these drawings, you will need to produce annotated screenshots to show your tutor, demonstrating the process of using commands to create your template and drawings.

Unit ENG12: Carrying Out Routine Service Tasks on a Motor Vehicle

Level: 1

Unit type: **Sector (Engineering)**

Guided learning hours: **40**

Unit in brief

Learners will develop the practical skills required to prepare for and complete the routine maintenance tasks performed during the servicing of a motor vehicle.

Unit introduction

Cars, vans and motorbikes are used every day by millions of people around the world. Technology has made modern vehicles reliable and safe but parts still wear out and even modern engine oil will need replacing at least once a year. It is important that regular checks are made on the parts that are known to wear out most quickly or could cause an accident if they fail to work properly. For instance you should check the pressure in your tyres and their condition every time you fill up with fuel. Other checks should be made at least once a year like the condition of brake pads and some things like engine oil should simply be replaced with new oil every so often. These checks and the routine renewal of certain fluids and filters are carried out in a vehicle service.

In this unit, you will carry out a range of motor vehicle servicing procedures safely. You will learn to assess the condition of a range of parts checked during a service and replace those that are worn. It is important that you are able to find out and use certain technical information needed to complete a service.

This unit will help you to develop skills to progress to qualifications in different sectors as well as to progress to other qualifications in engineering. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Carry out routine service tasks on a motor vehicle safely
- B** Demonstrate communication skills when dealing with customers.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Carry out a routine service tasks on a motor vehicle safely	<ul style="list-style-type: none"> Preparation for carrying out routine service tasks Safe working practices when carrying out motor vehicle servicing 	<ul style="list-style-type: none"> Portfolio of evidence, including: <ul style="list-style-type: none"> service checklist complete servicing records. Tutors' observation records on: <ul style="list-style-type: none"> practical tasks communicating information to customer.
B Demonstrate communication skills when dealing with customers	<ul style="list-style-type: none"> Routine service tasks Tools and equipment Completing servicing records 	
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> Accessing and using technical data Applying safe working practices in an automotive environment Carrying out common servicing procedures safely Using appropriate tools and equipment safely 	<ul style="list-style-type: none"> Requirements and importance of safe working practices Motor vehicle systems, operation and naming of parts Types and grades of engine oil and other fluids 	<ul style="list-style-type: none"> Managing information Communication

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> Utilise information contained in texts. Use language, format and structure suitable for purpose and audience.
Mathematics	<ul style="list-style-type: none"> Extract and interpret information from tables, diagrams, charts and graphs.

Unit content

Knowledge and sector skills

Preparation for carrying out routine service tasks

- Access to servicing guidance, to include manufacturer's workshop manuals, owner's workshop manuals, labour time manuals.
- Use of routine vehicle servicing schedules.
- Technical data: parts databases, technical data manuals, component or consumable product labelling and data sheets.

Safe working practices when carrying out motor vehicle servicing

- Important general safety considerations when working in an automotive workshop, to include awareness of moving vehicles, impact, trapping and entanglement in moving parts or lifting equipment, use of appropriate personal protective equipment (PPE), maintaining a tidy work area.
- Safe working practices relevant to servicing procedures, to include safe handling of engine oil and other fluids, correct disposal of waste products, dealing with spillages, correct use of tools and equipment, including those using compressed air, avoiding contact with high temperature fluids or components.

Routine service tasks

- Safe removal, disposal and replacement of service consumable items, to include engine oil, oil filter, air filter, fuel filter (diesel), spark plugs (petrol).
- Condition assessment, safe removal, disposal and replacement of other items checked during a service, to include tyres, engine coolant, headlight and ancillary bulbs, fuses, brake pads or shoes, batteries, auxiliary drive belt, windscreen wipers.
- Fluid level checks and top up, to include engine oil, clutch fluid, brake fluid, power steering fluid, automatic transmission fluid, gearbox oil, differential oil, windscreen washer fluid, coolant.

Tools and equipment

- Safe and appropriate use of general and automotive workshop tools and equipment, to include general hand tools, airline and tyre inflator, tyre pressure gauge, pneumatic impact wrench, feeler gauges, tyre tread depth gauge, vehicle lifts and jacks, oil filter wrench.

Completing servicing records

- Servicing records, to include copies of any technical information used, service checklist, manufacturer's part number of any replacement parts used, type and grade of any replacement fluids, vehicle registration number, manufacturer, model, year of manufacture, mileage.

Transferable skills

- Managing information: finding manufacturers' recommended service schedules, looking up component replacement procedures for a given part, looking up the type, grade and required quantities of replacement oil and other fluids, looking up manufacturer's part number for replacement parts.
- Communication: completing written servicing records, explaining the work carried out to a customer.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Carry out routine service tasks on a motor vehicle safely		
A.P1 Produce an outline service checklist using information from given sources.	A.M1 Produce a service checklist, selecting information from given sources.	A.D1 Produce a service checklist, selecting appropriate information from own and given sources.
A.P2 Carry out servicing procedures safely and complete servicing records.	A.M2 Carry out servicing procedures safely, following a service checklist and complete detailed servicing records.	A.D2 Carry out servicing procedures safely and effectively, completing an appropriate service checklist and detailed servicing records accurately.
Learning aim B: Demonstrate communication skills when dealing with customers		
B.P3 Demonstrate simple communication skills when providing information verbally to a customer.	B.M3 Demonstrate appropriate communication skills when providing information verbally to a customer.	B.D3 Demonstrate effective communication skills when providing information verbally to a customer.

Essential information for teachers

Essential information for assessment decisions

For distinction standard, learners:

- produce a detailed checklist using information selected from a range of resources, some given and some of their own. They select accurate technical information needed to carry out a service on a vehicle such as the part number for a replacement oil filter or the type and quantity of engine oil required by the vehicle being serviced
- carry out all the service procedures on an appropriate service checklist safely and effectively, e.g. assessing fluid levels and the condition of checked parts correctly, for instance identifying that a split wiper blade needs to be replaced
- complete part replacement procedures safely and effectively using appropriate tools, e.g. replacing a worn tyre or changing the oil and filter in an engine
- complete servicing records clearly and accurately, recording vehicle details, part numbers, quantities and types of replacement fluids such as engine oil
- explain the work carried out clearly and effectively to a customer, using appropriate technical language and a professional and courteous manner.

For merit standard, learners:

- produce a checklist using information from resources that have been given to them. They include mostly accurate technical information needed to carry out a service on a vehicle, such as the part number for a replacement wiper blade or the type and quantity of engine coolant required by the vehicle being serviced
- carry out the procedures on a checklist safely, missing only a few of the steps, e.g. assessing fluid levels and the condition of checked components correctly in all but a few cases, for instance they might have identified that a blown bulb needs to be replaced and brake fluid requires topping up but failed to notice a split wiper blade
- complete part replacement procedures safely using appropriate tools, but will have made a few minor errors such as overfilling the brake fluid reservoir or failing to refit one of the screws securing a brake light lens after replacing a bulb
- complete servicing records clearly but with a few instances of missing information or inaccuracy
- explain the work carried out clearly to a customer, using some appropriate technical language and a professional and courteous manner but with a few instances of missing information or inaccuracy.

For pass standard, learners:

- produce a simple checklist that uses information from given sources and includes basic information such as part numbers, although this may not always be accurately recorded
- carry out the procedures on a checklist safely, but not in the specified order, and missing several steps, e.g. assessing fluid levels and the condition of checked components correctly in only some cases, for instance they may have identified that a blown bulb needs replacing but failed to notice a worn tyre, low brake fluid level and a split wiper blade
- complete part-replacement procedures safely using appropriate tools but will have made significant errors that may damage the vehicle or leave it unsafe. A safety issue may be that tyres have been significantly under inflated or wheel nuts have not been properly tightened
- complete servicing records but with significant missing information or inaccuracy
- explain the work carried out to a customer with frequent inaccuracies, missing information, a lack of clarity or using informal language lacking in professionalism.

Essential resources

For this unit, learners will need access to:

- servicing and technical data manuals and reference material
- appropriate vehicle workshop facilities, tools, equipment and components
- appropriate vehicles on which to carry out servicing checks and procedures.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

An explanation is given about some of the main systems present in modern motor vehicles.

In small groups, learners consider the different types of systems and how they work together to allow the safe and reliable function of cars, vans or motorbikes. For example, engine, transmission, brakes, suspension etc.

Once the main systems have been identified and their functions discussed, learners should be asked to consider what might go wrong in some of these systems and what the consequences of individual component failure might be.

Each group of learners should make a list of what components and systems should be checked regularly so that an unplanned breakdown or accident might be avoided. This should be compared with the servicing schedules available in owner's workshop manuals or from online research into the checks made by garages that provide vehicle servicing.

Suggested time: about 3 hours.

Activity: Industrial visit – putting the unit into context

Learners go on a supervised industrial visit to a local company providing vehicle servicing.

This might be the workshops of a main dealer, a national chain or local independent garage.

This will help put the unit into a real-life commercial context and allow learners to see how professional vehicle technicians carry out their duties. They will also gain an insight into the use of specialist tools and equipment that may not be available in their centre and have the opportunity to ask questions about safe working practices or other aspects of the job.

Suggested time: about 3 hours.

Activity: Accessing technical data

Tutors demonstrate the usefulness of different sources of technical and servicing data that they will have been introduced to during the industrial visit. This might include hard copy, computer database and online resources as detailed in the unit content.

In small groups, learners could be asked to find certain pieces of data in real time, competing against their peers in other groups. For example, which group can be first to identify the manufacturer's part number for a replacement oil filter on a 07 plate Audi A3 2.0 TDI SE.

Suggested time: about 2 hours.

Activity: How do you know when a component needs to be replaced?

Tutors demonstrate the checks that are carried out during a service and explain what they are looking for and why it is important to look for these things.

A series of new, part-worn and unserviceable components should be made available so that learners can recognise when components need to be replaced. These might include brake pads, windscreen wipers and tyres.

Learners should be given the opportunity to perform component checks in small groups and discuss the condition of a range of components and whether they should be replaced.

Suggested time: about 8 hours.

Activity: Practical tasks – replacing worn components

Tutors demonstrate the replacement of a full range of components that are covered in the service schedule, including windscreen wipers, bulbs, tyres, spark plugs etc.

This will include guidance on safe working practices and the appropriate use of a range of tools and equipment.

Learners should be given the opportunity to carry out these processes under supervision at least once before the completion of the assessment activities.

Suggested time: about 8 hours.

Activity: Practical tasks – checking fluid levels, topping up and replacing engine oil and filter

Tutors demonstrate checking and topping up fluids, including brake fluid, clutch fluid, coolant etc. This will be followed by tutors demonstrating how to replace the engine oil and filter.

The types of fluid, their safe handling, disposal and what to do in case of a spillage should be covered in detail.

Learners should be given the opportunity carry out these processes under supervision at least once before the completion of the assessment activities.

Suggested time: about 6 hours.

Activity: Practical task – carrying out a complete service

Following tutors' explanations and demonstrations of the knowledge and skills required to carry out a full vehicle service, small groups or individual learners should be given the opportunity to carry out a full service under supervision. During this activity, questions can be asked and developmental feedback given to improve learners' knowledge and skills. This will help build learners' confidence in preparation for assessment.

Suggested time: about 6 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The assignment should be practical, be set in a realistic scenario and draw on learning from the unit, including transferable skills. You will need to give learners a clear period of time and number of hours in which to complete the activity.

Suggested scenario

As a trainee garage vehicle technician, you are asked to carry out some routine service tasks on a customer's vehicle. You must use the information on the vehicle type to produce an appropriate service checklist for the type, make, model and year of the vehicle you have been assigned to work on (see *Additional notes for tutors* below).

You must then carry out the checks and procedures listed on the service checklist, including checking the tyres, topping up some fluids and changing others.

You must use safe working practices at all times.

While working, you should record your activities on the servicing schedule checklist, including details of the vehicle, any replacement parts used and any other relevant notes and information, including the time taken to complete the service.

On completing the tasks, you will need to explain to the customer the procedures that needed to be carried out on their vehicle and any other important advisory information.

Additional notes for tutors

The vehicle used in this scenario might be a Ford Fiesta 1.5l DURATORQ TDCI 2012.

For this vehicle, an annual service would be carried out following the manufacturer's recommended service schedule below:

Ford Motor Company Service Schedule

Ford Fiesta 1.5l DURATORQ TDCI 2012.

If a resit assessment is necessary, an alternative activity must be used. The following is an example of a resit assessment activity.

You have now completed service tasks on a customer's vehicle in your role as a trainee vehicle technician. Your supervisor is now ready to assign you to complete work on a different vehicle that has come in for a service. Once again, you must obtain and follow an appropriate servicing schedule for the type, make, model and year of the vehicle you have been assigned to work on.

During the service, you must carry out all the checks and procedures listed on the service schedule, including identifying and fitting new parts, topping up some fluids and changing others.

You must use safe working practices at all times.

While working, you should record your activities on the servicing schedule checklist, including details of the vehicle, any replacement parts used and any other relevant notes and information, including the time taken to complete the service.

On completing the service, you will need to explain to the customer the procedures that needed to be carried out on their vehicle and any other important advisory information.

Unit HSC6: Communication Skills for Health and Social Care

Level: **1**

Unit type: **Sector (Health and Social Care)**

Guided learning hours: **40**

Unit in brief

Learners will develop verbal and non-verbal communication skills to communicate health and social care information.

Unit introduction

If you work in a health or social care setting you will need to communicate with many people. For example, if you are a nurse, you may need to speak to people about their treatment, put them at ease or respond to any questions.

In this unit, you will use the skills required to communicate in health or social care settings and choose the best way of communicating information to people. People with health or social care needs may be unwell or frail, and when speaking with them you need to show understanding and patience. You may need to communicate with a wide range of people and you will need to be aware of any specific communication needs they may have such as a hearing impairment. You will also need to promote equality and diversity through behaving respectfully. You will need to listen to others and ask and respond to questions to check your own understanding. You then need to communicate this information to others. Finally, you need to be aware of who you should and shouldn't share information with.

Developing your communication skills will help you to progress to Level 2 qualifications in health and social care, where this area is covered in more detail. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Listen to and communicate information about a health or social care situation
- B** Demonstrate skills in literacy and managing information when recording information.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p>A Listen to and communicate information about a health or social care situation</p>	<ul style="list-style-type: none"> • Purpose of communication in health and social care situations • Types of communication in health and social care • Communication skills and behaviours for health and social care 	<p>Evidence can include:</p> <ul style="list-style-type: none"> • recordings of role-play situations • signed observation records • learners' notes of information to be communicated • learners' recordings of interactions, e.g. clear notes, completed pro forma.
<p>B Demonstrate skills in literacy and managing information when recording information</p>		
<p>Key teaching areas include:</p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Using appropriate language when communicating to people with health or social care needs • Behaviours for health and social care, e.g. showing empathy while being professional • Minimising barriers to communication in health and social care situations • Identifying main information in health and social care communication • Identifying confidential information and what can be shared with others 	<ul style="list-style-type: none"> • How communication is used in health and social care • Types of communication for health and social care • How to promote equality and diversity through communication • Overcoming communication barriers • Types of behaviours when communicating in health and social care • Rules relating to confidentiality 	<ul style="list-style-type: none"> • Literacy skills • Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none">• Make relevant and extended contributions to discussions, allowing for and responding to others' input.• Prepare for and contribute to the formal discussion of ideas and opinions.• Write clearly and coherently, including an appropriate level of detail.• Present information in a logical sequence.• Use language, format and structure suitable for purpose and audience.• Ensure written work includes generally accurate punctuation and spelling and that meaning is clear.

Unit content

Knowledge and sector skills

Purpose of communication in health and social care situations

- Purpose of communication in health and social care, to include giving information to people with health or social care needs and receiving information from them.
- Health and social care situations, to include one-to-one discussions between workers and people with health and social care needs.
- Different groups of people with health and social care needs, to include babies, children, teenagers, adults, older people and people with additional needs.

Types of communication in health and social care

- Types of communication, to include:
 - verbal communication, e.g. in one-to-one discussions, meetings
 - non-verbal communication, e.g. using body language, posture
 - written communication, e.g. information leaflets, letters, records.
- Importance of using the right type of communication, to include when to use verbal or written communication, empowering people with health or social care needs by using their preferred form of communication.
- Specific communication needs of individuals, to include hearing impairment, speech impairment and English as a second language.
- Awareness of alternative forms of communication, e.g. Braille, sign language and using pictures for people with disabilities.

Communication skills and behaviours for health and social care

- Verbal communication, to include speaking clearly, audibly, pronouncing words, appropriate pace and language, polite tone of voice, asking questions and giving time for responses.
- Non-verbal communication, to include body language such as appropriate facial expressions, eye contact, posture and use of hands.
- Overcoming communication barriers, to include reducing background noise, putting people at their ease and avoiding use of jargon.
- Identifying key points in information, to include active listening, paying full attention, asking questions to confirm understanding and listening to replies, taking notes.
- Appropriate behaviours, to include politeness, showing respect, establishing rapport, giving undivided attention, being patient and professional.
- Promoting equality and diversity, to include showing respect, asking a person how they wish to be addressed, asking about their individual needs, being aware of cultural differences relating to communication, e.g. eye contact and body language.

Transferable skills

- Literacy skills: written communication, to include clear use of language, polite tone, using language that is appropriate and understandable for audience, correct use of spelling and grammar.
- Managing information:
 - recording information, to include accuracy, clear plain English
 - following security and confidentiality procedures, to include maintaining confidentiality by not repeating personal information about people to others unless it is appropriate, knowing who to share information with and storing confidential information.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Listen to and communicate information about a health or social care situation		
A.P1 Listen to information and identify some points to be communicated in a health or social care situation.	A.M1 Actively listen to information and identify main points to be communicated.	A.D1 Actively listen to information and identify most points to be communicated.
A.P2 Communicate some of this information accurately using verbal and non-verbal communication skills.	A.M2 Communicate the main points of this information using appropriate verbal and non-verbal communication skills and behaviours.	A.D2 Communicate most points clearly, making effective use of verbal and non-verbal communication skills and behaviours.
Learning aim B: Demonstrate skills in literacy and managing information when recording information		
B.P3 Record accurately in writing some of the outcomes of the interaction.	B.M3 Record clearly in writing the main outcomes of the interaction.	B.D3 Record clearly in writing most outcomes of the interaction, effectively organising relevant information.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- listen to the information they must communicate, confirming their understanding through repeating what they have been told in their own words, asking questions and listening to replies
- communicate information to others, giving the correct details of most key points and using clear, accurate language that is appropriate for the audience, e.g. it is polite and avoids jargon so the audience will understand
- use appropriate behaviours such as giving their full attention, listening patiently to questions asked and responding appropriately
- use appropriate non-verbal communication such as suitable posture and eye contact
- record in writing most outcomes of their communication, including relevant and accurate details of actions agreed and whether these were satisfactory. They use clear language and mostly correct spelling and grammar
- organise records in a logical and sequential manner

For merit standard, learners:

- listen to the information to be communicated, confirming their understanding through either repeating the information in their own words or asking questions
- communicate the information to others, giving an accurate account of the main points and using clear language
- show an awareness of their body language such as appropriate posture, and apply appropriate behaviours such as giving the audience attention and being patient when questions are asked
- accurately record the main outcomes of the communication, including all actions agreed, using clear, understandable language.

For pass standard, learners:

- listen to and ask one question about the information to be communicated
- communicate the information to others, stating some of the key points of the piece of health and social care information, although some may be omitted
- speak clearly and at an appropriate pace
- communicate in a polite manner, using appropriate eye contact
- record some outcomes of the communication clearly and accurately, although there may be some omissions.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

In small groups, learners discuss the main message of different forms of communication and how effective each is in putting its message across.

Tutors provide a checklist or pro forma for learners to identify the main points of the information, whether it is clear, whether the public will take notice of it etc.

Learners present their findings to the main group to open up a wider discussion.

Suggested time: about 6 hours.

Activity: Observation and recording of communication in health and social care situations

Learners consider situations where they experienced difficulties in communicating.

Learners watch video examples of health and social care interactions to help them consider how skills and behaviours are used in health and social care situations.

In groups, learners analyse recordings from programmes such as *Holby City* or *Casualty*, identifying skills and behaviours and how successfully they were used.

Learners practise recording the main points of the interactions they have seen, using a pro forma supplied by tutors.

Suggested time: about 8 hours.

Activity: Minimising barriers to communication

In groups, learners discuss the effect on individuals if they are unable to communicate their needs. They report back on their discussion to the rest of the group.

Learners carry out role plays to explore barriers to communication. Key words could be collated on the board/flipchart.

Suggested time: about 6 hours.

Activity: Visit to residential home

Learners visit a residential care home to observe communication and, on return to the centre, discuss and record what they have learned.

Learners create a guidelines sheet on effective communication for other learners to follow.

Suggested time: about 8 hours.

Activity: Practical exercises and role play

Tutors use a video camera to record communication in the classroom – learners can analyse their own use of body language and non-verbal communication to help understand how these may impact on effective communication.

After each role play, learners must record the outcomes of the interaction, in preparation for their assessment.

Role play – making an appointment at the doctor's surgery, no appointments are available in the morning. One learner must play the role of the receptionist.

Role-play listening skills – learners listen to others talk about themselves and practise asking appropriate questions about someone's wellbeing. Learners consider how to share verbal information with staff in a confidential manner.

Role play – in a residential care home, or home care, a support worker asks the person being cared for what preferences they have for a meal or day activities etc.

Role play – in a nursery, an early years practitioner has a conversation with a parent on the child's development.

Suggested time: about 10 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are required to undertake a role play where you will communicate some information to a person with health or social care needs. You must actively listen to the information to be communicated, asking questions and listening to responses to confirm your understanding. You must identify the relevant points to be communicated. You will then communicate this information verbally to the person with health and social care needs. Afterwards, you will record accurately and clearly, in writing, the outcomes of your interaction.

For example, you are carrying out some voluntary work in a residential care home and you need to ask one of the residents what they would like for lunch. You are told by your colleague what the choices are and which drinks are available. You offer the choices to the resident and note their preferred choice and size of portion and any drinks they would like. The resident has a slight hearing impairment.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion, you are volunteering at a day care centre and need to provide an activity for service users. You will listen to the choice of activities that are available, and give this information to the service users, noting which activities they prefer.

Unit HSC7: Making Healthy Snacks When Caring for People

Level: 1

Unit type: **Sector (Health and Social Care)**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in preparing and making healthy snacks when caring for children, teenagers, adults and older people.

Unit introduction

Do you enjoy eating snacks during the day? Do you make them yourself or buy them? Are they good for you? Being able to make healthy snacks is a vital skill for everyone, you know what they contain and they are often cheaper. If you are caring for people with health and social care needs, you may make snacks for them or give advice on what food is good for them. In this unit, you will learn about different types of foods and their health benefits. You will learn what factors to consider when preparing food for people you are caring for, such as the need to meet both the person's health needs and personal preferences. For example, the favourite food of the person you are caring for may be unhealthy so you will have to agree another choice with them that they like and will be healthier for them. You will consider portion sizes and how to present the food in an attractive way.

In this unit, you will select healthy snacks from a range of sources. You will think about the people being cared for and their needs. You will plan and prepare ingredients, equipment and any other resources that you need. This may involve shopping and budgeting. You will make the snacks, showing that you can follow safety and hygiene procedures when preparing food. Carrying out these tasks will help you develop skills in problem solving, time management, managing own safety and hygiene, working with others and working under pressure. Finally, you will present the snack and state why it will meet the needs of the people you're caring for.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Find out about and plan to make healthy snacks to meet specific needs
- B** Make healthy snacks that are suitable for people with specific needs.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p>A Find out about and plan to make healthy snacks to meet specific needs</p>	<ul style="list-style-type: none"> • Factors to consider when making healthy snacks to meet people's needs • Food preparation skills for making healthy snacks to meet people's needs 	<p>Evidence can take the form of:</p> <ul style="list-style-type: none"> • a completed pro forma, giving details of sources used • a plan presented in a suitable format • a signed observation record • video or photographic evidence of learners making healthy snacks • logs completed by learners to record skills used.
<p>B Make healthy snacks that are suitable for people with specific needs</p>		
<p>Key teaching areas include:</p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Food preparation skills, including chopping, grating and shopping • Weighing ingredients • Managing own safety when preparing food • Managing own hygiene when preparing food 	<ul style="list-style-type: none"> • Types of people and the individual dietary needs they may have • Requirements of healthy eating • Types of healthy snacks • Safety and hygiene procedures 	<ul style="list-style-type: none"> • Finding out information • Planning

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Use language, format and structure suitable for purpose and audience. • Present information in a logical sequence.
Mathematics	<ul style="list-style-type: none"> • Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature.

Unit content

Knowledge and sector skills

Factors to consider when making healthy snacks to meet people's needs

- Types of people who may be cared for, to include young children, adolescents, adults and older people.
- Food for good health, to include relative proportions of the five food groups – meat, fish and alternatives; milk and dairy food; fruit and vegetables; foods containing fat/sugar; bread, cereals and potatoes.
- Meeting individual needs and choices, to include:
 - physical health needs – food for growth, food to fight infection, taking other health needs into consideration, e.g. allergies, lactose intolerance
 - emotional wellbeing – empowering people by considering personal preferences, providing choice and considering cultural needs, e.g. vegetarianism.
- Definition of snacks, to include light meals or small portions of food to eat between main meals.
- Types of healthy snacks to prepare, to include salads, raw vegetables with dips, sandwiches, wraps, scrambled eggs on toast, soup and fruit salad.

Food preparation skills for making healthy snacks to meet people's needs

- Following a recipe, following steps and procedures for preparing food.
- Measuring and weighing ingredients to ensure suitable portion size prepared.
- Food preparation skills, to include using correct utensils for the correct use, e.g. chopping, liquidising and mixing.
- Managing hygiene, to include personal hygiene, washing hands, tying up hair, clean personal protective equipment (PPE), e.g. aprons; food hygiene, to include clean work surfaces, equipment, washing food, washing work area and equipment between preparing different snacks and after use.
- Managing own safety, to include using equipment and tools correctly and safely, dealing with spillages, procedures to follow in case of accidents, e.g. cutting self.
- Presenting food well so that people want to eat it, e.g. arrangement of food, colour.

Transferable skills

- Finding out information: sources of information, to include recipe books, the internet, family and friends.
- Planning:
 - consideration of people's needs, to include special diets, allergies, preferences and cultural considerations
 - finding and buying ingredients, to include where to buy, budgeting and calculating cost
 - resources, to include quantities of ingredients, equipment needed and PPE, e.g. apron, gloves for hygiene
 - steps to take, to include preparing work area, gathering equipment and ingredients together, preparing food, how to solve potential problems, following safety and hygiene procedures and planned timings for each step.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Find out about and plan to make healthy snacks to meet specific needs		
A.P1 Select healthy snacks to meet specific needs from a given source and produce a simple plan to make them.	A.M1 Select healthy snacks to meet specific needs from given sources and produce a detailed plan to make them.	A.D1 Select healthy snacks to meet specific needs from own and given sources and produce a detailed and well-organised plan to make them.
Learning aim B: Make healthy snacks that are suitable for people with specific needs		
B.P2 Prepare healthy snacks to meet specific needs, using some food preparation skills and following safety and hygiene procedures.	B.M2 Use correct food preparation skills and safety and hygiene procedures competently to prepare healthy snacks to meet specific needs.	B.D2 Select and confidently use correct food preparation skills and safety and hygiene procedures to prepare healthy snacks to meet specific needs.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- show how they have searched for three suitable snacks from their own sources to meet the needs of the three people in given case-study scenarios. Learners do not need to select snacks that require cooking but they must be snacks that allow them to demonstrate some food preparation skills
- produce an accurate and detailed plan for their snacks that is logically organised and includes reasons why the selected snacks can meet the people's needs. The plan will include details of how they will acquire the ingredients, including any budgeting information, quantities and measurements of all ingredients needed, details of all equipment needed, including PPE, all steps to be taken to prepare food with timings for each step and all relevant procedures relating to safety and hygiene.
- prepare their snacks, selecting all correct equipment, accurately weighing ingredients, selecting and correctly using food preparation skills and techniques, following safety procedures and applying hygiene practices correctly, leaving the workplace clean and tidy and presenting a tasty snack in an attractive way
- undertake tasks and use skills and procedures with little hesitation.

For merit standard, learners:

- show how they used different sources from a choice provided by the tutor to select three snacks to meet the needs of three people, e.g. websites, different recipe books. Learners do not need to select snacks that require cooking but they must be snacks that allow them to demonstrate some food preparation skills
- produce a clear and detailed plan to make their snacks that includes a brief description of how their chosen snacks will meet the needs of the people in the scenarios
- include in their plan the main ingredients and equipment needed and how to acquire them, although there may be one omission each of more minor ingredients or equipment. They will include an outline of estimated costs, the main steps to prepare the food and the main procedures to follow relating to hygiene and safety
- use their plan to make their snacks with minimal need for reminding or prompting. They will follow the correct steps and preparation methods to prepare food, using the equipment correctly and following hygiene and safety procedures correctly
- show they have given some thought to the presentation of the final snacks.

For pass standard, learners:

- select three snacks from a choice of sources provided by the tutor and state the source(s) used, they may only use one source to select the three snacks. Learners do not need to select snacks that require cooking but they must be snacks that allow them to demonstrate at least two food preparation skills
- show they have made some basic planning preparations for the snacks, including why they have chosen their snacks and why they are healthy, making some links to the people's needs and/or preferences, although this won't be comprehensive
- list in their plan the three snacks to be prepared and the main ingredients and equipment they need to prepare each snack, although information regarding costs and where to acquire them may be missing. They will list basic steps for preparing the food and main safety and hygiene procedures they need to follow
- make edible snacks with some prompting, showing they have used their recipe to prepare their snacks, using at least two food preparation skills such as chopping and mixing, following correct hygiene and safety procedures and preparing snacks in an agreed time.

Essential resources

For this unit, learners will need access to appropriate food preparation facilities, such as a kitchen.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners list the food and drink they have consumed in the last 24 hours (or they could keep a week's food diary). They then compare what they have eaten with advice on healthy eating given on the NHS website.

A guest speaker, such as a dietitian or practice nurse, will speak about the importance of diet for health. Learners prepare questions to ask on the dietary needs of babies, children and adults.

Learners work in groups to:

- assess the strengths of their diet
- make recommendations for a more balanced diet.

Suggested time: about 4 hours.

Activity: Researching healthy snacks

Learners look at recipe books and carry out internet searches to find healthy snacks.

Learners carry out a supervised visit to a supermarket to find out about the range of ingredients they could buy to create healthy snacks and the cost of buying ingredients.

Learners search the internet to compare supermarket prices and identify proportion requirements.

Learners could carry out a survey in their college to find out the most popular snack.

Suggested time: about 6 hours.

Activity: Meeting people's needs and preferences

What needs to be considered when meeting people's needs? For example, growth and development, energy, cultural influences, preferences, allergies, wheat or dairy intolerances, physical conditions and special needs, e.g. need to have food liquidised.

In groups, learners look at meal plans from different health or social care settings (or case-study scenarios) and discuss the nutritional balance of the different meals.

They must think about:

- who the meals are for
- will they meet the needs of the people they are intended for?

In groups, learners discuss their own food preferences, including what makes the food appetising for them, such as taste, smell and colour.

Learners discuss how they would feel if they were given food they did not like with no choice.

Suggested time: about 6 hours.

Activity: Practical demonstration – tea and toast activity

This activity should help learners to think for themselves by considering a range of factors.

Tutors or volunteers give a simple demonstration, for example to make a piece of toast with a boiled egg or with scrambled egg and a drink.

A discussion follows on what health and safety considerations there are in completing the activity. How would these be different if a six year old or a 90 year old was completing this task? What considerations should be taken for disability and accessibility?

Suggested time: about 6 hours.

Activity: Practical tasks – making healthy snacks**Making healthy snacks for young children**

Learners could work on their own or in small groups for this task.

For example, make a snack for a child moving to solids that could also be bought in a shop, such as purée or soup. Compare the quality of the bought product to the home-made version for taste, consistency, colour, smell and nutritional value. Look at the ingredients of the bought product. Compare the cost of the shop-bought produce to the home-made version.

Select a healthy snack suitable for a three year old from a selection of recipe books for a toddler.

- List the ingredients and equipment.
- Make a list of tasks.
- Prioritise tasks.
- Make the snack.
- Comment on success.

Think about food colours and shapes and how to make it appealing for the child.

Making snacks for teenagers

For example, learners research, select, plan and make a healthy snack for a teenager who takes part in a lot of sport and is a vegetarian. Learners could use apps or internet research.

The teenager also has a nut allergy and does not like cheese.

Making snacks for older people

For example, learners select, plan and make a healthy snack for an older person, who is wheat intolerant and does not like spicy food.

Suggested time: about 12 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You will select, prepare and produce three healthy snacks to meet the specific needs of people in given scenarios provided by your tutor.

For example, you may need to prepare snacks for:

- a child just starting on solids
- a teenager who is full of energy and is vegetarian but who is wheat intolerant
- an older person who needs to maintain strength and energy but who is lactose intolerant.

You will need to select suitable snacks to prepare from appropriate sources, and then produce a full plan for each of your selected snacks that explains how they will meet the needs and preferences of the people you are preparing them for. You will include how you will acquire the ingredients, including any budgeting details, quantities and measurements of ingredients needed, equipment needed, including PPE, steps to be taken to prepare food with timings for each step, and steps for following procedures relating to hygiene and safety.

You will use your plan to prepare and produce the healthy snacks, selecting correct equipment, weighing ingredients accurately, correctly using food preparation skills and techniques, correctly following safety and hygiene practices. You will leave the workplace clean and tidy and present a tasty snack in an attractive way.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You must plan and prepare three snacks to meet the specific needs of three different people, for example:

- a three-year-old child who has a nut allergy
- a 25 year old who needs to build strength and boost immune system following a bout of influenza
- an 80-year-old man who needs to have food liquidised but who does not like spicy food.

Unit HSC8: Advising Others About Healthy Lifestyles

Level: **1**

Unit type: **Sector (Health and Social Care)**

Guided learning hours: **40**

Unit in brief

Learners will develop skills in selecting and preparing information to promote a healthy lifestyle and will work with others to present the information.

Unit introduction

You can promote good health and healthy lifestyles in many ways, for example by looking after your own personal hygiene, taking regular exercise, eating a balanced diet, not smoking, reducing your alcohol intake, getting enough rest and avoiding stress.

In this unit, you will select and prepare information about activities that can help promote a healthy lifestyle for an information-sharing event, based on your understanding of the factors that can affect health. You will find out about and plan ways to promote health. You will use this information when working as a team to present information about healthy lifestyles to others.

This unit will help you progress to Level 2 qualifications in health and social care, where healthy lifestyles and health promotion are looked at in more detail. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Select and prepare information for an information-sharing event to promote healthy lifestyles
- B** Work as a team to present and communicate information about healthy lifestyles.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Select and prepare information for an information-sharing event to promote healthy lifestyles	<ul style="list-style-type: none"> • Requirements for a healthy lifestyle • Ways to promote a healthy lifestyle and improve health 	<ul style="list-style-type: none"> • Evidence to record sources used and information individually prepared by learners about ways to promote a healthy lifestyle, e.g. <ul style="list-style-type: none"> ○ learners' notes ○ poster ○ simple report ○ completed pro forma. • Evidence to record learners' individual contributions to the team include, e.g. <ul style="list-style-type: none"> ○ signed observation records with photographs or video evidence ○ logs completed by learners recording their contribution.
B Work as a team to present and communicate information about healthy lifestyles		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Searching for information on ways to promote a healthy lifestyle • Selecting ways or activities to promote a healthy lifestyle • Presenting information about healthy lifestyles to others in a persuasive and supportive way • Working with others to present information about healthy lifestyles 	<ul style="list-style-type: none"> • Interpretations of health and different health conditions • Factors that affect health • Ways to improve health • Ways of presenting information to encourage others to make changes 	<ul style="list-style-type: none"> • Teamwork • Communicating information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none">• Make relevant and extended contributions to discussions, allowing for, and responding to, others' input.• Prepare for and contribute to the formal discussion of ideas and opinions.• Present information/points of view clearly and in appropriate language.• Present information in a logical sequence.• Use language, format and structure suitable for purpose and audience.

Unit content

Knowledge and sector skills

Requirements for a healthy lifestyle

- Requirements for a healthy lifestyle, to include nutrition, exercise, maintaining a healthy weight and body mass index (BMI), maintaining work/life balance, adequate rest and sleep, warmth, staying mentally alert and having a healthy mindset.
- Influences on a healthy lifestyle, e.g. education, employment and finances, housing, access to health care and availability of local facilities.

Ways to promote a healthy lifestyle and improve health

- Ways to promote health, to include:
 - nutrition, e.g. drinking enough water, having three regular meals a day, including breakfast, having a varied and healthy diet
 - lifestyle changes, e.g. reducing smoking, increasing exercise, improving personal care and hygiene, getting right amount of sleep, learning to cope with stress, having sexual health check-ups and using protection, improving social contacts.
- Searching for and selecting information about a healthy lifestyle, to include internet searches for information about different health conditions, e.g. NHS, health charities, local facilities, food information.
- Where to seek advice for making changes to lifestyle, to include seeking support from professionals, e.g. GP, practice nurse, stop-smoking clinic, sexual health clinic, NHS website, seeking advice and support from friends.
- Activities to promote a healthy lifestyle, e.g. sponsored slim, Stoptober, exercise classes and shopping for healthy food.

Transferable skills

- Teamwork:
 - working as a team, to include agreeing own role and responsibilities, knowing roles and responsibilities of others in the team, agreeing information to be presented and timelines
 - working positively as a team member, to include listening to ideas and suggestions, contributing own ideas and suggestions, offering help, accepting help or advice and completing own tasks to time.
 - behaviours and attitudes when working with others, to include being positive, respecting others, allowing others to make contributions and respecting others' viewpoints.
- Communicating information: to include displaying and presenting correct information, organising information so that it clearly shows how to promote a healthy lifestyle, ensuring information is presented in a positive and supportive manner, avoiding use of scare tactics in getting messages across and using visual materials, e.g. displays, leaflets that are suitably sourced.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Select and prepare information for an information-sharing event to promote healthy lifestyles		
A.P1 Select and prepare information from a given source, identifying ways to promote a healthy lifestyle.	A.M1 Select and prepare relevant information from different given sources, describing ways to promote a healthy lifestyle.	A.D1 Select and prepare detailed information from own and given sources, explaining ways to promote a healthy lifestyle.
Learning aim B: Work as a team to present and communicate information about healthy lifestyles		
B.P2 Make a contribution as a team member and communicate some information about healthy lifestyles.	B.M2 Contribute proactively as a team member and clearly communicate relevant ideas and information about healthy lifestyles.	B.D2 Consistently contribute, listen and respond as a team member and communicate well-organised ideas and information.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- select and use their own sources and sources supplied by tutors to find relevant information on ways to improve health and promote a healthy lifestyle
- prepare their information, explaining in detail two ways to promote a healthy lifestyle, clearly showing how they can improve and maintain health
- work as part of a team throughout the event, including contributing their own information and ideas to the team, presenting information and behaving appropriately, e.g. being respectful of others' views and opinions, offering and accepting help
- communicate and present relevant and accurate information clearly and in a positive manner at the event, showing clear links between factors that affect health and how to promote health
- listen and respond to questions when appropriate.

For merit standard, learners:

- use different sources supplied by tutors to select relevant information on ways to promote a healthy lifestyle
- prepare their information, outlining in detail two ways to promote a healthy lifestyle, with reasons for why they would improve and maintain health
- take the initiative as a team member in contributing their own information and ideas to the event, and in helping other team members, e.g. gathering and setting up resources to help present the display of information
- communicate and present relevant information about promoting a healthy lifestyle clearly, using appropriate language for the audience, e.g. using positive language to encourage people.

For pass standard, learners:

- search for information from a choice of sources supplied by tutors, which may be limited to one source
- prepare information that outlines two ways to promote a healthy lifestyle, although it may not be made clear why these ways would promote or maintain health
- work as part of a team and contribute own information, with some prompting, respond to instructions to set up the display and present some correct information about ways to promote a healthy lifestyle in an understandable manner.

Essential resources

For this unit, learners will need access to a range of sources of information, including magazine articles, newspapers, leaflets, public health resources, textbooks and the internet.

Visual aids to support information sessions may need to be accessed from local clinics, health personnel or public health resource libraries.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors use a range of characters from soaps or case studies to ask the question: are these people healthy? Ask learners to write a definition of health. Give a range of statements and ask learners to identify whether they agree with them, leading to a class discussion.

Learners use case studies to define health and staying healthy. They explore reasons as to why people don't take care of themselves or try to prevent ill health. For example, case studies could be about teenagers exploring and experimenting with smoking, alcohol and substances and peer pressure/media and advertising pressures or how fast food, sugary snacks and cost of healthy food can lead to obesity issues. Allow people to make their own choices.

Suggested time: about 6 hours.

Activity: Factors that affect health

Use a carousel-based session for learners to use selected texts and internet resources to research different factors that affect health. Learners produce a paragraph about each factor.

Range of factors that can affect health, e.g. diet, exercise, smoking, alcohol, sexual health, personal hygiene/care, rest and relaxation and substance misuse. Encourage learners to relate these factors to health issues.

Consider the effects of these factors such as increasing obesity, obesity in children, lack of mobility, diabetes, heart disease, skin infections, sexually transmitted infections, tooth decay, cancers, breathing difficulties, mental health issues, drug overdoses and early death.

Suggested time: about 6 hours.

Activity: How healthy are you?

Use case studies to describe a person's lifestyle. In groups, learners identify factors that make that lifestyle unhealthy and discuss what the person might feel or experience in terms of health issues.

Suggested time: about 4 hours.

Activity: Staying healthy

Invite a speaker (PE teacher/trainer, yoga instructor, nurse) to talk about healthy lifestyles and ways to improve health.

Learners identify types of advice they might offer themselves to improve their lifestyles.

Suggested time: about 6 hours.

Activity: Research

Learners undertake independent research on the effects of a range of different health issues and ways to promote health, e.g. using the internet, relevant books and magazines, leaflets.

Learners produce a leaflet to inform others of the effects.

Suggested time: about 6 hours.

Activity: Planning an information-sharing event

In groups, learners plan for an information-sharing event by agreeing roles and responsibilities of different team members. Suggest tutors allocate a health issue to each group to ensure a full range of issues addressed in the information-sharing event.

Learners discuss what they have found out about ways to promote health and further information they could look for.

Suggested time: about 6 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to contribute information for an information-sharing event that will give advice to a group of people, such as young adults, on the activities they could undertake to follow a healthy lifestyle.

You must find out the requirements for a healthy lifestyle and prepare information about how to promote a healthy lifestyle. This information must include details of two ways to promote a healthy lifestyle, with clear reasons for your choices. For example, you could include details of the requirements for good health, and how the ways you've chosen to promote a healthy lifestyle will meet these requirements.

You will work as a team to present and communicate information to others about how to promote a healthy lifestyle. You will contribute the information that you have prepared to the team and towards an information-sharing event. You will present relevant and well-organised information clearly and behave appropriately with others when presenting information such as listening and responding to questions when appropriate.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will produce information on different types of activities, or activities appropriate for a different group of people such as older adults.

Unit HSC11: Measuring Older Adults' Fitness Levels for Everyday Tasks

Level: 1

Unit type: (Sector) Health and Social Care

Guided learning hours: 40

Unit in brief

Learners will demonstrate and observe fitness activities designed to measure fitness of older adults, while developing communication skills and positive behaviours and attitudes. .

Unit introduction

Have you ever tried to open the lid of a new jar? It can be difficult, leave your hands sore and you might still be unable to open it. This is an everyday task that needs strength and flexibility. If you work with older adults, you need to be able to find out how fit they are so that you can find activities for them to do that will help them carry out daily tasks, such as putting on socks. This will allow them to live on their own for longer and give them a better quality of life.

In this unit, you will find out what 'functional fitness' means and what stops an older adult from carrying out everyday tasks such as walking or running for a bus or lifting shopping from the floor to the kitchen worktop. You will use a fitness activity to find out, for example how far a person can stretch or how quickly they can get on and off a chair. You will need to explain the activity to them so that they know what to do. You will watch the person doing the activity and then record their results. You will also find out about other activities to help older adults stay fit and active.

This unit will help you gain the skills and knowledge needed to progress to qualifications at Level 2, where you will study this area in more detail. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Prepare a fitness activity that measures older adults' fitness levels
- B** Use communication skills and positive behaviours when measuring and recording an older adult's ability to carry out everyday tasks.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p>A Prepare a fitness activity that measures older adults' fitness levels</p>	<ul style="list-style-type: none"> • Functional fitness • Factors that can affect the ability of some older adults to carry out routine tasks in everyday life • Benefits for the older adult of staying fit and active • Skills for assessing functional fitness 	<p>Evidence can include:</p> <ul style="list-style-type: none"> • plan or risk assessment for activity in a suitable format • signed observation record with videos of learners demonstrating the activity and carrying out the fitness tests in a simulated situation • logs completed by learners to record skills and behaviours used • records of results of fitness tests in a suitable format.
<p>B Use communication skills and positive behaviours when measuring and recording an older adult's ability to carry out everyday tasks</p>		
<p>Key teaching areas include:</p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Preparing equipment and the environment for the activity • Giving clear instructions for others to follow and demonstrating how to carry out the activity • Observing fitness levels and recording results accurately • Establishing a good working relationship with others, supporting and encouraging performance 	<ul style="list-style-type: none"> • Understanding what is meant by functional fitness • Safety procedures • Benefits of exercise for older adults • Factors that may affect participation in exercise • Ways to identify different levels of fitness • Activities to improve functional fitness 	<ul style="list-style-type: none"> • Communication • Positive behaviours

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Present information/points of view clearly and in appropriate language. • Write clearly and coherently, including an appropriate level of detail. • Present information in a logical sequence. • Use language, format and structure suitable for purpose and audience.
Mathematics	<ul style="list-style-type: none"> • Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature. • Collect and record discrete data and organise and represent information in different ways.

Unit content

Knowledge and sector skills

Functional fitness

- Meaning of functional fitness – having sufficient fitness levels to be able to carry out everyday tasks.
- Examples of everyday routine tasks, to include climbing stairs, getting into the bath, putting on socks and opening bottles and packages.

Factors that can affect the ability of some older adults to carry out routine tasks in everyday life

- Definition of older adult – people aged 65 and over (Age UK)
- Physical factors, to include joints becoming stiff, bones getting weaker, muscles losing flexibility and becoming breathless.
- Lifestyle, to include effect of sedentary lifestyle, illness, e.g. heart disease, diabetes.
- Barriers to participation in exercise, to include fear of falling, access to age-friendly fitness facilities, perceptions of older adults taking part in exercise and their fitness levels.

Benefits for the older adult of staying fit and active

- Physical benefits, to include maintaining mobility and balance, better quality of sleep and maintaining independence.
- Social and emotional benefits, to include confidence building and new friendships.
- Cognitive benefits, to include improved memory and concentration.

Skills for assessing functional fitness

- Using recognised fitness activities to measure older adults' fitness, to include six-minute walk test, chair sit and reach, walk 2.5 metres, turn and return to seated position.
- Preparing for the fitness activity, to include identifying the equipment needed, making sure the environment and equipment is safe and clean, identifying safety procedures and planning how to overcome safety issues.
- The need to ensure that the person carrying out the activity is positioned so that they can see the demonstration of the fitness activity clearly, and that the instructor can clearly see the other person carry out the fitness activity throughout the activity
- Demonstrating the fitness activity, to include keeping the movements simple and clear and taking time to make sure the other person understands what they need to do.
- Observing and encouraging the person, to include completing a basic risk assessment to make sure they are not at risk during the fitness test, encouraging them and giving prompts if required.
- Recording results of the fitness test, to include noting their first name, measuring distance if required, completing the checklist accurately and communicating the outcome of the result.

Transferable skills

- Communication:
 - verbal communication skills, to include naming the fitness activity and telling the person what the purpose of the activity is, giving clear and simple instructions on how to do the activity, asking questions to make sure the person understands what to do, confirming when they are doing activity properly
 - non-verbal communication skills – posture, eye contact, demonstrating actions to copy.
- Positive behaviours: to include being patient, listening skills, positive body language, respecting person, not patronising and being encouraging.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Prepare a fitness activity that measures older adults' fitness levels		
A.P1 Produce a simple plan for an activity to measure an older adult's fitness levels.	A.M1 Produce a detailed plan for a fitness activity, outlining how it will measure an older adult's fitness levels.	A.D1 Produce a detailed plan for a fitness activity, accurately explaining how it will measure an older adult's fitness levels.
Learning aim B: Use communication skills and positive behaviours when measuring and recording an older adult's ability to carry out everyday tasks		
B.P2 Demonstrate communication skills to help a chosen person carry out the fitness activity correctly and safely.	B.M2 Demonstrate clear communication skills and positive behaviours to help chosen person carry out the fitness activity correctly and safely.	B.D2 Demonstrate consistent clear communication skills and positive behaviours when helping chosen person to carry out the fitness activity correctly and safely.
B.P3 Measure and record a chosen person's fitness level.	B.M3 Measure and clearly record a chosen person's fitness level.	B.D3 Measure, record and feedback with confidence a chosen person's fitness level.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a detailed plan for their fitness activity, explaining what it is and how it measures an older adult's fitness levels. The plan will explain how to carry out the activity and all the correct procedures to ensure the person and the equipment is safe throughout the activity, and to ensure it is carried out successfully
- provide a clear demonstration to another person in a simulation situation by giving clear and straightforward verbal instructions on how to do the activity, and using effective visual cues. The other person may be another learner, tutor or staff member
- establish a positive working relationship with the other person throughout the activity by using positive behaviours to encourage and support the person, including asking appropriate questions to make sure the person understands what they are doing
- use appropriate communication skills consistently throughout the activity, including verbal skills, listening skills, body language, checking the person is carrying out the activity correctly and making changes if necessary, and explaining to the person what is happening during the measurement and recording of the results
- record the results clearly and accurately and feed them back to the person with little hesitation, in an appropriate manner
- finish the test in an appropriate way, e.g. thanking the person for taking part.

For merit standard, learners:

- produce a detailed plan for the activity, giving details of the activity with reasons for how it would measure an older adult's fitness. The plan will also include the correct safety procedures, including checking that the area and equipment are safe to use before the demonstration
- give clear verbal instructions on how to do the activity and use appropriate non-verbal communication such as clearly demonstrating what the other person has to do. The other person may be another learner, tutor or staff member
- establish a positive working relationship with the person, checking the person during the task to make sure they are doing the activity correctly and that that they do not hurt themselves. They encourage the person during the activity when they are doing it correctly
- measure and record the results of the activity clearly so they can explain them in an understandable way to another person when the results are shared.

For pass standard, learners:

- produce a simple plan for the activity, stating what the activity is with a reason for how it would measure the fitness of older adults. It will identify all safety procedures to follow
- clearly state the activity's purpose and give an example of an everyday activity the exercise will support
- demonstrate the activity, giving correct verbal instructions and a visual demonstration to the chosen person on how to do the activity and checking that the person understands what to do
- follow correct safety procedures
- measure and record the main results of the activity with some accuracy, although there may be some errors.

Essential resources

For this unit, learners will need:

- access to 3 kg (women) and 4 kg (men) weights, stopwatch, measuring tape and obstacle to walk round
- sufficient space to carry out the functional fitness activity, e.g. gym or large classroom where learners can create space.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners should have the opportunity to explain functional fitness activities to other learners throughout the delivery of the unit. If it conforms to centre policies, learners could record each other explaining the activities to each other. This would then provide an opportunity to review each other's performance.

In small groups, learners search the internet to find out the meaning of functional fitness and explain their findings to the rest of the group, giving practical examples. Learners should then find out the national guidelines for older adults (65+) and compare these guidelines with different age groups.

Suggested time: about 2 hours.

Activity: Defining and assessing functional fitness

Tutors lead a practical class with learners on how to assess the functional fitness levels of a healthy older adult, including cardiovascular fitness, e.g. six-minute walk test around a 45 metre course or two minutes marching on the spot; lower body strength, e.g. chair stand; lower body flexibility, e.g. chair sit and reach; upper body strength, e.g. arm curl; upper body flexibility, e.g. back scratch.

Working in pairs, learners try out the activities.

The group discusses health and safety requirements for each activity, the purpose of each activity and everyday activities relating to each physical area.

Suggested time: about 4 hours.

Activity: Everyday challenges and areas of fitness required

In small groups, learners take a daily routine and break it down into smaller everyday tasks, e.g. getting up, dressing and making breakfast, cleaning the house, going shopping, cooking a meal and making the bed in the upstairs bedroom.

Learners design a chart showing each area of functional fitness, e.g. cardiovascular fitness, lower body strength, lower body flexibility etc. They mark the area of fitness that the older person will need in order to carry out the task. For example, making the bed in the upstairs bedroom would require cardiovascular fitness to climb the stairs, upper body strength to change the covers etc.

Learners practise the different functional fitness tests. This activity could follow on from the activities suggested above.

Suggested time: about 5 hours.

Activity: Factors that can affect an older adult's ability to carry out everyday activities

Learners visit a suitable setting such as warden-assisted housing, care homes etc. and talk with residents to find out what routine tasks they find challenging in daily life. Alternatively learners could invite older adults to come to the centre.

Before the visit, learners produce a list of questions to ask. For example, they can ask what everyday tasks are a challenge, what exercise they do, what puts them off doing exercise? Learners collate the answers on their return to the centre and share the information with the larger group. The class can then discuss other factors not mentioned on the visit.

Suggested time: about 6 hours.

Activity: Ways for the older adult to improve their functional fitness

Tutors lead a fitness session specifically designed for the healthy older adult. This includes:
 a suitable warm-up session
 the main session that would give exercises for each area of functional fitness
 a cool down session and stretching.

Learners consider how the exercises benefit the older adult and why it is necessary to have a longer warm-up and cool-down session than a young person.

The main session could include chair-based exercises, stability balls, resistance bands and other small pieces of apparatus. Tutors could arrange the exercises as a circuit to allow learners to work their way around the equipment.

Suggested time: about 5 hours.

Activity: Ways for the older adult to improve cardiovascular strength

Learners search a range of websites to find different ideas on how older adults can keep fit, e.g. Saga, Age UK, NHS and research local events and activities that are available for older adults to help them maintain fitness levels.

In small groups, learners find different exercises that an older adult could use to improve their cardiovascular strength and explain these exercises to the rest of the group.

Learners consider the benefits of these activities for the older adult.

Suggested time: about 6 hours.

Activity: Ways for the older adult to improve upper and lower body strength

Learners participate in a class that uses different exercises designed to promote the physical strength and endurance of older adults, including a warm-up and a cool-down session.

In small groups, learners 'teach' each other the main session exercises, making sure the person understands what they have to do and follow the instructions. Learners explain how each exercise can help maintain physical fitness and how they relate to everyday tasks.

Learners consider the benefits of these activities for the older adult.

Suggested time: about 6 hours.

Activity: Ways for the older adult to improve upper and lower body flexibility and core stability

Tutors arrange a pilates, yoga or t'ai chi class for learners. Learners discuss the value of the class in improving flexibility and core stability for the older adult. They could also consider the challenges such as participating in a floor-based class.

Learners consider the benefits of these activities for the older adult.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You will need to set up a fitness activity that is suitable for an older person to meet their needs. You will demonstrate and give instructions for the activity to a chosen person, ensuring that they are carrying it out properly and safely. You will accurately measure and clearly record the results and clear away the equipment.

You can choose one of the following activities.

- Count the number of full stands a person can complete from a chair in 30 seconds with arms folded across the chest.
- Count the number of bicep curls that a person can complete with a weight in 30 seconds.
- Measure how far a person can walk in six minutes around a 45.7 metre course.
- Measure the distance a person can reach when sitting in a chair.
- Measure how long it takes to get up from a chair, walk 2.44 metres, turn and return to a seated position.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You must choose another of the activities listed above to set up and demonstrate.

Unit HT5: Preparing and Cooking Food

Level: 1

Unit type: **Sector (Hospitality and Tourism)**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in food preparation and cooking. They will plan dishes, which they will then prepare and cook safely and hygienically.

Unit introduction

Do you enjoy cooking? Do you prepare food yourself for lunch or dinner? Being able to prepare and cook nutritious food that looks and tastes good is an important life skill.

In this unit, you will develop the skills needed to plan, prepare and cook food safely and hygienically. You will consider the ingredients, recipes and timings when planning the food you will cook, this can be a dish for lunch or dinner. You will work well under pressure when preparing and cooking food.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Plan a dish to meet specified requirements of a given recipe
- B** Prepare and cook food safely and hygienically.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan a dish to meet specified requirements of a given recipe	<ul style="list-style-type: none"> • Planning a dish to meet specified requirements • Preparing, cooking and presenting food • Working in a safe and hygienic manner 	<ul style="list-style-type: none"> • Plan for the dish. • Tutors' observation record of learners preparing, cooking and serving a dish.
B Prepare and cook food safely and hygienically		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Food preparation skills • Cooking skills • Managing own safety when preparing and cooking food • Maintaining food safety 	<ul style="list-style-type: none"> • Health and safety requirements and personal responsibilities • Food safety legislation and procedures to follow when preparing and cooking food • Cooking methods and equipment 	<ul style="list-style-type: none"> • Planning • Working well under pressure

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Read and understand texts in detail. • Utilise information contained in texts.
Mathematics	<ul style="list-style-type: none"> • Add, subtract, multiply and divide whole numbers using a range of strategies. • Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature. • Extract and interpret information from tables, diagrams, charts and graphs.

Unit content

Knowledge and sector skills

Planning a dish to meet specified requirements of a given recipe

- Preparing and cooking a recipe not seen before – interpreting the recipe.
- Consideration of ingredients, timings, presentation.
- Knowing food classifications, including cereals, grains, legumes/pulses, vegetables, fruits, nuts and seeds, spices and herbs, meat, poultry and fish, dairy.
- Types of dishes, e.g. starters, main courses, desserts.
- Food preparation and cooking methods, e.g. chopping, correct weighing, portioning and measuring of ingredients, boiling.
- Tools and equipment used to prepare and cook food, e.g. spatulas, colanders, food processors, baking trays.
- Specified requirements, e.g. preparation and cooking methods and timings, quality standard of dishes.

Preparing, cooking and presenting food

- Preparing food, e.g. weighing and measuring, peeling, using appropriate equipment.
- Food cooking methods, e.g. grilling, roasting, baking, steaming.
- Seasoning and tasting to ensure food is cooked properly.
- Following recipes, e.g. weights and measures, timings.
- Correct temperatures, e.g. cooking hot food above 63 °C, ensuring food safety, preserving nutritional value.
- Presenting food, e.g. equipment, arranging food attractively, garnishing.
- Quality standard of dishes, e.g. appearance, colour, texture, taste.

Working in a safe and hygienic manner

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Maintaining good personal hygiene, e.g. washing hands, especially after handling raw produce.
- Wearing correct clothing, footwear and headgear.
- Reporting accidents and near accidents and hazards to relevant person.
- Correct storage of food items, e.g. refrigerating, freezing, dry store, sell/use by dates.
- Following relevant sections of food hygiene regulations and safe and hygienic practices when preparing food, e.g. separate equipment for different foods to prevent cross-contamination.

Transferable skills

- Planning: selecting recipes, e.g. starter, main course, dessert; style of food, e.g. Asian, European, vegetarian; timings, e.g. preparation, cooking, assembling ingredients and equipment.
- Working well under pressure: planning to meet timings and deadlines for each food preparation and cooking task by prioritising tasks, overcoming any potential barriers.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan a dish to meet specified requirements of a given recipe		
A.P1 Produce an outline plan for a dish that meets some of the specified requirements of a recipe.	A.M1 Produce a plan for a dish, identifying the methods and equipment required to meet the specified requirements of a recipe.	A.D1 Produce a detailed plan for a dish, describing the methods and equipment required to meet the specified requirements of a recipe.
Learning aim B: Prepare and cook food safely and hygienically		
B.P2 Use food preparation and cooking methods to follow a recipe, working in a safe and hygienic manner.	B.M2 Use food preparation and cooking methods, meeting required timings and showing competent use of safe and hygienic practices.	B.D2 Select and use relevant food preparation and cooking methods, showing control over the timings and confident use of safe and hygienic practices.

Essential information for tutors

Essential information for assessment decisions

Learners need to prepare a recipe they are unfamiliar with and that is given to them by the tutor. The dish must contain a minimum of four fresh ingredients that may be combined with other, ready prepared ingredients.

For distinction standard, learners:

- produce a detailed plan of the dish that they will prepare and cook. The plan includes a full list of the ingredients and equipment needed, with details on the planned preparation and cooking methods, timings, and key safety and hygiene points. Learners give a clear description of how the dish will meet the specified requirements of the recipe and be well presented
- show confidence and control over techniques when preparing and cooking the ingredients in a recipe. They select the correct ingredients, use accurate measurements and follow the preparation and cooking methods given. Learners meet the required timings to produce a dish that is well cooked, tasty and is well presented
- show clear consideration of the requirements of safe and hygienic working practices when preparing and cooking different food items for a dish.

For merit standard, learners:

- produce a plan of the dish that they will prepare and cook. The plan includes a list of the ingredients, equipment and planned preparation and cooking methods, timings and main safety and hygiene points
- follow the instructions for preparing and cooking the ingredients in the recipe using the correct ingredients, measurements and preparation and cooking methods given. Learners mostly meet the required timings to produce and present a tasty and enjoyable dish
- appropriately apply safe and hygienic working practices when preparing and cooking different food items for a dish.

For pass standard, learners:

- produce a basic plan of the dish that they will prepare and cook. The plan will list the ingredients needed and identify some of the equipment required. There will be an attempt to summarise the preparation and cooking methods and put together timings. There will be limited references to safety and hygiene points
- follow some of the instructions for preparing and cooking the ingredients in the recipe by selecting the correct ingredients and using the measurements and preparation and cooking methods given. Learners experience some difficulty in meeting the required timings to produce and present an edible dish
- show some consideration of safe and hygienic working practices when preparing and cooking different food items for a dish.

Essential resources

For this unit, learners will need access to:

- professionally equipped industrial kitchens and support areas
- appropriate large and small commercial equipment that is up to date and in good working order
- a range and quality of food items needed for them to complete the learning and assignment task successfully.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutor-led discussion on food types and methods of cooking.

Learners complete worksheets to match methods of cooking with particular foods that might be cooked using that method.

Visit to an industrial kitchen or college production kitchen would be a useful introduction for learners to working practices in hospitality and allow them to ask questions.

Suggested time: about 4 hours.

Activity: Safe and hygienic handling of food and kitchen equipment

Tutor-led discussion about kitchen equipment and the safe and hygienic handling and use of kitchen equipment. Discussion around selecting appropriate equipment for the task.

Group discussion and tutor instructions on safe working in the kitchen (health and safety).

Learners are instructed on the correct clothing, footwear and headgear to wear, and also on washing hands before and after handling food. Using a range of kitchen equipment, learners are instructed in turning ovens and grills on and off and using blenders and mixers. Learners need to become familiar with the kitchen layout.

Learners could use their visit to an industrial kitchen to list potential near accidents and hazards that they witnessed.

Suggested time: about 8 hours.

Activity: Planning dishes

Tutors guide learners' plans on what to cook and learners identify, select and order the food items they will need. Learners' dishes must contain a minimum of four fresh ingredients that may be combined with other, ready prepared ingredients. Learners should consider how their dish will meet appearance, colour, texture and taste requirements set by tutors. Tutors should ensure that learners prepare and cook dishes using a range of preparation and cooking methods in a set time.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their skills for preparing, cooking and serving food.

Suggested time: about 4 hours.

Activity: Food preparation and cooking activities

Learners practise their kitchen skills, using a selection of equipment, preparing food items for cooking and prioritising tasks to meet timings and deadlines.

Learners should be able to work in a safe, clean and hygienic way and put equipment away correctly after use.

Suggested time: about 8 hours.

Activity: Development of food preparation, cooking methods and presentation of food

Learners need to prepare and cook dishes using at least four different ingredients and a range of different preparation and cooking methods. Learners present the food, ensuring it meets the requirements set by tutors.

Learners complete a tutor-designed pro forma evaluating how they can improve their performance.

Suggested time: about 8 hours.

Activity: Reviewing and tasting dishes

Tutors complete reviews on learners' dishes, identifying items that were prepared and cooked and making suggestions for how their personal organisation, as well as the dishes, could be improved.

Learners could review their own performance and the dish they have cooked and identify how they could improve on what they have achieved.

Peer review – learners taste each other's dishes and give feedback.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

The tutor gives you a recipe you have not tried before. You must plan, prepare and cook a recipe at the centre restaurant. The plan must include timings for collecting equipment and ingredients, following safe and hygienic practices, preparing, cooking and serving food, supported by a statement on the suitability of the dish in meeting specified requirements. You need to demonstrate safe and hygienic working practices when preparing and cooking the dish. You will be observed demonstrating your skills to meet given requirements and specifications. Your performance will be observed by your tutor.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion, a family member has given you a recipe and asked you to plan, prepare, cook and serve a dish for dinner, following safe and hygienic working practices when preparing and cooking the dish and reviewing your efforts. You will be observed demonstrating your skills to meet given requirements and specifications.

Unit HT6: Serving Food and Drink

Level: 1

Unit type: **Sector (Hospitality and Tourism)**

Guided learning hours: **40**

Unit in brief

Learners will develop skills in serving food and drink safely and hygienically to customers in hospitality settings.

Unit introduction

Do you enjoy eating out? Have you been to different types of hospitality settings? Have you noticed a difference in their service? Would you like to find out how these businesses serve food and drink to their customers?

In this unit, you will develop the skills needed to serve food and drink safely and hygienically in different service styles and settings of the hospitality industry. You will think about what equipment is needed for the service style used, how to prepare the service area and appropriate personal presentation. You will show how well you can communicate and work under pressure when serving customers.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Provide food and drink service to customers safely and hygienically
- B** Communicate and prioritise activities when serving food and drink to customers.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Provide food and drink service to customers safely and hygienically	<ul style="list-style-type: none"> • Safe and hygienic practices for preparing and providing food and drink service • Preparing for food and drink service • Providing customers with food and drink service 	<ul style="list-style-type: none"> • Tutors' observation record of learners serving food and drink to customers in a specific service style.
B Communicate and prioritise activities when serving food and drink to customers		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Safe and hygienic preparation and clearing of food and drink service areas • Meeting and greeting customers • Serving customers • Managing own cleanliness and hygiene 	<ul style="list-style-type: none"> • How to prepare and clear food and drink service areas safely and hygienically • How to take customers' orders • Different types of hospitality settings and service styles • Importance of personal cleanliness and hygiene 	<ul style="list-style-type: none"> • Communication • Working well under pressure

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Utilise information contained in texts.

Unit content

Knowledge and sector skills

Safe and hygienic practices for preparing and providing food and drink service

Safety and hygiene considerations, to include:

- handling food and drink safely during service
- washing hands at appropriate times
- maintaining cleanliness of food and drink service area throughout service
- complying with food hygiene regulations and legal requirements for temperatures of food during service and storage.

Preparing for food and drink service

- Hospitality settings providing food and drink and using different styles of service, e.g. hotels, restaurants, bars.
- Preparing the food and drink service area, including cleaning and organising service areas, laying tables, reporting any problems identified with food, drinks, service equipment.

Providing customers with food and drink service

- Styles of food and drink service, e.g. plate service, counter service.
- Food types, e.g. starters, salads, fish, accompaniments, dessert.
- Drink types, e.g. coffee, hot chocolate, cold drinks, juices.
- Skills and attributes needed to work in hospitality settings, including positive behaviour and attitude, active communication with customers and colleagues, teamwork, personal hygiene and appearance.
- Dealing with customers' special requirements and requests, e.g. allergies, religious requirements, requirements for people with disabilities.
- Ensuring condiments and accompaniments for served food are available for customers.
- Maintaining appropriate stock levels of food, drink and service equipment.
- Clearing work areas, including customer and service areas.

Transferable skills

- Communication: speaking and listening to customers, taking customers' orders, relaying messages and orders accurately and promptly, using positive body language to help communication.
- Working well under pressure: serving food and drinks with appropriate service equipment and service style at the appropriate times, prioritising tasks to meet deadlines for serving customers.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Provide food and drink service to customers safely and hygienically		
A.P1 Serve food and drink to customers, using safe and hygienic practices and given service equipment in a selected service style, following routine instructions.	A.M1 Serve food and drink to customers, showing competent use of safe and hygienic practices and service equipment that are in line with a selected service style, showing initiative.	A.D1 Serve food and drink to customers, showing control over the use of safe and hygienic practices and service equipment to meet the requirements of a selected service style, showing initiative and consistency.
Learning aim B: Communicate and prioritise activities when serving food and drink to customers		
B.P2 Communicate positively in routine situations with customers and prioritise some activities when providing food and drink service.	B.M2 Communicate in a positive and clear way with customers and prioritise key activities to meet required timings when providing food and drink service.	B.D2 Actively engage and communicate in a positive and clear way with customers to meet their requests, organising time and resources and prioritising activities when providing food and drink service.

Essential information for tutors

Essential information for assessment decisions

Tutors will need to specify the service style to be used for assessment.

For distinction standard, learners:

- show control over techniques when using a specified service style by selecting the appropriate type of service equipment and working methods when preparing for and providing food and drink service to customers. Learners show considerable knowledge and skills to demonstrate safe and hygienic working practices that meet the service style requirements
- communicate confidently by demonstrating secure application of skills and using active listening skills to convey clear meaning to customers. Learners use of body language shows control over techniques
- show a clear knowledge of key task priorities to maintain the service area when serving customers.

For merit standard, learners:

- show the necessary skills when using a specified service style by selecting suitable type of service equipment and working methods when preparing for and providing food and drink service to customers. Learners show the necessary knowledge and skills to demonstrate safe and hygienic working practices that are in line with the service style
- communicate meaning to customers, using suitable body language
- show knowledge of key task priorities to maintain the service area when serving customers.

For pass standard, learners:

- show some skill when using a specified service style by using given service equipment and working methods when preparing for and providing food and drink service to customers. Learners demonstrate safe and hygienic working practices
- communicate with customers in familiar situations, using acceptable body language
- show some knowledge of key task priorities to maintain the service area when serving customers.

Essential resources

For this unit, learners will need access to a food and drink service area, including appropriate equipment, food and drink. Learners should also have access to equipment to demonstrate different service styles.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors discuss different hospitality settings, service styles and safety and hygiene practices for serving and handling food and drink and working in a food area.

Tutors discuss menus that will be offered in practical lessons and the style of service required.

Learners discuss a hospitality setting they have visited in the local area in the last few weeks and compare the service offered at these places.

Suggested time: about 4 hours.

Activity: Visit to suitable hospitality settings

Learners go on a supervised visit to suitable settings to observe safety and applications in food and drink service situations. Tutors discuss personal hygiene and the requirements for those working in hospitality settings, such as handwashing.

The visit will be followed by skills practice in (simulated) opening and closing doors while carrying trays of food and drink, carrying items, dealing with spillages, maintaining cleanliness of working areas and organising food and drink service area.

Suggested time: about 6 hours.

Activity: Food and drink service to customers

Learners take part in practical food service sessions to customers, each session will last 45 minutes. They discuss the food to be served, room preparation, table layout, food service, clear down of room and equipment. Afterwards they will review the session as a whole-group discussion and using tutor feedback. Some sessions could be booked as set functions/events, for example a buffet lunch party for a 10-customer local walking group.

Learners write notes identifying the health, safety and hygiene requirements that must be followed when serving food. Learners keep a record of how they worked during service (this could be in the form of a diary).

Suggested time: about 6 hours.

Activity: Preparing for and providing food and drink for a counter service

In groups, learners prepare the dining area for counter service and then serve in line with the dining area requirements, communicating appropriately with customers. Learners clear the food service area in a group and all learners have their own tasks to complete. Learners keep a record of how they worked during service (this could be in the form of a diary).

Suggested time: about 6 hours.

Activity: Preparing for and providing food and drink for plate service

Learners take part in a role play where they take it in turns to prepare for and serve food (plated) and drinks to other learners as part of a team. Learners will need to be allocated specific roles and tutors will need to ensure that each learner achieves a good coverage of the unit content. They should be asked about items on the menu or additional requirements and requests.

Suggested time: about 6 hours.

Activity: Recording practical sessions

Learners record how they worked and what went well in their practical sessions, identifying areas for improvement and how they will achieve these improvements. Learners give feedback to each other on their performance.

Suggested time: about 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are taking part in an event where food and drink is being served. You are asked to prepare a service area for providing the food and drink using a plate service style. You need to demonstrate safe and hygienic working practices when preparing and maintaining the service area and serving customers. You will be observed demonstrating your skills to meet given requirements and specifications. Your performance will be observed by your tutor.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion, a family member has asked you to set up a buffet-style service for providing food and drink for a relative's birthday party. You need to prepare and maintain a service area for providing the food and drink safely and hygienically. You will be observed demonstrating your skills to meet given requirements and specifications.

Unit HT7: Exploring Local Visitor Attractions

Level: 1

Unit type: **Sector (Hospitality and Tourism)**

Guided learning hours: **40**

Unit in brief

Learners will find out about their local visitor attractions, exploring how they meet the needs of particular visitor types.

Unit introduction

When you have time to enjoy yourself, where do you go and visit in your local area? It may be the museum or a theme park perhaps. Visitor attractions regularly change their products and services to meet the different needs of new visitors and to keep existing visitors coming back, after all nobody wants to go on the same rides every year at a theme park, we all want to try new experiences.

In this unit, you will research local visitor attractions and what makes people visit them. You will think about the different types of attractions and who they are aimed at. You will then use information you've collected to identify which local attraction would be most appropriate for a specific visitor type.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Find out information about local visitor attractions.
- B** Present information about local attractions to meet particular visitor needs.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Find out information about local visitor attractions	<ul style="list-style-type: none"> Types of local visitor attraction and products and services they offer Visitor types and their associated needs 	<ul style="list-style-type: none"> Log of research sources and findings. A presentation on how local visitor attractions meet the needs of particular visitor types.
B Present information about local attractions to meet particular visitor needs	<ul style="list-style-type: none"> How local visitor attractions appeal to specific visitor types Presenting information about local visitor attractions 	
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> Carrying out research on local visitor attractions Presenting information on which local attractions are most appropriate for specific visitor types 	<ul style="list-style-type: none"> Features of local visitor attractions How local attractions appeal to different visitor types 	<ul style="list-style-type: none"> Research Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> Write clearly and coherently, including an appropriate level of detail. Present information in a logical sequence. Use language, format and structure suitable for purpose and audience.
Mathematics	<ul style="list-style-type: none"> Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature. Extract and interpret information from tables, diagrams, charts and graphs.

Unit content

Knowledge and sector skills

Types of local visitor attraction and products and services they offer

- Local visitor attractions, including:
 - natural, e.g. beaches, gardens and country parks
 - purpose-built, e.g. theme parks, zoos
 - heritage, e.g. museums, stately homes/historic buildings.
- Products and services, e.g. theme park rides, shops, catering, guided tours, activities, educational talks, car parks, first-aid facilities.

Visitor types and their associated needs

- Visitor types, e.g. adults, children, groups, families, overseas visitors, people with specific needs.
- Visitor needs, e.g. speed of service, cost, location, access, entertainment, safety and security.

How local visitor attractions appeal to specific visitor types

Key features of appeal, to include:

- accessibility, e.g. location and key transport routes
- weather and climate, e.g. indoor/outdoor facilities
- opening times, seasonal opening schedules
- facilities, e.g. places to eat, washrooms, signs/information using Braille
- prices and pricing structure, cost of visiting, peak and off-peak prices, special offers and discounts
- special events and entertainment.

Presenting information about local visitor attractions

- Presentation methods and styles such as leaflet, brochure, presentation, blog, vlog (video log)
- Organising information, consideration of clarity and accuracy of information, identifying sources of information, spelling, grammar

Transferable skills

- Research: identifying local visitor attractions and deciding on ways to find out information about them, using techniques to gather information about local visitor attractions, identifying methods of transport in the area and different places to stay, identifying the areas of interest, attractions and facilities of the chosen local visitor attraction, identifying the benefits of the local visitor attraction.
- Managing information: collecting and using information from different sources about local visitor attractions, determining relevance and accuracy of information, organising information, representing information in different ways, using numbers, using it to present and store information.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Find out information about local visitor attractions.		
A.P1 Select information about local visitor attractions from given sources that meet some of the particular visitor needs.	A.M1 Select information about local visitor attractions from given sources that meet most of the particular visitor needs.	A.D1 Search for and select information about local visitor attractions from own and given sources to meet the particular visitor needs.
Learning aim B: Present information about local attractions to meet particular visitor needs		
B.P2 Present information about local visitor attractions that meet some of the particular visitor needs.	B.M2 Present detailed information about local visitor attractions that meet most of the particular visitor needs.	B.D2 Present detailed and well-organised information about local visitor attractions that describes how they meet the particular visitor needs.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- show they have searched for and selected relevant and accurate information to meet all of the visitor needs, using their own sources and sources provided by tutors. Learners will include details of the sources used, e.g. leaflets, brochures, websites, blogs, magazines and details of methods used to search for information such as internet searches and visits
- present information in a well-organised and clear format, with full examples that show how the selected visitor attractions meet all the needs of the visitor.

For merit standard, learners:

- show that they selected information that meets most of the needs of the visitors, although some more minor needs may be omitted. Learners will show they have used different sources provided by tutors, naming the sources used and stating how they used them to search for the information
- present information in a logical way with relevant outline examples that meet most of the visitor needs. They will show links between the selection of the visitor attractions and the particular visitor needs.

For pass standard, learners:

- select information from a choice of sources provided by tutors, and which may be limited to one source. Information selected should meet some of the needs of the visitors. They will need to name the source and why they chose it
- present clear information about local visitor attractions and how they meet some of the particular visitor needs, although other needs may be omitted. Not all information presented may be relevant, or links between the services and the people's needs may not be clear.

Essential resources

For this unit, learners will need access to travel trade publications, travel brochures and guides and local visitor attraction promotional materials.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutor-led discussion on the many different types of visitor attractions in the local area. Learners start looking at where to find further information such as websites, brochures, leaflets and TV adverts, as well as own and others' experiences.

Learners may create a questionnaire and ask their peers, tutors and family what their favourite visitor attraction in the local area is and why.

Suggested time: about 4 hours.

Activity: Products and services offered at different local visitor attractions

Tutors ask learners why they would visit specific attractions in the local area. Learners consider the variety of products and services offered and how they link to the different types of visitor attractions.

Learners produce a poster to present to peers on products and services at local visitor attractions. This could be a wall display and act as a point of reference for the assessment for this unit.

Suggested time: about 4 hours.

Activity: Visit to a local attraction

Learners visit a local attraction to investigate the different products and services available.

Learners may carry out a questionnaire on why people have chosen to visit the attraction.

They could note what types of visitors are there, popular times of day and popular exhibits.

Suggested time: about 4 hours.

Activity: Visitor needs and how they are met through products and services

Learners are given case studies of specific visitor types to identify what they would need when going out to local visitor attractions. Tutors' examples will help at this level as guidance, TV adverts and leaflets may be used to start discussions.

Learners could work in pairs to investigate how the needs of one visitor type are met at three different types of local visitor attractions, looking at the range of promotional material on offer.

Suggested time: about 5 hours.

Activity: How local visitor attractions appeal to different visitor types

Learners discuss what attracts visitors to a specific local visitor attraction. Learners should be encouraged to discuss places that they have visited and places they would like to visit. They could provide descriptions of the places and information on what type of attractions there are.

Suggested time: about 5 hours.

Activity: Researching local visitor attractions

Learners should use different sources of information in their research. Tutors could arrange a visit to the local tourist information centre to collect leaflets and brochures on visitor attractions.

In small groups, learners research a range of local visitor attractions, allowing them to investigate products and services and how they appeal to different types of visitors.

Suggested time: about 5 hours.

Activity: Presenting information on local attractions that meet visitor needs

Learners may wish to record a short video clip or produce a PowerPoint® presentation, including pictures of the attraction, to provide information on how visitors are drawn to and have their needs met in relation to the local attractions' key features.

Suggested time: about 5 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

The tutor asks you to provide information on a specific local visitor attraction that meets the needs of a family of four – two adults and two children aged 5 and 11. You must first identify the needs of the selected visitor types. You must then give details on how these needs are met at the local visitor attraction chosen. Specific examples from information gathered through research should be applied to the local attraction and included in explanations.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion, a family member has given you a set of requirements and asked you to provide information to them on the key features of a local visitor attraction and how it would appeal to them and a friend. You must first identify the needs of your relative and their friend. You must then give details on how these needs are met at the local visitor attraction chosen. Specific examples from information gathered through research should be applied to the local attraction and included in explanations.

Unit HT8: Exploring Travel and Tourism in the UK

Level: 1

Unit type: **Sector (Hospitality and Tourism)**

Guided learning hours: **40**

Unit in brief

Learners will find out about different types of tourist destinations in the UK and how to plan an itinerary to meet specific visitor requirements.

Unit introduction

Would you like to know more about the travel and tourist destinations that the UK has to offer? You will use a range of sources of information to find out about UK tourist destinations, which will help you to develop your ability to process information in your research, plan what to do and how to go about it. Knowledge of travel geography is a very important skill for anyone wanting to work in the travel and tourism sector.

In this unit, you will research UK tourist destinations and their appeal to different types of visitor. You will use different sources of information to plan travel to a UK tourist destination to meet the needs of specific visitors.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Find out about UK tourist destinations that meet visitor requirements
- B** Plan an itinerary for a UK holiday to meet visitor requirements.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Find out about UK tourist destinations that meet visitor requirements	<ul style="list-style-type: none"> • Types of UK tourist destination • Types of visitor and their needs • Using sources of information to research UK tourist destinations • Planning travel to a UK tourist destination to meet visitor needs 	<ul style="list-style-type: none"> • Research log with information on sources used and information gathered. • A travel itinerary to UK tourist destinations to meet the needs of a selected visitor.
B Plan an itinerary for a UK holiday to meet visitor requirements		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Locating UK capital cities, seaside resorts, countryside areas, cultural destinations • Researching tourist destinations • Meeting visitor needs 	<ul style="list-style-type: none"> • The planning process for travelling to a destination • The factors to consider when planning travel to a UK tourist destination • What is required in a suitable travelling route to a UK tourist destination 	<ul style="list-style-type: none"> • Managing information • Research

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information/points of view clearly and in appropriate language. • Read and understand texts in detail. • Utilise information contained in texts. • Write clearly and coherently, including an appropriate level of detail. • Present information in a logical sequence.

Knowledge and sector skills

Types of UK tourist destination

- Capital cities, e.g. London, Edinburgh, Cardiff, Belfast.
- Seaside resorts, e.g. Brighton, Blackpool, Scarborough.
- Countryside areas, e.g. National Parks, Areas of Outstanding Natural Beauty (AONB).
- Cultural and/or historical destinations, e.g. Stratford-upon-Avon, Londonderry, Liverpool.
- Appeal of UK tourist destinations, e.g. visitor attractions, natural features, accommodation, facilities, arts and entertainment, sightseeing, transport links.

Types of visitor and their needs

- Visitor types, e.g. groups, families, visitors of different ages, visitors of different cultures, non-English-speaking visitors, visitors with specific needs, domestic visitors.
- Needs and characteristics of different types of visitor in relation to planning travel to UK tourist destinations.

Using sources of information to research UK tourist destinations

- Sources of information, e.g. maps, guidebooks, tourist leaflets, atlases, holiday brochures, tourist information centres, websites.

Planning travel to a UK tourist destination to meet visitor needs

- Visitor requirements.
- Preferred dates/time of year.
- Travel requirements, e.g. air, rail, combination.
- Accommodation requirements, e.g. type of accommodation, board basis.
- Motivation, e.g. relaxation, activity, culture, special occasion.
- Features, e.g. natural features, cultural features, facilities, products and services.
- Budget.
- How to get to and from destinations using airports, seaports, road and rail.
- Typical routes by air, sea, road and rail within the UK – departure points, destinations, timings.
- Itinerary, e.g. date and time of travel, mode of travel, departure and destination location, type of accommodation, board basis, specific features included.

Transferable skills

- Managing information: collecting and using information from different sources about UK tourist destinations, organising information, representing information in different ways, using numbers.
- Research: identifying ways to find out about UK tourist destinations, using techniques to gather information about UK tourist destinations.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Find out about UK tourist destinations that meet visitor requirements		
A.P1 Select information from different sources, showing a basic consideration of visitor requirements.	A.M1 Select appropriate information from different sources, showing a consideration of visitor requirements.	A.D1 Select detailed and relevant information from different sources, clearly showing a consideration of visitor requirements.
Learning aim B: Plan an itinerary for a UK holiday to meet visitor requirements		
B.P2 Create a basic travel itinerary to UK tourist destinations that meets some of the visitor requirements.	B.M2 Create a well-presented travel itinerary to UK tourist destinations that meets most of the visitor requirements.	B.D2 Create a detailed and well-presented travel itinerary for UK tourist destinations that meets the visitor requirements.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- select and use accurate information from at least two relevant sources that meet the requirements of the visitor. Learners must provide details of the sources used, including website addresses and the names of destination brochures or leaflets
- produce a well-developed travel itinerary that shows a clear knowledge of their visitor's needs. The itinerary includes relevant information and is logically presented in a format appropriate for the visitor, listing all the required information such as time of travel, mode of travel, departure and destination locations, type of accommodation, half or full board, and any additional specific features that meet the needs of the visitor.

For merit standard, learners:

- select relevant and detailed information from at least two sources that meet most of the visitor's requirements but may miss some of the connections and smaller details, e.g. type of board. Learners provide details of the sources used, including website addresses and the names of destination brochures or leaflets
- produce a travel itinerary that pays attention to particulars and shows knowledge of their visitor's needs. The itinerary includes information that is suitable for the purpose and lists details about time of travel, mode of travel, departure and destination locations, type of accommodation, board basis, and specific features that meet the needs of the visitor.

For pass standard, learners:

- search for and select information that is correct, comes from at least two sources and broadly addresses some of the most obvious requirements of the visitor, e.g. accommodation, travel. Learners provide details of the sources used, including website addresses and the names of destination brochures or leaflets
- produce a basic travel itinerary that may be incomplete but shows some knowledge of their visitor's needs. The itinerary is in a presentable format, listing the key details about time of travel, mode of travel, departure and destination locations.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners discuss the different types of UK tourist destination and the factors that make a UK tourist destination significant.

Tutors give learners a quiz on countries that are part of the UK. They show learners how to use a map correctly to locate significant tourist destinations. Tutors give learners examples for each category of destination and ask them to plot them on blank A4 maps using an atlas only.

Suggested time: about 2 hours.

Activity: Class visit to a UK tourist destination

The class visit a UK destination that is not within their local area. This could be a city, a seaside resort or an AONB. Learners make notes on the possible activities/services that are available and which they could recommend for different types of visitor. They take photos of particular areas of interest and then put together a blog page promoting the area and giving details on how visitors could spend their time while they are there.

Suggested time: about 8 hours

Activity: UK tourist destinations

Tutors use a series of practical quizzes and interactive whiteboard activities to reinforce learners' knowledge of the location and type of significant tourist destinations in the UK.

Tutors display quizzes showing information about popular UK tourist destinations so that learners can identify what type of destination it is and its location.

Suggested time: about 1.5 hours.

Activity: Visiting speaker

A speaker from a travel agent comes in to talk about the type of customer brief they get, how they research UK destinations and how they make recommendations for different needs and requirements.

Suggested time: 1.5 hours

Activity: Visitor types and needs

Learners use case studies of different types of visitor and their particular requirements. In small groups, learners use their knowledge of UK tourist destinations to make recommendations and suggestions.

Suggested time: about 2 hours.

Activity: Research and recommendations

In pairs, learners come up with a profile of a specific visitor type and their needs and requirements. They then pass this profile on to another pair in the class and ask them to research and plan suitable destinations for them.

Suggested time: about 1.5 hours.

Activity: Presenting information on UK tourist destinations that meet visitor needs

Learners present their route to a chosen UK tourist destination to their peers. Learners review their itinerary and route, identifying how they could improve on what they have produced.

Learners review one another's itineraries and routes and give feedback.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to provide a suggested itinerary for a family from Germany who want to visit the UK for a week on holiday. The family of four – two adults and two children aged 5 and 11 – want to visit a UK seaside resort that suits the whole family. They also want to visit a large city (not London) that has some interesting art galleries and museums. Lastly, they want to stay in a traditional UK village, preferably in a cottage. You must carry out some research into the visitor requirements and produce an itinerary that gives all the relevant information from your research and your recommendations for where they should visit in the UK.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You have been asked to create an itinerary for a group of gap year students from America who want to experience the best nightlife, spend time in the countryside youth hostelling and take part in some sporting activity. They have asked that you consider that they are students and on a tight budget.

Unit HT10: Delivering Customer Service in Hospitality and Tourism

Level: 1

Unit type: **Sector (Hospitality and Tourism)**

Guided learning hours: **40**

Unit in brief

Learners will develop the skills needed to respond to customer requests and deal with customer complaints or problems in hospitality and tourism situations.

Unit introduction

Whether you are meeting and greeting on a hotel reception desk, taking orders for food or drink, or working as a holiday rep, being friendly, approachable and polite is essential when working in the hospitality and tourism sectors. Good customer service is one of the most important factors in keeping customers and making them want to return to a hospitality venue or tourist destination. In these days of online reviews, word can spread very quickly about the quality of customer service experiences.

In this unit, you will learn about the different types of customer service you may have to provide, from giving advice to dealing with problems. You will develop skills in both verbal and non-verbal communication and develop confidence in responding to routine and non-routine customer requests. You will also learn and apply procedures to respond to and deal with customer complaints and problems.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Explore different types of customer needs and expectations in hospitality and tourism
- B** Demonstrate communication and problem-solving skills when providing customer service in hospitality and tourism situations.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p>A Explore different types of customer needs and expectations in hospitality and tourism</p>	<ul style="list-style-type: none"> • The importance of customer service to hospitality and tourism businesses • Different types of customer and their expectations and needs • Customer service skills • Dealing with customers' requests • Dealing with customers' problems 	<ul style="list-style-type: none"> • Presentation on the different types of customer and their needs and expectations in hospitality and tourism sectors. • Video evidence of learners providing customer service in three hospitality and/or tourism situations, supported by observation records.
<p>B Demonstrate communication and problem-solving skills when providing customer service in hospitality and tourism situations</p>		
<p>Key teaching areas include:</p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Speaking clearly and appropriately • Listening carefully for understanding • Adjusting information or delivery to meet the needs of the customer • Anticipating the needs of the customer • Behaving appropriately for the situation 	<ul style="list-style-type: none"> • The needs of different customers • The importance of verbal and non-verbal communication 	<ul style="list-style-type: none"> • Communication • Problem solving

There are opportunities to develop functional skills in this unit:

Functional skills	
<p>English</p>	<ul style="list-style-type: none"> • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Prepare for and contribute to the formal discussion of ideas and opinions.

Unit content

Knowledge and sector skills

The importance of customer service to hospitality and tourism businesses

- Types of hospitality and tourism businesses, e.g. hotels, restaurants, tourist offices, travel agents.
- Good customer service positively represents the brand/business values of the company.
- Keeps customers returning to the brand and attracts new customers.

Different types of customer and their expectations and needs

- Requiring advice or guidance, e.g. directions to a facility or service, more information on ingredients in a menu.
- Needing recommendations, e.g. local restaurant, cultural area.
- Needing help with a problem, e.g. missed flight, lost luggage, theft.
- Complaining about a service or product.

Customer service skills

Providing professional customer service, including:

- making a good first impression on the customer, helping them to feel welcome and at ease
- using effective verbal and non-verbal communication skills when dealing with customers, e.g. clarity of communication, making eye contact, actively listening
- establishing and maintaining a professional and polite relationship with the customer
- maintaining focus on the customer and their needs
- understanding and following the customer service processes and procedures of a business, e.g. when to escalate a request or problem.

Dealing with customers' requests

- Routine requests, e.g. advice on the suitability of a type of dish for a customer with a particular allergy, giving directions, assistance with language translation.
- Non-routine requests, e.g. access for people with disabilities, change of travel return date.
- Providing the service correctly and checking that the customer is satisfied.
- Asking if the customer needs further assistance.
- Ensuring business service procedures are followed, e.g. requests/complaints are recorded.
- Consideration of business-sensitive issues, e.g. confidentiality of information.

Dealing with customers' problems

- Problems with product/service, communication, incidents and accidents, e.g. wrong product/service provided, wrong accommodation booked.
- Recognising the problem, acknowledging it and apologising for any inconvenience.
- Reassuring the customer that the problem will be dealt with by the appropriate person.
- Dealing with the customer's problem quickly and calmly, following the correct business procedures.
- Reporting to an appropriate member of staff for help if unable to deal with the problem.
- Ensuring that the customer knows what is happening to resolve their problem.
- Ensuring that the problem has been dealt with and that the customer is satisfied with what has been done.

Transferable skills

- Communication: using appropriate verbal and non-verbal communication skills, speaking clearly and using active listening skills, tone and volume, asking customers appropriate questions, using positive body language to help communication, making eye contact.
- Problem solving: answering questions asked by customers, dealing with issues that may arise, using initiative when communicating with customers.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore different types of customer needs and expectations in hospitality and tourism		
A.P1 Identify the different types of customer needs and expectations in hospitality and tourism situations.	A.M1 Describe the different types of customer needs and expectations in hospitality and tourism situations, identifying the skills needed to respond to them.	A.D1 Describe in detail the different types of customer needs and expectations in hospitality and tourism situations, identifying the skills needed to provide effective customer service.
Learning aim B: Demonstrate communication and problem-solving skills when providing customer service in hospitality and tourism situations		
B.P2 Demonstrate basic verbal communication skills when responding to customer requests and show some attempt to solve problems when providing customer service in hospitality and tourism situations.	B.M2 Demonstrate appropriate verbal and non-verbal communication skills when responding to customer requests and suggesting solutions to problems in hospitality and tourism situations.	B.D2 Demonstrate professionalism when responding to routine and non-routine customer requests, responding and resolving problems effectively in hospitality and tourism situations.

Essential information for tutors

Essential information for assessment decisions

For assessment for learning aim B, learners should be given three different hospitality and tourism customer service situations to respond to. The scenarios should cover the following areas: providing advice and guidance, a sales situation and dealing with a customer complaint or problem.

For distinction standard, learners:

- give clear and detailed examples of the different types of customer they may come across in hospitality and tourism situations and give insight into their different requirements and needs. They clearly differentiate the skill set needed for the needs and requirements of different customers, e.g. giving advice and dealing with customer complaints
- demonstrate self-assurance, taking ownership and confidently responding to both routine and non-routine customer service requests, following appropriate procedures and remaining professional throughout
- demonstrate confident customer service skills, communicating clearly and remaining polite, using appropriate questioning and responding correctly
- demonstrate positive non-verbal communication skills through use of relevant body language and making eye contact where appropriate
- respond to customer complaints or problems, clearly explaining the steps they will take to respond, and make appropriate decisions that resolve a problem, showing professionalism throughout.

For merit standard, learners:

- give some relevant examples of the types of customer they may come across in hospitality and tourism situations. They provide some detail on their possible requirements and how to approach different types of customer service situations
- respond to both routine and non-routine requests from customers, asking relevant questions and providing suitable responses, but they may show hesitation for more complex requests
- demonstrate a helpful manner, remain polite and use appropriate non-verbal communication/body language
- take some steps towards responding to a customer complaint or problem, following correct procedures.

For pass standard, learners:

- give brief examples of the types of customer they may come across in hospitality and tourism situations, with some broad detail on what their needs and expectations might be
- respond to routine customer service requests, demonstrating some ability to ask the correct questions and respond appropriately, although there will be little attention to non-verbal communication
- attempt to respond to a customer complaint or problem but may not follow the correct procedures in trying to solve it.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners draw on their own experiences of good and bad customer service in hospitality and tourism situations, explaining how it made them feel as customers.

Learners work independently, and then in pairs or small groups, to come up with as many types of hospitality and tourism businesses as they can, placing them into categories, i.e. hotels, travel agents etc.

They then discuss the requirements of the customers in these businesses and the skills, qualities and behaviours needed to address them.

Suggested time: about 2 hours.

Activity: Understanding the importance of good customer service skills

Learners discuss the importance of making a good impression on the customer and then look at video examples of both good and bad customer service situations.

Tutors lead a discussion on effective positive and negative communication from customer service staff and its impact on a hospitality and tourism business.

Suggested time: about 1 hour.

Activity: The importance of using effective communication skills in customer service

Learners discuss the different types of communication, e.g. verbal and non-verbal, body language, tone of voice and active listening.

They then role play scenarios to demonstrate different types of verbal and non-verbal communication skills, e.g. body language, tone of voice and eye contact.

Learners complete a worksheet on the most effective way to communicate with customers in a variety of situations, including face to face, by phone and by email, to ensure that customers feel valued by the business.

Suggested time: about 2 hours.

Activity: Role play – responding to customer requests

Learners discuss the types of request they may get from customers, e.g. a customer with food allergies booking a meal over the phone, or a customer who has issues with the itinerary of a coach tour.

Learners use role play to explore these types of request and the skills needed to deal with them.

They explore non-routine requests, such as advising customers who may have specific needs, such as those with disabilities or those travelling with children, young adults or older people.

They produce observation notes on one another's role play and give feedback. The group should discuss the different types of skills and behaviours they are using for different types of request.

Suggested time: about 4 hours.

Activity: Role play – responding to customer complaints and problems

The group discusses the types of complaint and problems faced by customer service staff in hospitality and tourism businesses and the procedures/techniques used to deal with them.

They then role play different scenarios, e.g. the wrong accommodation booked, a restaurant not providing child-friendly menu items.

These should be a combination of face-to-face and phone situations. Learners should take on both the customer role and the customer service staff role.

Learners then give feedback on their role after each scenario.

Suggested time: about 2 hours.

Activity: Impact of good customer service skills

Learners discuss the importance of good customer service skills and the positive effect they can have on a hospitality and tourism business. Learners discuss the long-term effect of bad customer service skills to a business and how staff can improve customer service.

Learners write role-play activities, using examples to show how customers can be assisted in a hospitality and/or tourism setting. Role-play scenarios should include problem solving and allow learners to demonstrate good customer service skills. Learners should be encouraged to use a range of diverse customers in different settings, e.g. a person with a disability requesting access to an art gallery or a blind person ordering a meal.

Suggested time: about 2 hours.

Activity: Recap of customer service skills

Learners complete tutor-designed worksheets that assess their understanding of the importance of customer service.

These worksheets could include flash cards or pictograms with prompts for verbal responses from learners, similar to a mini role-play situation and covering a range of topics. Learners have to apply their understanding of the subject to successfully complete the task.

Suggested time: about 2 hours.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to put together a presentation, giving examples of different types of customer and their needs in different customer service situations. You will give examples of the best approach to use in these situations.

You will then be asked to respond to three different customer service scenarios from the following list using the skills you have developed.

- Taking a reservation over the phone for a group booking a table for dinner.
- Taking a reservation over the phone for a group wanting to visit an art gallery.
- Providing information to a customer face to face on the itinerary of a coach tour.
- Assisting a customer who wants to substitute some of the ingredients in their three-course meal.
- Resolving a problem a customer has with the food they ordered at a restaurant.
- Resolving a complaint from a customer about their hotel room.

Your tutor will observe you in these scenarios and you will also be filmed carrying them out. You must also keep notes on the scenarios and how you approached them.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You have been asked to put together a presentation, giving examples of different types of customer and their needs in different customer service situations. You will give examples of the best approach to in these situations.

You will then be asked to respond to three different customer service scenarios from the following list using the skills you have developed.

- Providing information to a customer face to face on suitable dishes on the menu for children.
- Providing information to a customer on food options for a party buffet.
- Resolving a problem a customer has with the number of seats available for a birthday party at a local pub.
- Giving directions to the local country park to a customer face to face.
- Providing information to a prospective client on the facilities available at the local conference centre.
- Resolving a problem a customer has with the wrong accommodation being booked.

Your tutor will observe you in these scenarios and you will also be filmed carrying them out. You must also keep notes on the scenarios and how you approached them.

The customer service situations for the retake assessment activity must be different from those for the first assessment activity.

Unit IT5: Developing Digital Information Using IT

Level: 1

Unit type: **Sector (Information Technology)**

Guided learning hours: **40**

Unit in brief

Learners will design and present information for a specific audience using IT. They will explore design elements and use different types of software to produce engaging information.

Unit introduction

Information is all around us, it encourages us to pay attention, to learn and explore, and to communicate with different audiences. As we live in an increasingly digital age, this affects the way we present information, from social media through to digital newsletters. With all the competition for viewers' or readers' attention, the information you present needs to be clear and look good to make it stand out.

In this unit, you will learn different ways of producing and presenting high-quality information that is engaging and creative. You will use different page designs, including layout and formatting, and embed materials such as video, graphics and images to present information in a dynamic and interesting way.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Develop digital information using IT for a specific audience
- B** Review own performance when developing digital information.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Develop digital information using IT for a specific audience	<ul style="list-style-type: none"> • Factors to consider when presenting information • Design for digital information • Using appropriate software, tools and techniques 	Portfolio of evidence, including: <ul style="list-style-type: none"> • information design • an electronic submission/printout of the finished information • review of own performance • tutors' observation records.
B Review own performance when developing digital information		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Researching information about types of product and features of software • Using software tools and techniques • Designing an end product • Ready-made assets • Dynamic and creative information 	<ul style="list-style-type: none"> • Features of software • Factors to consider when developing information • Types of information and assets • Purpose of different information • Knowledge of audience needs • Basic awareness of copyright 	<ul style="list-style-type: none"> • Managing information • Self-management

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Read and understand texts in detail and use information contained in text • Write clearly and coherently, including appropriate level of detail, and present information in a logical sequence using language, format and structure suitable for purpose and audience. • Use correct grammar, including correct and consistent use of tense on all products that will be presented.
Mathematics	<ul style="list-style-type: none"> • Solve problems requiring calculation with common measures, e.g. resizing graphics, resizing images, changing margins, calculating page space, calculating maximum storage allowance.

Unit content

Knowledge and sector skills

Factors to consider when presenting information

- Purpose of presenting information, e.g. inform, educate, advertise, persuade.
- Audience type, e.g. young children, adults, business, charity, general public.
- Types of information, e.g. text, numbers, graphics, images, tables, charts, web links, video.
- Types of product, e.g. digital newsletter, interactive quiz, digital poster, digital leaflet, blog, vlog.
- Software features, e.g. hyperlinks, buttons, mouse overs.
- Copyright – constraints, using content made by others legally, permissions.

Design for digital information

- Design to include:
 - types and purpose of information
 - ready-made assets required
 - target audience
 - software tools and techniques
 - visual elements.

Using appropriate software, tools and techniques

- Formatting, e.g. font style, size and colour, animated text and graphics, transitions and animation, bullets, bold, underline, italic, borders.
- Page layout, e.g. margins, line spacing.
- Interactive elements – buttons, hyperlinks, sound effects.
- File format, e.g. PNG, MP3, MP4.
- Check documents, e.g. spellcheck, grammar check, print preview.
- Editing techniques appropriate to the type of information, e.g. copy, cut, paste, find, replace, crop, position, and rotate.
- Manage files and assets, e.g. resizing graphics/images, file size reduction.
- Store and retrieve files, e.g. name, open, save, save as.

Transferable skills

- Managing information: researching information, e.g. appropriate structure, layout of digital information, researching contents, e.g. when and how text, table, graphs, images and videos should be used.
- Self-management: reviewing own performance for improvement, reviewing success of design, recommending further development to improve work.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Develop digital information using IT for a specific audience		
A.P1 Produce an outline design to develop digital information for a specific audience.	A.M1 Produce an appropriate design to develop digital information for a specific audience.	A.D1 Produce a coherent design to develop digital information for a specific audience.
A.P2 Develop digital information that meets some needs of a specific audience.	A.M2 Develop digital information that meets most needs of a specific audience.	A.D2 Develop digital information that comprehensively meets the needs of a specific audience.
Learning aim B: Review own performance when developing digital information		
B.P3 Produce an outline review of own performance, listing ways to improve.	B.M3 Produce a realistic review of own performance, briefly describing ways to improve.	B.D3 Produce a realistic and comprehensive review of own performance, describing ways to improve.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a coherent design, including:
 - a screen layout showing detailed information and how and where it will be displayed
 - annotations and/or a detailed description about how the digital information meets the needs of a specific audience
- produce digital information that will fully function and comprehensively meet the needs of a specific audience
- produce a comprehensive review of their performance that covers how they structured the information clearly to meet the needs of an audience. They will realistically reflect on their performance and describe what they would do differently next time.

The digital information may include some minor errors or omissions, for example words may be misspelt or graphics may not be realistic.

For merit standard, learners:

- produce an appropriate design, including:
 - a screen layout showing most information and how and where it will be displayed
 - annotations or a brief description about how the digital information meets the needs of a specific audience
- produce digital information that will mostly function for a specific audience
- produce a detailed review of their performance that covers how they organised and presented information to meet the needs of an audience. Learners' evidence will include some reflection of their performance, briefly describing what they would do differently next time.

For pass standard, learners:

- produce an outline design, including:
 - a screen layout showing limited information and where it will be displayed
 - annotations listing how the digital information will meet the needs of a specific audience
- produce digital information with some functionality for a specific audience
- produce an outline review of their performance, listing what they would do differently next time.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit: Types and purpose of information

Whole-class discussion on the different types of information presented to different audiences or for a different purpose. Learners consolidate ideas into a spider diagram. Learners participate in group work to:

- match the different types of presented information to their purposes, recording evidence
- explore audience types and their needs – again, recording evidence
- give feedback to the whole group, consolidating different types of evidence.

Learners should explore the factors they need to consider when presenting information and produce a presentation on it. They could find examples of poorly presented information to feed back to the group.

Suggested time: about 6 hours.

Activity: Explore multimedia design software

Tutors explain different types of software applications that may be used to produce digital information and demonstrate the difference between static and dynamic information.

Learners explore, research and save information for multimedia design.

Learners start their plan and design for a scenario given to them by tutors.

Learners set up a blog and practise inputting information and graphics/images. This can be used to review their progress.

Suggested time: about 8 hours.

Activity: Planning using storyboard method

Tutors give a presentation on planning and design techniques and show exemplar storyboard.

Learners need to complete a detailed design plan that includes the type of product, audience, purpose and type of information, plus assets and design factors.

Suggested time: about 6 hours.

Activity: Tools and techniques

Tutors demonstrate the features of a software package using different tools and techniques, including text formatting, page layout, tables, images, graphs, illustrations, and embedded objects such as buttons and web links.

Learners practise using software tools and techniques for given information.

Suggested time: about 6 hours.

Activity: Creating a digital product

Tutors demonstrate the creation of digital information using multimedia features, explaining the ready-made assets required, interactive elements (mouse over, sound effects, hyperlinks, buttons), file formats (PNG, PSD, SWF, MP3, MP4 or any suitable file type) and design aspects (fonts, colours, templates, backgrounds).

Suggested time: about 8 hours.

Activity: Testing and reviewing content

Tutors demonstrate how to test different types of information and features added before presenting to an audience. Learners design interactive information.

Learners review their performance, identifying areas to be improved.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

Murder who is a company that offers murder mystery weekends. Guests are given period costume, breakfast and dinner and are then invited to solve the mystery of a guest who has been 'murdered'. The company needs digital information using IT to advertise the weekends.

You will need to produce a design for how to advertise this information using IT. You will then need to develop your digital information to meet the audience's needs and review how you carried this out.

If a retake is necessary, an alternative activity must be used. The following is an example of a retake activity.

You have been asked by a company that provides ghost tours to produce a digital brochure for customers. The company would like dynamic, interactive and engaging information.

Unit IT6: Using Digital Communication Technologies

Level: 1

Unit type: **Sector (Information Technology)**

Guided learning hours: 40

Unit in brief

Learners will develop their skills in using digital communication technologies, including email, social media and audio-visual communications safely for a given purpose.

Unit introduction

Have you thought about how much time you spend every day talking to your friends and family? With modern technology it can be almost as easy to talk to someone around the world as someone in the same room while sharing photos and videos. In the world of work, social media and technology is also very important. It is much easier for a company to use online conferencing than to send people around the world for a meeting.

Email is useful for sending professional messages to customers. Audio-visual communications technology, such as online conference is a great way for businesses to hold meetings, and is also popular for keeping in touch with family and friends who live far away.

In this unit, you will learn to use different digital communication technologies. You will develop skills in posting information on social media sites, sending emails and holding online meetings. You will also look at the safety risks of using digital media.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Demonstrate the use of digital communication technologies for a given purpose
- B** Demonstrate communication skills in a variety of ways when using digital communication technologies for a given purpose.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p>A Demonstrate the use of digital communication technologies for a given purpose</p>	<ul style="list-style-type: none"> • Digital communication technologies • Skills in using digital communication technologies • Using digital communication technologies safely and securely 	<p>Portfolio of evidence, including:</p> <ul style="list-style-type: none"> • printouts • annotated screenshots • video footage • witness testimony • tutors' observation records.
<p>B Demonstrate communication skills in a variety of ways when using digital communication technologies for a given purpose</p>		
<p>Key teaching areas include:</p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Creating and responding to emails • Attaching files • Creating social media posts and blog content • Using audio-visual communications technology • Managing safety and security when online 	<ul style="list-style-type: none"> • Types of digital communication technologies and their suitability for different purposes • Security and privacy issues • Appropriate styles of communication for different purposes 	<ul style="list-style-type: none"> • Communication

There are opportunities to develop functional skills in this unit:

Functional skills	
<p>English</p>	<ul style="list-style-type: none"> • Present information/points of view clearly and in appropriate language. • Write clearly and coherently, including an appropriate level of detail. • Ensure written work includes generally accurate punctuation and spelling and that the meaning is clear.

Unit content

Knowledge and sector skills

Digital communication technologies

- Types of digital communication technologies, including:
 - email, e.g. Gmail™, Hotmail®
 - social media websites, e.g. Facebook®, Twitter®, Google+™
 - blogs, forums
 - audio-visual communications technologies, e.g. Skype®, Google hangouts, video calls
 - instant messaging, e.g. Facebook messaging, Windows® Live.
- Features of digital communication, including:
 - text-based, audio and online communication
 - attached files
 - one-to-one and group communication methods, e.g. mailing lists.
- Factors to consider when selecting a digital communication technology, including:
 - suitability to the purpose, e.g. personal or business communication, promotion
 - differences between instant messaging, audio-visual communications and email.

Skills in using digital communication technologies

- Selecting and creating content, including:
 - text with appropriate formatting
 - images
 - web links.
- Using audio-visual communications technologies (online conferencing), including audio and video equipment, e.g. collaboration with other colleagues when organising an event.
- Writing emails, including using appropriate language and tone, adding attachments, e.g. emailing an invitation to attend an event.
- Posting content on social media sites to promote business interests, for example promote an event or launch a new product.

Using digital communication technologies safely and securely

- Security threats resulting from the use of digital communication technologies, e.g. cyber-bullying, phishing, malware.
- Methods of protecting against security threats, e.g. regular updates, anti-virus software, firewalls, safe practices.
- Importance of safeguarding personal information and methods of protection.
- Health and safety working practices.

Transferable skills

- Communication: written, verbal and non-verbal communication for business purposes.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Demonstrate the use of digital communication technologies for a given purpose		
A.P1 Use suitable digital communication technologies for a given purpose.	A.M1 Use digital communication technologies appropriately for a given purpose.	A.D1 Use digital communication technologies appropriately and effectively for a given purpose.
Learning aim B: Demonstrate communication skills in a variety of ways when using digital communication technologies for a given purpose		
B.P2 Demonstrate clear communication skills when using digital communication technologies for a given purpose.	B.M2 Demonstrate relevant communication skills when using digital communication technologies for a given purpose.	B.D2 Demonstrate effective communication skills when using digital communication technologies for a given purpose.

Essential information for tutors

Essential information for assessment decisions

Learners need to use three different digital communication technologies to meet a specific purpose.

For distinction standard, learners:

- create an email and post information using social media with comprehensive content and file attachments. Information includes text, images and links in their content on social media pages, with wording and content appropriate for the purpose
- demonstrate clear and appropriate use of language (e.g. tone and wording) that meet the given purpose when using emails and social media. There may be minor spelling and/or grammar errors
- take part in an audio-visual communications (online conferencing) competently, using audio and video equipment. Learners will display clear communication skills, consistently demonstrating appropriate eye contact and body language and using language appropriately
- demonstrate the ability to use digital communication technologies with a level of independence, following procedures to ensure safe and secure use.

For merit standard, learners:

- create an email and post relevant information using social media with appropriate content and file attachments. Information includes text, images and/or links in their content on social media pages, with some wording and content consistent for the purpose
- demonstrate suitable use of language (e.g. wording) that meets the given purpose when using emails and social media. There may be some minor spelling and grammar errors or omissions
- take part in audio-visual communications (online conferencing) appropriately, using audio and video equipment, with minimum guidance. Learners display relevant communication skills, including appropriate eye contact, body language and some clear meaning
- demonstrate skills using digital communications with limited support, following procedures to ensure safe and secure use.

For pass standard, learners:

- create an email and post simple information using social media with suitable content for a given purpose but may have major omissions in the information provided. Information includes text or images in their content on social media pages
- demonstrate limited use of appropriate language, e.g. some informal wording or terms used. There may be some spelling and/or grammar errors. Information posted on social media may be missing the main points, e.g. date or location and words may be misspelt and some content may not be consistent
- take part in audio-visual communications (online conferencing), using audio and video equipment, with guidance and display some communication skills, including some reasonable eye contact and body language
- demonstrate skills using digital communication technologies, but may need some prompting/guidance in following procedures to ensure safe and secure use.

Essential resources

For this unit, learners should be given the appropriate resources to allow them to prepare social media and digital communication technologies. They will need access to various social media websites (e.g. Facebook, Twitter, Tumblr®), email systems and audio-visual communications (online conferencing, video calls) as well as software (e.g. Cisco WebEx™, Adobe® Connect, Skype, Google hangouts). To use audio-visual communications technology, learners should also have access to headsets with microphones or suitable alternatives.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit: Features of digital communications

Tutors introduce the unit by looking at the different features of social media websites, online conferencing tools and email providers, and how features can be used for professional and business communications. Discuss the types of information and how they are used and presented. Learners research email accounts using Google Gmail, Outlook etc. and online conferencing tools, e.g. Skype and their features, set up a mailing list on a chosen email provider, and report back to the class on their findings.

Learners complete a quiz on the features and terminology used in different digital communication technologies.

Suggested time: about 3 hours.

Activity: Online security and safety

Learners discuss and research security and safety issues when using digital communication technologies and protection methods and procedures, including security threats, safeguarding personal information and health and safety working practices.

Learners research tools for safe data communications and create a poster to be placed on the classroom walls to remind them of the issues.

Suggested time: about 2 hours.

Activity: Practical demonstration

Tutors demonstrate how to carry out various digital communication tasks and learners practise the skills. Tutors explain different ways to present themselves when using online communication, e.g. language and eye contact.

Tasks can include running an audio-visual communication session with Cisco WebEx/Skype/Google hangouts and sharing the presenter's screen. Learners discuss any issues with using these features and their suitability to various business activities.

Suggested time: about 4 hours.

Activity: Audio-visual communications technologies (online conferencing)

Tutors demonstrate how to use various audio-visual communications facilities, such as sending files, screen sharing, messaging etc.

Learners take part in an audio-visual communications (may require use of different rooms) to discuss a relevant subject such as how to promote a business on social media websites.

Suggested time: about 3 hours.

Activity: Business uses of digital communication technologies

A visiting speaker from a local business talks about how they use different digital communication technologies and performs a practical demonstration to learners.

Suggested time: about 2 hours.

Activity: Social media promotion

Learners plan and create content (e.g. images) for a series of social media posts on business pages specified by tutors to promote a business or interest. They consider and discuss different types of information and appropriateness for the audience.

Learners present their postings to the group and discuss their suitability and potential effectiveness. They discuss alternatives and potential future postings on Facebook and email.

Suggested time: about 4 hours.

Activity: Review – suitability of methods of digital communication

Learners discuss the activities they completed using various digital communication technologies and consider the suitability of each method for different purposes.

Learners discuss how technologies differ and how appropriate and relevant they are to different situations.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked at your college to organise a charity event. You are required to add information promoting the event on a social media page. You should also send emails to your peers in other departments with attachments of information for the event. You need to allocate different roles during this event. You will organise an online meeting using audio-visual communications technology to discuss and agree details of the event to finalise the arrangements.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion, you are asked to set up a poll on a social media website to find out a suitable date and time for yourself, a family member and a common friend to have a meeting using audio-visual communications technology. Once the time and date is agreed, you need to send an email to the family member and the friend confirming the date and time for this online meeting to take place, and then have the online meeting at the agreed date and time. You need to attach a photograph that you previously took of the three of you and that you agreed to share and want to comment on with the relative and a friend.

Unit IT8: Creating a Spreadsheet to Solve Problems

Level: 1

Unit type: **Sector (Information Technology)**

Guided learning hours: **40**

Unit in brief

Learners will develop skills to create a spreadsheet that solves problems and displays numeric and non-numeric information by applying suitable tools and techniques.

Unit introduction

Have you ever had to do a lot of calculations and present information quickly or in an interesting and creative way? A spreadsheet can help you do those kinds of tasks with ease; it is simply a document that shows information in an organised way.

You will learn to create a spreadsheet to help you carry out mathematical operations such as addition, subtraction, multiplication, division, averages and totals. Spreadsheet software also allows you to sort non-numeric data, quickly getting the results you are looking for. Spreadsheet programs allow you to easily change the appearance of your information, including layouts.

In this unit, you will learn how to create spreadsheets to solve problems and present information in different ways, using numbers, text and graphs.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Create a simple spreadsheet to solve problems for a specific purpose
- B** Present information in different ways to meet a specific purpose.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Create a simple spreadsheet to solve problems for a specific purpose	<ul style="list-style-type: none"> • Structure and features of spreadsheet software • Using spreadsheets to solve problems • Displaying data in a graphical format • Tools and techniques to present solutions 	Portfolio of evidence, including: <ul style="list-style-type: none"> • printouts/digital copies of: • entering, editing and formatting information • applying calculations • organising information by sorting and filtering • creating and presenting graphs or charts • annotated screenshots • tutors' observation records.
B Present information in different ways to meet a specific purpose		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Text and numeric data • Use of basic calculations • Use of functional formulae • Organising and displaying information, e.g. sort and filter • Using tools and techniques to format information • Data presentation using graphs/charts 	<ul style="list-style-type: none"> • Formula structure • Filtering and organising information • Format a spreadsheet • Charts and graphs 	<ul style="list-style-type: none"> • Problem solving • Manage information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Utilise information contained in text.
Mathematics	<ul style="list-style-type: none"> • Understand practical problems in familiar contexts and situations, identifying and obtaining the necessary information to tackle the problem. • Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes.

Unit content

Knowledge and sector skills

Structure and features of spreadsheet software

- Workbook and worksheets.
- Columns, rows, cells, active cell, cell reference, formula bar.
- Labels, values, functional formulae.
- Graphs and charts.

Using spreadsheets to solve problems

- Formulae (addition, subtraction, multiplication and division).
- Functions: SUM(), MIN(), MAX(), and AVERAGE().
- Data accuracy, e.g. numbers, formulae, results.
- Apply and use filters.
- Sort data using text and numbers.
- Create graphs or charts.

Displaying data in a graphical format

- Interpret and select data to convert to charts and graphs.
- Display charts and graphs, e.g. bar chart, pie chart, single line graph.
- Check accuracy results for charts and graphs.
- Update charts and graphs, e.g. titles, labels and/or legend, colours.

Tools and techniques to present solutions

- Insert and delete rows and columns.
- Page layout, e.g. margins, orientation, header and footer.
- Format numerical data, e.g. integer, real, decimal, currency, date.
- Autofill, copy and paste, move.
- Replicate formulae.
- Formatting tools, e.g. height/width, wrap text, merge cells.
- Styles, e.g. bold, underline, italics, borders/shading, colours.

Transferable skills

- Problem solving: deciding on ways to solve simple problems and acting on the chosen solution, identifying information (numerical and other data) from a spreadsheet table and chart, summarising and displaying what is required.
- Manage information: using spreadsheet tools and techniques to present solutions, e.g. filtered data and graphs.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Create a simple spreadsheet to solve problems for a specific purpose		
A.P1 Create a simple spreadsheet with basic calculations to solve problems.	A.M1 Create a simple spreadsheet with appropriate calculations to solve most problems.	A.D1 Create a simple spreadsheet with comprehensive calculations to solve the majority of problems.
Learning aim B: Present information in different ways to meet a specific purpose		
B.P2 Present simple graphical information to meet a specific purpose.	B.M2 Present relevant graphical information to meet a specific purpose.	B.D2 Present well-organised graphical information in different ways to meet a specific purpose.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a spreadsheet with calculations, the majority of which function for a specific purpose
- input and edit data with some accuracy using a spreadsheet
- perform comprehensive calculations for a specific purpose, applying at least two formulae, e.g. addition, multiplication. They also use at least two functional formulae, e.g. SUM, AVERAGE
- use calculations at this level that are mostly correct and valid. Learners identify and correct mistakes/omissions and present this evidence as annotation or brief description
- apply sort and filter effectively, using given numerical and non-numerical information
- present mostly accurate solutions in a clearly understandable format, including numbers in currency format, applying colour or shading appropriate to the solution
- present well-organised graphs that clearly present information, applying two different types, e.g. pie chart and line graph, including correct titles, axis labels and legends.

For merit standard, learners:

- produce a spreadsheet where most of the calculations function for a specific purpose
- input and edit data with minor errors or omissions using a spreadsheet, with inconsistent format
- perform appropriate calculations for a specific purpose, applying at least one formulae e.g. addition. They also use one functional formulae, e.g. SUM
- use calculations at this level that might not be correct and valid, with minor errors. Learners might attempt to correct some mistakes/omissions. This should be evidenced by annotated text
- apply some sort or filter, using provided numerical and/or non-numerical information
- present relevant information in a format that may not be consistent, applying limited colour or shading
- present at least two graphs of the same type, e.g. pie chart, including inconsistent title, labels and/or legends.

For pass standard, learners:

- produce a spreadsheet with some calculations to meet a specific purpose
- input and edit adequate data using a spreadsheet, with minor errors or omissions
- perform limited calculations for a specific purpose, e.g. addition. They may apply at least one functional formulae that might not be correct. Calculations might have some errors or solutions may not be accurate
- show inconsistent solution in a limited format that is easy to understand, applying limited tools and techniques
- present at least two graphs using the same type, e.g. pie chart which may be unclear or difficult to understand.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit: Explore a spreadsheet

Tutors explain and demonstrate the difference between spreadsheet workbook and worksheets and their spreadsheet structure. They also explain different data types and basic calculations.

Learners explore:

- use of formula bar and cells when entering information
- data input – text and numbers into a worksheet
- basic calculations using addition, subtraction, division and multiplication.

Suggested time: about 5 hours.

Activity: Formatting information

Tutors demonstrate the use of formatting tools in a given range:

- applying bold and italic to text and numbers
- applying different fonts and sizes
- applying currency and decimal places to numbers (where required)
- resizing columns and rows (height/width)
- applying colours in text, numbers and end results
- adding header/footer
- applying borders and shading.

Learners undertake practical tasks formatting the spreadsheet to enhance presentation for a range of scenarios.

Suggested time: about 8 hours.

Activity: Using simple formulae

Tutors demonstrate the use of simple formulae that use standard mathematical operators. They explain how values can be updated automatically when formulae are used and how formula-based answers solve and update calculations/results.

Learners undertake practical tasks using formulae with mathematical operators (+, -, *, /). Introduction to SUM() function.

Suggested time: about 4 hours.

Activity: Using functional formulae

Tutors explain and demonstrate the use of functional formulae.

Learners practise different tasks using built-in functional formulae – SUM(), AVERAGE(), MAX() and MIN(), CountA(), Date() and Now().

Suggested time: about 8 hours.

Activity: Sorting and using a filter

Tutors demonstrate how to sort data (both text and numbers) and apply filters, showing examples of results.

Learners undertake practical tasks, sorting data in a spreadsheet in different ways and applying filters to refine searches.

Suggested time: about 4 hours.

Activity: Presenting graphical information

Tutors explain and demonstrate different types of graphs/charts and how to add titles, axis labels and legends.

Learners carry out practical tasks producing different types of graphs/charts with labels, titles and legends to show how information can be displayed.

Suggested time: about 5 hours.

Activity: Reviewing for accuracy

Learners review the spreadsheet for accuracy and appropriateness of information. They apply tools and techniques to enhance the presentation of their information.

Suggested time: about 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You and your friends want to plan a trip to a music festival. You need to buy train tickets, new camping equipment and pay for the festival tickets.

You also need to think about the cost of food and drink while you're there. You and your friends would like to share the cost equally between you. You also want to compare the train fare costs and food costs to find the best deal. Some friends want to see this information in both table and graphical format.

You will need to carry out some research into ticket prices, camping equipment and food/drink costs.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion, you decide to arrange a fundraiser for a charity of your choice. You will need to decide on a target amount (£), and then choose activities you feel would raise enough money and how long you think it will take you to achieve the target.

You will need to think about any costs you may incur to buy anything to help you fundraise, e.g. costumes, props, room hire, food and drink, marketing etc.

You will need to give regular monthly updates to the charity showing how much you have raised against your target and show which activities raised more money than others. This information should be presented both in table and graphical format.

Unit IT9: Creating a Website

Level: 1

Unit type: **Sector (Information Technology)**

Guided learning hours: **40**

Unit in brief

Learners will create a simple website using graphical tools for a specific purpose.

Unit introduction

How often do you use a website? Have you ever wondered how they are made? Websites have many purposes such as to promote an event, advertise products or services and provide information.

In this unit, you will explore different types of websites for a specific audience and purpose. You will learn how to design a website for an audience and purpose and will develop skills to create an appropriate layout. You will use tools and techniques to add functionality, like navigation buttons and linking pages, so that the website is appealing and easy to use. Once complete you will review the finished website and make recommendations for improvement.

This unit will help you develop skills in planning and designing a website that will support your progression to a number of different sectors, as well as to other qualifications in computing or website development. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Create a simple website for a specific purpose
- B** Review the finished simple website for a specific purpose.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Create a simple website for a specific purpose	<ul style="list-style-type: none"> • Factors to consider when designing a website • Creating a website using graphical tools • Using tools and techniques • Testing a website 	Portfolio of evidence, including: <ul style="list-style-type: none"> • website design showing layout, navigation, sitemap • finished website • test record • learners' review of the finished website • tutors' observation records.
B Review the finished simple website for a specific purpose		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Creating a design • Research skills • Website design • Using software tools and techniques to create a website 	<ul style="list-style-type: none"> • Design techniques • Considerations relating to audience and purpose • Presentation format • Awareness of copyright 	<ul style="list-style-type: none"> • Self-management

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Write clearly and coherently, including an appropriate level of detail. • Present information in a logical sequence. • Use language, format and structure suitable for purpose and audience.
Mathematics	<ul style="list-style-type: none"> • Interpret information from tables, diagrams, charts and graphs. • Collect and record discrete data and organise and represent information in different ways.

Unit content

Knowledge and sector skills

Factors to consider when designing a website

- Purpose of a website includes the objective of the website and audience type, e.g. to promote an event for children, to advertise or to provide information for a business or charity.
- Types of information, e.g. text, numbers, graphics, images, video, audio.
- Copyright, including constraints, using assets made by others, acknowledgement of sources.
- Usability in terms of how efficient it is to use, e.g. to complete a task.

Design a website using graphical tools

Design includes:

- site structure for the simple website containing at least four webpages, e.g. sitemap and including navigation for each webpage, e.g. links and buttons.
- screen layout diagram for each web page, using wireframe and including, e.g. image(s), text, font, colour and navigation.
- annotations and/or a description about how the design meets a specific audience and purpose.

Using tools and techniques

- Structure of web page, e.g. header, main content and footer.
- Software tools available, e.g. WYSIWYG (what you see is what you get), text editors.
- Page navigation, e.g. jump-to-top link or text links at the top and bottom of the page or to move to the previous page and a location-based breadcrumb trail.
- Linking web pages with hyperlinks.
- Common HTML tags, e.g. , <a>, <p>.
- Embedding and editing ready-made assets like images and videos in a web page.
- Formatting information, including text (e.g. font style, size, bolded, bullets and colour), numbers, columns, images, and graphics.
- Interactive components, including hotspots, buttons, rollover images.
- Editing techniques appropriate to the type of asset, e.g. copy, cut, paste, crop, and position.
- File format, e.g. MP3, MP4.
- Manage files and assets, e.g. resizing graphics and images, file size reduction.
- Check documents, e.g. spellcheck, grammar check, print preview.
- Store and retrieve files, e.g. create, name, open, save, save as.

Testing a website

- Test different parts of a website, e.g. linking pages, navigation.
- Identify that each part functions as intended and repair any faults.

Transferable skills

- Self-management: review of the finished website in terms of purpose, recommendations to improve the website and/or any changes that were made during the process (from design to creation) that improve usability.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Create a simple website for a specific purpose		
A.P1 Produce an outline design for a website that meets a specific purpose.	A.M1 Produce a design for a website that mostly meets a specific purpose.	A.D1 Produce a coherent design for a simple website that effectively meets a specific purpose.
A.P2 Create a website with limited functionality that meets the specific purpose in some ways.	A.M2 Create a website that mostly functions as intended and mostly meets a specific purpose.	A.D2 Create a coherent website that functions as intended and meets a specific purpose.
Learning aim B: Review the finished simple website for a specific purpose		
B.P3 Identify whether the final website meets a specific purpose, listing some ways to improve it.	B.M3 Describe how the final website meets its purpose, briefly describing ways to improve it.	B.D3 Explain how the final website meets its purpose, including why any changes were made to improve usability during the process.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a coherent website design for a specific purpose, containing at least four webpages, including:
 - site structure that effectively lists the webpages to be included and the required navigation
 - screen layout diagrams showing an effective design that includes text and ready-made assets (e.g. images)
 - annotations and/or a detailed description for how the website will meet a specific purpose
- produce a coherent website that links the main page to subsequent pages and is easy to navigate. Evidence for correct functionality could be in the form of annotated screenshots showing the website in operation
- explain how the website meets its specific purpose and why any changes were made during the process to improve the usability of the website, e.g. an addition of a location-based breadcrumb trail.

There may be some minor errors or omissions e.g. a word may be misspelt.

For merit standard, learners:

- produce a website design for a specific purpose, containing at least four webpages, including:
 - site structure that lists the webpages and relevant navigation to be included
 - screen layout diagrams showing a design that includes most of the information required on each page
 - annotations or brief description about how the website mostly meets a specific purpose
- produce a website that links the main page to subsequent pages but may have limited navigation. Evidence for functionality could be in the form of annotated screenshots showing the website in operation
- describe how the website meets a specific purpose and provide some reasons for how it could be improved.

There may be some minor errors or omissions, e.g. words may be misspelt or navigation may be incomplete.

For pass standard, learners:

- produce an outline design for a website for a specific purpose, including:
 - brief site structure that lists some information and navigation
 - a screen layout diagram showing limited information and how it will be displayed
 - outline annotation about how the website meets a specific purpose
- produce a simple website, including a main page with some missing and/or non-functional links. Evidence of functionality could be from annotated screenshots showing the website in operation
- give an outline review listing whether the website meets a specific purpose and what they would do differently next time.

There may be some errors in the design and website may not function as intended e.g. one or more links may be missing and/or non-functional.

Essential resources

For this unit, learners need access to web-enabled computers to allow research of websites and text editors (e.g. Notepad, TextPad) and web development software (e.g. Dreamweaver, KompoZer).

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit: Identify the purposes of websites (review popular websites)

Tutors explain different features and purposes of websites. Learners explore a selection of websites – their college/school website and a business website – and determine the purpose of them. Learners consider and present their findings. Who is the website aimed at? What do users go to the website for? How easy is it for users to find what they want?

Suggested time: about 3 hours.

Activity: Design a web page layout

Tutors explain and demonstrate the planning process using a wireframe. Learners reflect on what they discovered in the previous session and decide on a layout for their own web page, using a storyboard. Learners decide what they will show on their web pages, the positioning of text, images and videos. They decide on the structure of each page and draw a layout diagram using a wireframe.

Suggested time: about 4 hours.

Activity: Navigation for a website

Tutors explain and demonstrate different navigation techniques used in a website. Learners reflect on what they discovered in earlier sessions and decide on the navigation for their own website. Learners update their storyboard using a wireframe. Learners should:

- consider how the content of their website should be divided
- decide what web pages they will need in their site
- consider how pages will link together
- draw a navigation diagram such as a sitemap.

Suggested time: about 3 hours.

Activity: HTML tags

Tutors explain simple HTML tags and demonstrate how to use them. Learners explore the use of HTML tags in a web page and prepare a list of common HTML tags. Learners practise commonly used HTML tags and see how they work.

Identify common HTML tags, such as <HTML>, <BODY>, <P>, <A>, .

Create a simple page containing text and an image using a text editor and HTML code.

Suggested time: about 4 hours.

Activity: Use development tools to create a website

Tutors demonstrate how to use developmental tools to create a website and explain common features to apply when designing. Learners use development tools to create a website. Learners should:

- set goals and monitor performance
- use the tools available to set up a website
- use their layout diagrams from earlier sessions to build their pages
- insert text, images and videos into their webpage.

Suggested time: about 8 hours.

Activity: Create a website with multiple pages

Tutors observe and assist learners designing their websites. Learners create four or more web pages. Learners build on their websites by linking their pages together. Learners create hyperlinks to link their web pages together and use their navigation diagrams from an earlier session to link pages. Learners review their performance as they create their website.

Suggested time: about 8 hours.

Activity: Create interactive elements on a web page

Tutors observe and assist learners to design pages with interactive features. Learners should:

- consider which areas of their webpage they want to make interactive
- use the tools available to set up a rollover images
- use the tools available to set up hotspots in an image (image map).

Suggested time: about 6 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to create a website to promote your course in your college. You are required to collect information about the course and the subjects you study. You will present this information in your website, listing subjects using individual pages for prospective learners. You must design at least three subjects using your website.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion you are asked to create a website to promote your college's open day. You should include details of the activities available on the day, what courses are available to study and how someone can get into the college.

Unit LBS6: Caring for and Feeding Animals

Level: 1

Unit type: **Sector (Land-based Studies)**

Guided learning hours: **40**

Unit in brief

Learners will develop the skills needed to carry out care and feeding of specified animals, ensuring the animals' needs are met and the safety of all those involved.

Unit introduction

Maybe you are hoping to work with animals in a pet shop, on a farm or at a zoo, or perhaps you just want to make sure that the animals you keep at home are healthy and well-cared for? Wherever animals are kept, they rely on us to meet their needs. It is important to be able to handle them properly, to recognise when animals are not well, and to give them the right feed and water.

In this unit, you will develop your observational skills during basic health checks to monitor the health and wellbeing of animals and recognise signs that an animal is not well. You will produce plans to care for and feed animals to meet their needs, setting yourself deadlines. You will carry out day-to-day care and feeding tasks, meeting the demands of these tasks so that the needs of the animals you are looking after are met.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Plan for the routine care and feeding of specified animals to ensure their needs are met
- B** Carry out routine care and feeding tasks that meet the needs of specified animals.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan for the routine care and feeding of specified animals to ensure their needs are met	<ul style="list-style-type: none"> Working safely around animals Caring for animals Feeding and watering animals 	<ul style="list-style-type: none"> Learners' plans for the routine care and feeding of animals. Tutors complete observations of learners' activities with supporting photographic evidence.
B Carry out routine care and feeding tasks that meet the needs of specified animals		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> Basic assessment of animal health Following care and feeding plans and providing feed and water to animals Managing own safety when caring for and feeding animals Using appropriate equipment and tools 	<ul style="list-style-type: none"> Planning considerations for animal care and feeding, ensuring animal needs are met Basic equipment and techniques used for handling, health checking and feeding animals 	<ul style="list-style-type: none"> Planning Self-management

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> Identifying the main points and using information to respond to plans. Planning simple routines, presenting information with an appropriate level of detail and using language, format and structure that are suitable for the audience and fit for purpose.
Mathematics	<ul style="list-style-type: none"> Planning and preparing quantities, working with common fractions and ratios, whole numbers and decimals. Converting units of measure when planning and measuring amounts.

Unit content

Knowledge and sector skills

Working safely around animals

- Understanding risks and following hazard reduction and basic hygiene practices:
 - appropriate personal protective equipment (PPE), e.g. steel toe-capped boots, gloves, overalls
 - hand washing, disinfecting footwear if necessary, using clean overalls.
- Following the correct safety procedures when caring for and feeding animals.
- Simple handling equipment and methods, including how to approach animals safely.

Caring for animals

Preparing and following basic care plans to meet the needs of individual animals and making simple checks to ensure animals are healthy.

- The five animal needs that must be met for each animal according to their species, life stage, temperament and health status:
 - suitable environment
 - suitable diet
 - ability to exhibit normal behaviour
 - to be housed with or apart from other animals
 - protection from pain, suffering, injury and disease.
- Simple visual health checks: general appearance, normal behaviour, posture and movement, recognising when a more detailed health check might be needed.
- Indicators of ill-health: discharge, redness, swelling, hoof or claw overgrowth, limping/lameness, excessive scratching, cuts or scrapes.
- Tasks to maintain healthy coat or skin, e.g. brushing and grooming.

Feeding and watering animals

- Preparing and following basic feeding plans to meet the needs of individual animals.
- Feed types, timing and frequency as appropriate for the species – mixes, concentrates, grass-based feeds, dry, wet and live feeds.
- Using appropriate equipment to measure, transfer and present feed.
- Making sure animals have access to feed and clean, fresh drinking water.

Transferable skills

- Planning: care and feeding plans specific to each animal, e.g. appropriate feeds, appropriate equipment, simple routines to care for and feed animals (timing and frequency of feed, need for grooming, exercise or other activity).
- Self-management: meeting the demands of caring for and feeding animals, dealing with barriers that may affect routine tasks, e.g. unexpected lack of resources (including time), discovery of ill-health in an animal(s), ensuring animals are fed, watered and cared for within suitable time frames.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan for the routine care and feeding of specified animals to ensure their needs are met		
A.P1 Produce an outline plan in preparation for routine care and feeding tasks to meet the needs of specified animals.	A.M1 Produce a plan in preparation for routine care and feeding tasks for specified animals, outlining how it meets their needs.	A.D1 Produce a detailed plan in preparation for routine care and feeding tasks for specified animals, describing how it meets their needs.
Learning aim B: Carry out routine care and feeding tasks that meet the needs of specified animals		
B.P2 Carry out animal care and feeding tasks, meeting some of the needs of the animals.	B.M2 Carry out routine care and feeding tasks efficiently, meeting most of the needs of the animals.	B.D2 Carry out routine care and feeding tasks confidently, meeting the needs of the animals.

Essential information for teachers

Essential information for assessment decisions

For distinction standard, learners:

- produce a plan for routine care and feeding tasks that covers all five animal needs. The plan is detailed and clear on what will be carried out and why, and how this meets the animals' needs. This includes realistic timelines for the completion of tasks, as well as resources, equipment and techniques needed, with reference to why these have been selected. They highlight the key priorities when completing tasks and the potential barriers, referring to why or when these might occur and how they will be overcome
- meet the demands of caring for and feeding animals by demonstrating a flexible approach to situations and independently finding solutions to problems
- carry out routine care and feeding tasks safely and confidently, meeting most of the specified animals' needs, without wasting time or resources. They will do this through ensuring they have prepared the required equipment and resources, following most procedures safely and correctly, and using visual methods confidently to assess the basic health status of animals, making links as to how these methods will identify signs of ill-health. Learners return equipment and feedstuffs safely and correctly, ensuring that they have left the environment clean and tidy, with no need for prompting.

For merit standard, learners:

- produce a plan for routine care and feeding tasks that covers all five needs, although some will be covered in more detail than others. The plan will include details of what will be carried out and an outline of how this meets the animals' needs. This includes appropriate timelines for the completion of tasks, resources, equipment and techniques, with an outline of how they will be used. Learners highlight some of the key priorities and potential barriers, with some detail of how these will be overcome
- meet the demands of caring for and feeding animals by being flexible, working out solutions to problems with the help of others
- carry out routine care and feeding tasks safely and efficiently, meeting some of the animals' needs, e.g. they may focus on the more 'obvious' needs such as having a suitable diet and environment, with little need for prompting. They will do this through preparing some of the required resources and equipment, following some procedures safely, and using visual methods to identify the basic health status of animals, with reference to the purpose of these methods. Learners return equipment and feedstuffs safely, ensuring that they have left the environment clean and tidy, with little need for prompting.

For pass standard, learners:

- produce an outline plan that meets some of the needs of specified animals, although not all five needs will be covered. The plan will give an outline of what will be carried out. This will include broad timelines to complete tasks, some of the basic resources, equipment and techniques, although this will not include why they are appropriate, and reference to which aspects of the routine care and feeding tasks are most important
- meet the demands of caring for and feeding animals in a flexible way, responding to situations appropriately but needing some guidance
- carry out routine care and feeding tasks safely, meeting aspects of the animals' needs referred to in their plan, e.g. they may not provide all the required feedstuffs. They will do this through following the main aspects of procedures to complete necessary tasks safely, but may need some guidance from tutors, and using simple visual methods to give some details of the basic health status of the animals. Learners leave the environment clean and tidy, but they may need some guidance from tutors in terms of the steps to take.

Essential resources

For this unit, learners will need access to:

- different animals
- equipment and resources that allow them to carry out routine care and feeding tasks for these animals, bearing in mind the different aspects of animal size and temperament. This includes animal handling and restraint equipment, PPE and grooming equipment if appropriate to the species
- a range of feedstuffs appropriate for each animal, feed preparation and presentation equipment, along with suitable facilities for maintaining hygiene and cleanliness.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Ask learners to think about the needs of all animals that are kept by people, using pets, livestock or animals kept by the centre as examples.

Learners work in groups to:

- think about what it means to care for an animal and outline ways in which different animals are cared for, fed and watered
- suggest differences between the needs of different animals on account of their species, temperament, health status or life stage.

Suggested time: about 1 hour.

Activity: Working with animals

Introduce learners to scenarios involving animals in different captive settings, such as cattle on farms, fish in lakes, horses in stables, rabbits in a pet shop. In pairs, learners identify the possible risks and hazards there may be for people working with these animals, and ways that accidents and injuries can be prevented. Ask learners to discuss their answers as part of a tutor-led class discussion.

In small groups, learners think about the animals that they will be helping to look after as part of this unit. Learners complete a simplified risk assessment form to use when they are working around animals. Introduce the different handling techniques and equipment they will need to use and allow learners to become familiar with how to safely handle different animals.

Suggested time: about 9 hours.

Activity: Animal health indicators

Tutors use a range of photographs and real animals to demonstrate examples of animals that are both normal/healthy examples of a species and those that are abnormal/unhealthy. Ask learners to think about the signs of good health in animals.

In small groups, learners:

- discuss what signs there are that the animal is healthy or unhealthy
- suggest what the next steps might be for making sure the need for 'prevention of pain, suffering, illness and disease' is met for each animal
- discuss how these factors might affect how the animal should be handled (or if it should).

Learners spend time observing and identifying health indicators in different animals.

Suggested time: about 8 hours.

Activity: Animal care and feeding plans

Tutors use case studies to introduce the reasons for putting plans in place to care for and feed animals, especially when they are looked after by more than one person or when they are one of a number of animals.

Ask a guest speaker, such as someone who works in a zoo or veterinary surgery, to visit and discuss how they manage, monitor and record the care of the animals they look after.

Ask learners to work in pairs or small groups to make linked flow charts describing the equipment and resources that would be needed to manage the feeding needs of each type of animal.

Give learners the information needed to complete care and feeding plans for a given animal.

Suggested time: about 3 hours.

Activity: Feed preparation and presentation

Give learners examples of different types of feed, along with the appropriate measuring equipment. Ask them to weigh or measure amounts of each feed, or to comment on why there would be no need for measuring.

Show learners a range of different types of equipment used to feed different animals. Ask them to suggest which animals they would be used for and why the equipment is suitable.

Show learners instructions for preparing feeds for particular animals and demonstrate how these are followed. Give learners instructions and ask them to prepare and present feed for given animals. Allow learners to practise following pre-prepared care and feeding plans for different animals.

Suggested time: about 9 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been approached by a local farm park to help them look after and feed some of their animals over the summer. They know about the land-based studies course you are on and that you have experience of the animals they keep. They would like to make sure that you will be able to carry out the care and feeding tasks for two of their animals. To show them that you are able to do this, you will need to do the following.

- Produce a plan for how to approach the care and feeding of two animals to ensure their needs are met. This will include carrying out basic health checks on the animals, caring for their coat and/or skin, making sure they receive the right amount and type of exercise and providing them with the right amount and type of feed and water. Your plan should consider how long each task should take and when it will be completed, what the priorities are for the animals, which resources, equipment and techniques you will need and what barriers you may face when coming to carry out the tasks successfully.
- Demonstrate your skills by safely carrying out the routine tasks involved in feeding and caring for two animals.

As the summer period is a busy time of year for the farm park, you will need to show that you can ensure tasks are completed by meeting the demands of the care and feeding tasks and that you are able to deal with unexpected barriers or events that could affect care and feeding routines.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

The same tasks must be completed but using two alternative species to those addressed in the original assignment.

Unit LBS7: Moving and Accommodating Animals

Level: 1

Unit type: **Sector (Land-based Studies)**

Guided learning hours: 40

Unit in brief

Learners will develop the skills to move animals from one place to another and to prepare accommodation for animals, ensuring animal needs are met and the safety of those involved.

Unit introduction

There will be many times when you need to move an animal from one place to another. For example, you may need to take an animal to the vet, horses to competitions or cattle to market. Animals have needs that must be met, wherever they are kept and whatever time of day it is. Making sure that accommodation is suited to the needs of the animals, however long they will be spending in it, is key to being able to look after any animal.

In this unit, you will learn about how to work and communicate as part of a team in order to meet the needs of animals when moving and accommodating them and to ensure the safety of all those involved. You will produce plans to move and accommodate animals to ensure that their needs are met. You will develop the skills to safely load and unload animals into and out of transport and to consider their needs while they are travelling. You will also learn how to prepare new accommodation for animals and to refresh accommodation that animals are returning to.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Prepare to move and accommodate animals, ensuring their needs are met
- B** Work with others to move and accommodate animals safely.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Prepare to move and accommodate animals, ensuring their needs are met	<ul style="list-style-type: none"> • Handling and restraining animals • Moving animals safely and legally • Animal accommodation 	<ul style="list-style-type: none"> • Learners' plan for the movement and accommodation of an animal. • Tutors complete observations of learners' activities with supporting photographic evidence.
B Work with others to move and accommodate animals safely		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Animal handling and movement skills • Preparing accommodation for animals • Managing own safety when moving animals and preparing accommodation • Using appropriate equipment and techniques 	<ul style="list-style-type: none"> • Animal needs • Equipment and techniques for moving, handling and restraining animals • Equipment and resources involved in preparing accommodation for animals • Awareness of animal movement/transport legislation 	<ul style="list-style-type: none"> • Planning • Working with others

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Contribute to formal and informal discussions, presenting information/points of view clearly and using appropriate language.
Mathematics	<ul style="list-style-type: none"> • Make models, working with whole numbers, decimals and ratios.

Unit content

Knowledge and sector skills

Handling and restraining animals

Preparing for and handling animals safely and effectively, considering their needs:

- applying appropriate techniques and behaviours, e.g. approaching animals quietly and without sudden movement
- using simple equipment for handling and restraining animals, e.g. boards, nets, and the appropriate personal protective equipment (PPE), e.g. steel toe-capped boots, gloves, overalls
- planning to meet the five animal needs for each animal when moving or preparing accommodation, according to their species, life stage, temperament and health status:
 - suitable environment
 - suitable diet
 - ability to exhibit normal behaviour
 - to be housed with or apart from other animals
 - protection from pain, suffering, injury and disease.

Moving animals safely and legally

Following procedures and policies and using appropriate equipment and techniques to prepare for moving animals from one place to another in a safe and legal way:

- understanding and reducing risks and hazards, including planning escape routes/refuges
- preparing transport to ensure animals have enough floor and height space, water and feed as appropriate
- awareness of organisational policies and procedures relevant to the movement of animals, including livestock and animals sold commercially
- using equipment and techniques for loading and unloading animals safely into and out of transport, e.g. horse boxes, trailers, cat carriers
- moving animals from one place to another without the use of transport vehicles, e.g. turning animals out, moving animals out of their normal accommodation to carry out cleaning.

Animal accommodation

Following procedures and policies to meet the five 'needs' of different animals when preparing and refreshing indoor and outdoor accommodation:

- designing simple accommodation and planning to prepare and refresh indoor and outdoor accommodation
- preparing and refreshing accommodation, e.g. bedding (where appropriate), provision for feed and water, temperature, cleanliness
- use of boundaries (e.g. fences, cage mesh, entrances), protection from predators, protection from escape.

Transferable skills

- Planning: moving and accommodating animals so their needs are met, ensuring transport and accommodation are appropriate, and taking into account the species, life stage, temperament and health status, equipment needed, steps involved, timescales, potential problems.
- Working with others: moving and accommodating animals, agreeing on common goals, planning for logistical considerations, e.g. where learners need to be physically placed when working as part of a team to move animals, being accountable for the part played within a team, taking responsibility as part of a group to achieve common goals.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Prepare to move and accommodate animals, ensuring their needs are met		
A.P1 Produce an outline plan to prepare to move and accommodate an animal to meet its needs.	A.M1 Produce a plan to prepare to move and accommodate an animal, outlining how it meets its needs.	A.D1 Produce a detailed plan to prepare to move and accommodate an animal, describing how it meets its needs and covering contingencies.
Learning aim B: Work with others to move and accommodate animals safely		
B.P2 Demonstrate limited ability to follow procedures correctly when moving and accommodating an animal.	B.M2 Demonstrate ability to follow procedures correctly when moving and accommodating an animal.	B.D2 Demonstrate ability to follow procedures correctly and confidently when moving and accommodating an animal.
B.P3 Demonstrate some ability to work with others when moving and accommodating an animal.	B.M3 Demonstrate ability to work with others positively when moving and accommodating an animal.	B.D3 Demonstrate ability to work with others responsibly and reliably when moving and accommodating an animal.

Essential information for teachers

Essential information for assessment decisions

For distinction standard, learners:

- produce a detailed plan for the safe movement of an animal from one place to another, and for preparing accommodation for the animal. The plan describes how the needs of the animal will be met, taking into account potential problems that may be faced and how these will be addressed
- follow procedures correctly and decisively when moving and accommodating the animal, without wasting time or resources and with no need for prompting
- use appropriate equipment and techniques (including PPE) to complete necessary tasks with a level of skill that demonstrates secure underpinning knowledge and understanding
- demonstrate understanding of the importance of their own and others' roles in a team, showing that they can be relied on to play their part in the team effectively to complete tasks successfully
- give, receive and act on constructive feedback from other team members
- communicate effectively with others in the team, with no need for further clarification to convey meaning.

For merit standard, learners:

- produce a plan for the safe movement of an animal from one place to another, and for preparing accommodation for the animal. The plan will give some detail on how the needs of the animal are met, although will not necessarily consider potential problems that may be faced
- follow procedures correctly when moving and accommodating the animal, without wasting time or resources and with only a few occasions for prompting
- use appropriate equipment and techniques (including PPE) to complete necessary tasks that ensure the needs of the animal are met
- carry out their own roles and responsibilities in a team, positively engaging with other team members to ensure task completion and with an awareness of the roles of other team members
- communicate with all team members in a mostly clear manner, with occasional need for clarification.

For pass standard, learners:

- produce an outline plan for the safe movement of an animal from one place to another, and for preparing accommodation for the animal. The plan addresses how some of the animal's needs are met, e.g. learners may focus on the more 'obvious' needs such as being housed with or apart from other animals
- follow the main procedures correctly to complete simple, necessary tasks safely
- use PPE and simple equipment and techniques to complete necessary tasks safely, ensuring the basic needs of the animal are met
- listen and talk appropriately to others in a team to complete necessary tasks safely
- carry out own team role and responsibilities towards completing a task.

Essential resources

For this unit, learners will need access to:

- animals that can be moved from one place to another
- their own PPE and a range of equipment for handling and restraining animals
- standard materials for preparing and refreshing accommodation for animals.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

In small groups, and referring to animals at the centre or from experience, learners:

- list the differences between the accommodation types of different animals, such as those at the centre or those they have at home, and how these differences affect the five animal needs
- describe the key things to think about when designing animal accommodation to meet the needs of an animal
- outline the different reasons why animals might need to be moved
- list the different ways that animals can be transported, including any legal requirements they may be aware of.

Tutors guide learners to use the results of the group work as a framework to discuss regulations, logistics and welfare and to make scale models or diagrams to plan suitable accommodation for different animals.

Suggested time: about 4 hours.

Activity: Working safely and in a team

Tutors give learners information about a team that is organising an event. In pairs, learners list why it is important to have different team roles and responsibilities, and how key information is communicated to achieve a common goal.

Learners use case studies to look at different types of animal, their ideal accommodation and the common ways in which they are moved from one place to another. Learners discuss the potential safety issues in each case, regarding the animal itself, its accommodation, vehicular movement, etc.

Learners are given simplified risk assessment templates to complete, to make them think about the ways they can reduce the risk of injury to themselves, others or the animals they are helping to look after.

Learners think about teamwork when moving animals, for example using a scenario where this is essential, such as bringing in ewes for lambing. In small groups, learners discuss the planning and preparation required before moving the animals, considering routes, equipment and back-up plans, for example having people ready at potential escape points along the route or to close gates. Learners then make plans for the movement and accommodation of different animals.

Suggested time: about 5 hours.

Activity: Handling and moving animals

Tutors demonstrate a range of simple equipment used to handle and restrain animals. In pairs, learners discuss where and when the equipment should be used and how animals should be handled when moving them for a particular purpose, such as during cleaning of their accommodation. Learners are shown equipment for intermediate accommodation, for example cat carriers, and the correct techniques for using them.

Tutors demonstrate the correct way to approach, handle, restrain and move animals. Learners need to be aware of the health and safety aspects of certain animals. Learners practise carrying this out themselves using suitable animals (in terms of temperament and difficulty of being moved).

Suggested time: about 4 hours.

Activity: Preparing and refreshing accommodation to meet animal needs

Tutors demonstrate how to prepare and refresh accommodation for different types of animal, emphasising the different ways in which the needs of the animals are met through security and cleanliness of accommodation, different bedding types, the temperature of the accommodation and access to feed and water. Learners work in groups and individually to familiarise themselves with the different types of accommodation and bedding.

Suggested time: about 8 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked by a local bird sanctuary to help them over the summer as it is expecting to take delivery of some rescued chickens. They know about the land-based studies course you are on and feel that you would be able to carry out the tasks as a member of their team. To show them that you can help them, you will need to do the following.

- Produce a plan for preparing accommodation for one of the chickens, explaining how you would refresh the coup when necessary, including how you would safely move the chicken out of (and back into) accommodation. The plan must clearly show how the safety of both humans and animals is maintained and how the needs of the animals are met. Your plan should also consider how this fits in with the rest of the team who will be looking after the chickens on the days when you are not there.
- Demonstrate your skills by working as part of a team as you move and accommodate the chickens, communicating with the other members of the team appropriately and clearly.

You must keep a log to evidence your role(s) and involvement in your team when carrying out these tasks.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

Learners are given a similar scenario as the original but in a different context, such as helping a farmer with livestock.

Unit LBS8: Growing Plants

Level: 1

Unit type: **Sector (Land-based Studies)**

Guided learning hours: **40**

Unit in brief

Learners will develop skills in growing new plants by taking cuttings and sowing seeds to grow strong, young plants.

Unit introduction

One of the most satisfying tasks when working with plants is being able to grow your own from new. To do this, you will need to learn some valuable skills, including working safely in a clean and tidy area, knowing which tools and equipment are required and using appropriate techniques to give your new plants the best possible start. Once you have mastered these skills you will be able to grow many different types of plant.

In this unit, you will learn how to grow plants using different methods, such as sowing seeds and taking cuttings, and learn what is needed to grow plants successfully. You will find out about the environmental conditions that seeds and cuttings need to grow into healthy young plants. When your plants have grown, you will learn how to establish them, 'pricking out' new seedlings and 'potting on' young rooted cuttings, providing suitable conditions that mean they will grow into healthy, vigorous plants.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Explore the factors and requirements to successfully propagate and establish young plants
- B** Carry out the propagation and establishment of young plants, demonstrating a consideration of environmental conditions.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore the factors and requirements to successfully propagate and establish young plants	<ul style="list-style-type: none"> • Factors to consider when carrying out the propagation and establishment of young plants • Environmental requirements of seeds, seedlings, cuttings and rooted cuttings 	<ul style="list-style-type: none"> • Learners' plan in a suitable format, with a record of the research carried out. • Tutors complete observations of learners' activities with supporting photographic evidence.
B Carry out the propagation and establishment of young plants, demonstrating a consideration of environmental conditions	<ul style="list-style-type: none"> • Practical skills in the propagation and establishment of young plants 	
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Propagating plants by taking cuttings and sowing seeds • Working safely using appropriate tools and equipment, including personal protective equipment (PPE) • Preparing and providing suitable environmental conditions for propagated plants • Establishing young seedlings and rooted cuttings 	<ul style="list-style-type: none"> • Assessment of risks and hazards • Suitable plant material to use for cuttings • Preparation required before sowing seeds • Environmental requirements of propagated plants, seedlings and rooted cuttings 	<ul style="list-style-type: none"> • Finding information • Planning

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Contributing to discussions, listening and responding to others when discussing the risks and hazards of practical work.
Mathematics	<ul style="list-style-type: none"> • Collecting and recording data and organising and presenting information in different ways.

Unit content

Knowledge and sector skills

Factors to consider when carrying out the propagation and establishment of young plants

- Plant needs, how plants grow and what they need to grow successfully, e.g. growth media.
- Risks and hazards of practical tasks (sowing seeds, taking cuttings, pricking out seedlings and potting on rooted cuttings).
- Hand tools and equipment required to carry out the propagation and establishment of young plants, e.g. pruning knife, secateurs, sieve, striking board, trays, pots, dibber, bucket, watering can.
- Where seeds come from, how to collect them, different sizes of seed, where to buy them from, preparing seeds before sowing.
- Suitable plant material to take for cuttings, e.g. non-flowering parts, growing tips, healthy plant material.
- How to be hygienic and tidy while working practically.

Environmental requirements of seeds, seedlings, cuttings and rooted cuttings

- Suitable environmental conditions for sown seeds, cuttings and pricked out seedlings (temperature, moisture, light, oxygen, growing media).
- How to prepare areas where trays/pots can be placed inside, watering evenly and providing warmth in a light, well-ventilated area.

Practical skills in the propagation and establishment of young plants

- Safe use of correct tools and equipment, including PPE such as gloves.
- Safe and hygienic working practices throughout practical tasks, leaving work areas clean and tidy after completing tasks.
- How to sow seeds: preparing seed trays, selecting suitable growing media, filling trays, firming, sieving, striking, sowing seeds evenly, covering (if required) and labelling.
- How to prick out seedlings: selecting suitable containers and growing media, handling of young seedlings by their seed leaf, choosing strong seedlings, placing into growing media and labelling pots.
- How to take vegetative cuttings: preparing growing media in pots/trays, selecting suitable plant material, taking uniform cuttings of different plants and labelling cuttings.
- How to pot up rooted cuttings: preparing suitable growing media and pots, handling newly rooted cuttings, potting into the centre of the pot and firming.

Transferable skills

- Finding information: finding out the requirements for propagating and establishing young plants, finding sources of information on suitable environmental conditions for sown seeds, cuttings and pricked-out seedlings.
- Planning: ensuring areas are ready and appropriate for sown seeds, choosing suitable propagation methods and times, providing suitable growing environments to support growth and taking safety considerations into account.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the factors and requirements to successfully propagate and establish young plants		
A.P1 Demonstrate a limited consideration of the factors and requirements necessary to propagate and establish young plants.	A.M1 Demonstrate some consideration of the factors and requirements necessary to propagate and establish young plants.	A.D1 Demonstrate consideration of most of the factors and requirements necessary to propagate and establish young plants.
Learning aim B: Carry out the propagation and establishment of young plants, demonstrating a consideration of environmental conditions		
B.P2 Use skills to propagate and establish young plants, providing basic environmental conditions.	B.M2 Use appropriate skills to propagate and establish young plants, providing suitable environmental conditions.	B.D2 Use effective skills to propagate and establish young plants, providing correct environmental conditions.

Essential information for tutors

Essential information for assessment decisions

Plants should be selected from a range of easily identifiable annuals and deciduous and evergreen easy to grow shrubs.

For distinction standard, learners:

- produce a plan that covers most of the factors and requirements needed for the successful propagation and establishment of the plants they are growing. This includes consideration of environment factors such as water, temperature, light and oxygen, the required resources and equipment needed and a step-by-step breakdown of the activities to carry out throughout the process, with the appropriate timings
- will effectively propagate and establish young plants through successfully selecting and sowing seeds, pricking out seedlings, taking vegetative cuttings of different plants and potting up rooted cuttings. They will successfully carry out most of the required steps to support successful plant growth
- provide the correct environmental conditions, preparing an area where trays/pots can be placed inside, watering evenly and providing warmth in a light, well-ventilated area.

For merit standard, learners:

- produce a plan that covers some of the factors and requirements needed for the successful propagation and establishment of the plants they are growing. They will consider some environmental factors such as water and temperature and some of the essential resources and equipment required. They identify some of the steps they need to follow, with broad timelines
- will demonstrate some ability to propagate and establish young plants through appropriately preparing trays, pots and containers and growing material. They follow some of the required steps to support plant growth. They handle seeds, seedlings and cuttings carefully, using suitable plant material, placing and potting up carefully, labelling seeds and cuttings
- provide some of the suitable environmental conditions such as preparing an area where trays/pots can be placed inside and watering evenly.

For pass standard, learners:

- produce an outline plan that only considers the basic factors and requirements needed for the successful propagation and establishment of their plants. This may include a consideration of water and some of the basic tools needed
- carry out the basic activities when propagating and establishing the young plants they are growing. This may include using prepared seed trays and supplied containers, pots, trays and growing media. They demonstrate they can handle seeds and cuttings and place and pot up, although not necessarily labelling them
- provide basic environmental conditions by helping to prepare an area where trays can be placed inside and watered.

Essential resources

For this unit learners need access to:

- plants, seeds and protected environments where cuttings and seeds can be placed
- relevant tools and equipment, including PPE, and the materials needed to be able to complete specific tasks
- horticultural books and the internet for research purposes.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners complete a tour of planted areas, where they identify a range of plants by type, for example bulb, shrub, tree, and discuss how they started life. This could be completed in small groups. Learners watch an episode or a clip from *The Private Life of Plants* to compare how plants end up growing where they are and what they need to survive.

In class, learners discuss the essential health, safety and hygiene considerations of propagation, including risks and hazards, appropriate use of PPE and suitable tools and equipment, for example pruning knife, secateurs, trays, pots, labels, and how to be clean and tidy while working practically.

Health, safety and hygiene information could be displayed on a poster, factsheet or flyer.

Suggested time: about 4 hours.

Activity: Environmental requirements of seeds

Learners work in small groups or pairs to complete a classroom experiment, providing seeds with a range of environmental conditions to monitor what seeds actually need to germinate. Using cress seeds (for speed) learners could be directed to provide only some of a seed's requirements, for example water but no oxygen, light or warmth; light but no oxygen, warmth or water; warmth but no water, oxygen or light; oxygen but no water, warmth or light. The results can then be monitored over a few days and presented on a graph to show each day's progress.

A range of seeds could be brought in by tutors and learners could discuss which plants they belong to, for example coconut, acorn, conker, runner bean, poppy seed, to show the difference in sizes.

Suggested time: about 5 hours.

Activity: Cuttings

Tutors lead an activity on the identification of suitable material for cuttings, i.e. healthy, non-flowering, from the correct part of the plant, for example the growing tips, and taken at the correct time of year. In pairs, learners gather different types of plant material following the identification to demonstrate understanding.

Learners carry out a research task to find out what environmental conditions cuttings need to be able to produce roots and grow a new plant. The findings could be shared with the group. Learners then plan where they will put their cuttings so they grow successfully.

Suggested time: about 3 hours.

Activity: Sowing seeds

With guidance from tutors, learners select appropriate tools and equipment, including PPE. Learners then plan how they will sow their seeds.

Learners practise preparing seed trays with suitable growing media, carrying out seed sowing and providing suitable environmental conditions safely and hygienically. Tutors discuss with learners the tasks they are carrying out. Learners could also discuss as a class what was carried out and why.

Learners should be encouraged to take photographs and keep propagation records in the form of a diary that details the date, plants, propagation method used and the development seen.

Suggested time: about 5 hours.

Activity: Pricking out seedlings

With tutor guidance, learners select appropriate tools and equipment, including correct PPE. Learners then plan how they will prick out their seedlings.

Learners practise pricking out new seedlings and providing suitable environmental conditions safely and hygienically.

Learners should be encouraged to take photographs and keep propagation records in the form of a diary that details the date, plants, number of seedlings pricked out and the aftercare given.

Suggested time: about 5 hours.

Activity: Taking vegetative cuttings

With guidance from tutors, learners select appropriate tools and equipment, including correct PPE. Learners then plan how they will take vegetative cuttings.

Learners practise taking uniform cuttings of at least two different plants and providing suitable environmental conditions safely and hygienically.

Learners should be encouraged to take photographs and keep propagation records in the form of a diary that details the date, plants, propagation method used and the development seen.

Suggested time: about 5 hours.

Activity: Potting up rooted cuttings

With guidance from tutors, learners select appropriate tools and equipment, including correct PPE. Learners then plan how they pot up rooted cuttings.

Learners practise potting up rooted cuttings and providing suitable environmental conditions safely and hygienically.

Learners should be encouraged to take photographs and keep propagation records in the form of a diary that details the date, plants, amount of cuttings that were successful and the aftercare given.

Suggested time: about 5 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

A local charity has contacted your centre asking if the learners taking land-based studies courses could donate some plants for its August open day. It is early spring so your tutor explains that you have time to produce a good range and quantity of plants to help them raise money.

Your tutor sets you a task to research cuttings that are fast-growing, like herbs and annual seeds, that will sell well and flower in the summer. You will then plan the task, including propagation methods and times, the correct environmental conditions to support growth and how safety has been considered. This could take place either in class using given textbooks, supplier catalogues and internet searches or by visiting local garden centres.

Once you have completed your plan you will share it with your tutor to discuss its strengths and areas for improvement.

Based on your plan, you will then propagate and establish young plants safely using the correct tools, equipment and PPE, carrying out all the steps and completing the activity within the agreed timescale. You will follow all relevant safety procedures correctly.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You have been asked to work as a volunteer at a local primary school's gardening club to grow plants for its new wildlife garden. The school would like you to help the children grow plants from seeds with lots of flowers that will attract bees and butterflies, and take cuttings of two overgrown plants they would like to dig up, for example a sage and a fuchsia.

You will research plants that you can grow from seed that encourage insects and how to take cuttings of the sage and fuchsia. You will need to plan the task, including propagation methods and times, the correct environmental conditions to support growth and how safety has been considered. This could take place either in class using given textbooks, supplier catalogues and internet searches or by visiting local garden centres.

Once you have completed your plan you will share it with your tutor to discuss its strengths and areas for improvement.

Based on your planning, you will then propagate and establish young plants safely using the correct tools, equipment and PPE, carrying out all the steps and completing the activity within the agreed timescale. You will follow all relevant safety procedures correctly.

Unit LBS12: Preparing Soil for Planting

Level: 1

Unit type: **Sector (Land-based Studies)**

Guided learning hours: **40**

Unit in brief

Learners will develop skills in planning and managing information to prepare soil for planting. Learners will carry out conditioning and cultivation of soil to prepare it for planting.

Unit introduction

The top six inches of soil support all life on Earth. Without soil, plants do not grow, and without plants, life would not exist. In this unit, you will learn what soils are, why they are so important and how you can prepare soil to enable plants to grow.

In this unit, you will carry out soil testing to identify the properties and characteristics of the soil, such as colour, texture and water content, and identify its type, for example clay or sandy. You will use this and other information to select and use the correct ways to condition and cultivate the soil to help plants grow. Preparing soil correctly is essential to allow plants to grow. You will learn that good soil preparation needs thorough planning, based on information obtained from research and from soil testing. You will also learn why it is important to keep records of the activities that you carry out.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Plan and manage information to prepare soil for planting
- B** Carry out the preparation of soil for planting.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan and manage information to prepare soil for planting	<ul style="list-style-type: none"> • Soil formation and the importance of soil for plant growth • Soil testing skills in the field and in the classroom • Using information from testing to identify the characteristics and properties of soils • Soil classification • Soil preparation for planting 	<ul style="list-style-type: none"> • Learners' plan for carrying out soil preparation and record of soil preparation activities. • Tutors complete observations of learners' activities with supporting photographic evidence.
B Carry out the preparation of soil for planting		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Recognising layers in a soil profile • Carrying out soil tests • Conditioning and cultivating a soil • Using tools, equipment and personal protective equipment (PPE) safely 	<ul style="list-style-type: none"> • Components of soil • Types of soil • Testing for nutrients, structure and composition • Methods of conditioning and cultivating soils before planting 	<ul style="list-style-type: none"> • Planning • Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Finding out appropriate information. • Producing plans and recording activities.
Mathematics	<ul style="list-style-type: none"> • Measuring areas, applying treatments and recording data.

Unit content

Knowledge and sector skills

Soil formation and the importance of soil for plant growth

- How to examine a soil profile to look at how soil forms through weathering, transportation and deposition or precipitation of parent material (what the soil developed from, e.g. rock that has been decomposed or material that has been deposited by wind, water or ice).
- The importance of soil for plant growth in terms of providing:
 - water
 - air
 - nutrients.

Soil testing in the field and in the classroom

- Squeeze, feel or ball test.
- Infiltration or percolation test.
- Worm count.
- Identification of soil horizons (layers).
- pH testing using commercial and improvised methods.
- Using test kits for nitrates, phosphates and potassium.
- Using a microscope to examine biota (organisms that spend a lot of their life cycle in soil), particularly in the humus layer.
- Sedimentation test to determine soil particle size.
- Correct safety procedures to follow.

Using information from testing to identify the characteristics and properties of soils

- Colour.
- Texture.
- Structure.
- Water and air content.
- Composition, including minerals, soil flora and fauna.
- pH.
- Nutrients, e.g. nitrates, phosphates, potassium.

Soil classification

- RHS (or other) classification to identify soils for cultivation as clay, sandy, silt, loam, peat, chalky or lime-rich.

Soil preparation for planting

- Soil cultivation: single and double digging, raking and firming to create a fine tilth and firming ready for planting.
- Soil conditioning: altering pH through adding acids or alkalis, using compost, mulch and sand to alter soil nutrients, drainage and aeration, application of artificial fertilisers.
- Correct safety procedures to follow.
- Recording soil data and treatments.

Transferable skills

- Planning: preparing soils for planting, including matching plant species to soil type, selecting appropriate PPE, tools, materials and equipment, e.g. comparing mulches, composts and fertilisers, steps to take, e.g. preparing the work area, safety procedures, appropriate timescales for soil preparation activities.
- Managing information: collecting and using information on soil characteristics and properties to plan for soil preparation activities, recording activities and treatments.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan and manage information to prepare soil for planting		
A.P1 Carry out tests to identify soil properties and characteristics, following guidelines and procedures, and record results.	A.P1 Carry out tests to identify soil properties and characteristics correctly, recording results and making basic links to soil preparation.	A.D1 Carry out tests to identify soil properties and characteristics confidently, recording results and describing how they link to soil preparation.
A.P2 Produce a simple plan for preparing soil for planting.	A.M2 Produce a detailed plan for preparing soil for planting.	A.D2 Produce a detailed and well-organised plan for preparing soil for planting.
Learning aim B: Carry out the preparation of soil for planting		
B.P3 Carry out conditioning and cultivation safely to prepare a soil for planting.	B.M3 Carry out conditioning and cultivation safely and correctly to prepare a soil for planting.	B.D3 Carry out conditioning and cultivation safely and confidently to prepare a soil for planting.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- show that they can follow procedures and guidelines safely and with confidence to carry out soil testing by selecting and using the correct equipment, recording the results accurately to identify the soil type and describing how the results link to soil preparation activities
- show that they independently collected and managed different types of information, which would include field and laboratory test data, plant data sheets and the correct soil test identification tables
- produce a plan that shows they have taken into account required soil nutrients and amount of air and water with details of how the planned soil preparation activities will meet these requirements. The plan will include correct details of equipment and materials and the steps to be taken to prepare the soil for planting, with timescales for each step. The plan will be organised so it is clear what will be carried out and why, and how this supports soil preparation and plant growth
- prepare a specified soil for planting safely and confidently through selecting the correct tools, equipment, materials and PPE, according to their plan, and with no need for prompting. Learners leave the work area clear, dispose of waste and maintain and store tools, equipment and materials safely and effectively. They will successfully carry out most of the required steps to support successful soil preparation.

For merit standard, learners:

- show that they can follow procedures and guidelines safely and correctly to carry out soil testing by selecting and using equipment and recording the results correctly to identify the soil type. Learners will make basic links to the soil preparation activities they will carry out
- show they have collected and managed different types of information, although details may not be complete, or links to their plan may not always be clear. Information will include field and laboratory test data, plant data sheets and soil test identification tables, which may come from sources provided by tutors
- produce a plan that shows they have correctly identified the soil type and suitable conditioning and cultivation activities and treatments, with some reasons for why they are suitable, e.g. showing how the soil preparation activities meet requirements for soil nutrients, air and water. The plan will include the main equipment and materials needed, and the main steps to be taken to prepare the soil for planting, with broad timescales
- prepare a specified soil for planting safely and correctly through selecting and using the correct tools, equipment and materials and PPE safely, with little need for prompting. Learners follow the main procedures to leave the work area clear, dispose of waste and maintain and store tools, equipment and materials safely and correctly. They will follow some of the required steps to support successful soil preparation.

For pass standard, learners:

- show that they can follow procedures and guidelines to carry out soil testing but may need prompting in terms of the steps to carry out. They record the results to give a simple identification of the soil type
- list the information they collected. Information will include basic field and laboratory test data but learners will only use sources supplied by tutors. Learners outline key information but will not make clear links to their plan or the soil type
- produce a simple plan that states the correct soil type. They list suitable conditioning and cultivation activities and treatments, although they will not give reasons for why these are suitable for the soil. Their plan must make brief reference to soil nutrients, air and water requirements, and some of the equipment and materials needed, although there may be omissions

- prepare a specified soil for planting through using tools, equipment, materials and PPE safely. They may need prompting to follow their plan. They leave the work area clear, dispose of waste and maintain and store tools, equipment and materials. They will carry out some aspects of the steps required to support soil preparation.

Essential resources

For this unit, learners will need access to:

- a suitable range of soils for testing, identification and preparation
- soil test kits
- tools and equipment, including wheelbarrows, trowels, spades, forks and rakes. Optional items could include marking-out string, sieves, pegs and tarpaulins
- materials, e.g. mulches, compost, sand, lime and fertilisers
- PPE, including overalls, gloves, steel toe-capped boots and dust masks (for use with powdered fertilisers).

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners are introduced to basic terms, for example structure, texture and profile, to help them differentiate between different soil types.

Using prepared samples, learners are introduced to the broad range of naturally occurring soils, for example acidic upland, lowland clay and chalk downland soil.

Working in small groups, learners discuss the importance of soil for plant growth and how soil can be modified through improving drainage, air content and nutrients.

Suggested time: about 6 hours.

Activity: Investigating soil formation and components

Learners carry out a practical comparison of two contrasting soils by viewing prepared soil pits and beds at various stages of their preparation.

Learners then dig a soil pit to identify the soil horizons and collect samples for further analysis, using a USB microscope to investigate the biota and composition.

Suggested time: about 6 hours.

Activity: Testing and identifying soils

Learners carry out detailed soil testing and identification using both field and laboratory techniques. They will carry out simple field tests to test composition, for example the feel or ball test, worm count, colour and laboratory testing to establish nutrient content. Tutors will discuss ways of recording the results using, for example notebooks, data sheets and tables, and how the results can be used to inform soil preparation activities.

Suggested time: about 6 hours.

Activity: Collecting information and planning soil preparation

Learners collect information on commercial cultivation and, where possible, visit practitioners to see practical solutions to cultivation needs. Alternatively, a guest speaker, such as a soil scientist, horticulturalist or arable crop farmer, could talk to learners about how they prepare soil for planting.

In small groups or pairs, learners investigate the possibility of cultivating the planet Mars, identifying the challenges involved.

Using the information they have collected, learners develop a plan to prepare a soil for planting, including data from testing and identifying the soil, the specific needs of the crop or plant and how the needs are met through soil preparation techniques.

Suggested time: about 8 hours.

Activity: Carrying out soil preparation 1 – conditioning

Learners source both natural and artificial modifiers, for example green manure or nitrogen fertiliser, and measure the quantities of fertiliser, mulch, manure or compost needed against the area to be prepared. Learners ensure the proper tools and equipment are available and in good working order.

Suggested time: about 3 hours.

Activity: Carrying out soil preparation 2 – cultivation

Learners practise cultivating soil and preparing it for planting by digging, double digging, producing a tilth and firming, including the appropriate use of mulches, manures and composts and the application of artificial fertilisers as agreed with the tutor. Tutors can discuss with learners as a whole group what has been carried out and why.

Learners follow safe working practices.

Suggested time: about 6 hours.

Activity: Keeping records for future reference

Learners manage information by amending their plans to show what they actually did to prepare the soil so that records are available for future reference and can be re-evaluated before further planting takes place.

Suggested time: about 5 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

The local council is looking to establish a range of plants in an area that currently does not have any in order to make the area more attractive. They know about the land-based course you are on and have asked you to prepare a section of the soil for planting. To ensure this is done correctly, you will need to carry out the conditioning and cultivation of the soil. The intention is to grow food plants as part of a 'Grow Your Own' initiative run by a local volunteer group on behalf of the council.

You will carry out tests on the soil to identify its characteristics and formation so that you can decide on the correct preparation techniques. Once you have collected all this information, you will need to produce a plan that includes data from testing and identification of the soil, the required equipment and materials, the steps involved and timescales.

You will carry out conditioning and cultivation activities and treatments to prepare the soil for planting vegetables, which meets the aims of your plan. You will follow safe working practices as you carry out the tasks.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion, you have been asked to prepare soil for planting in an area of the garden of a local residential home. The idea is to make the garden more attractive for residents and staff by preparing the soil to grow decorative plants.

Again, you will need to carry out soil testing and collect information to produce a plan for carrying out the soil preparation activities.

Unit PA5: Using a Stimulus for Performance

Level: 1

Unit type: **Sector (Performing Arts)**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in using stimuli to create a performance. They will also develop skills in self-management and problem solving during the creative process.

Unit introduction

Performances can be inspired by many different things, for example: a poem, a song, a newspaper story or a picture. This is called a stimulus. But how do you go from a stimulus to a performance?

Did you know that Disney's *The Lion King* was inspired by Shakespeare's *Hamlet*? In this unit, you will look at examples of stimuli and how they can be used to create a performance. You will be given a stimulus to experiment with and create ideas around. You will develop these ideas into a workshop performance. You will learn how to self-manage, adopt a positive and flexible attitude, and solve problems arising in the creative process.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Develop ideas for a performance using a stimulus
- B** Present a workshop performance based on a stimulus.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Develop ideas for a performance using a stimulus	<ul style="list-style-type: none"> • Discussing stimulus and generating ideas • Creating a performance using a stimulus • Structuring a performance • Presenting a workshop performance 	<ul style="list-style-type: none"> • Footage and individual learners' log of the process. • Footage and witness statements of a workshop performance (about two minutes) created from a stimulus.
B Present a workshop performance based on a stimulus		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Using a stimulus • Application and focus • Creativity • Developing material 	<ul style="list-style-type: none"> • Tools and techniques for creating a performance using stimuli • Structuring a performance • Types of stimuli 	<ul style="list-style-type: none"> • Self-management • Problem solving

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Make different kinds of contributions to discussions. • Present information/points of view clearly and in an appropriate form.

Unit content

Knowledge and sector skills

Discussing stimulus and generating ideas

- Types of stimulus – visual, text, sound etc.
- Examples of performances inspired by a stimulus.
- Use of idea generation techniques, e.g. mind maps.
- Compare and contrast initial ideas.
- Selecting ideas:
 - what's creative
 - what's feasible
 - what will demonstrate and develop skills?

Creating a performance using a stimulus

- Deciding on material.
- Creative issues and considerations, e.g. technical limitations.
- Strategies to create a workshop performance.
- Working with others (where appropriate).
- Specific elements in one discipline:
 - elements of choreography, e.g. space, shape, timing, dynamics
 - elements of musical composition, e.g. phrasing, repetition, textures
 - elements of acting, e.g. character arc, conflict.
- Sequencing events in a performance.
- Identifying resources required.
- Experimenting with different styles.

Structuring a performance

- Types of structure.
- Experimenting with structure, e.g. trying things in different orders, alternative endings.
- Finalising a structure.

Presenting a workshop performance

- Presenting key themes and use of stimuli.
- Methods of presentation, e.g. introduction of material, presenting in sections.
- Running a question and answer session.

Transferable skills

- Self-management: adopting a positive and flexible attitude throughout the process of creating a performance.
- Problem solving: identifying potential problems and suggesting solutions when creating a performance.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Develop ideas for a performance using a stimulus		
A.P1 Respond to a stimulus with a positive attitude and identify issues.	A.M1 Respond to a stimulus with a positive attitude while suggesting ideas to resolve issues.	A.D1 Respond to a stimulus with a positive and flexible attitude while suggesting a variety of ideas to resolve issues.
Learning aim B: Present a workshop performance based on a stimulus		
B.P2 Demonstrate some use of a stimulus to create and present a simple workshop performance.	B.M2 Demonstrate the developed use of a stimulus to create and present a workshop performance.	B.D2 Demonstrate the sustained use of a stimulus to create and present a coherent workshop performance.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- engage with the process in a positive manner and show a willingness to change their approach to the work when necessary or appropriate. They suggest different solutions to various issues that arise during the process
- demonstrate the development of ideas that relate to the stimulus throughout most of the process by suggesting ways to extend and expand ideas that move the process forward
- present a complete coherent workshop performance that is related to the stimulus and is logical and easy to follow.

For merit standard, learners:

- engage with the process in a positive manner and suggest solutions to issues that arise during the process
- demonstrate the development of ideas that relate to the stimulus during the process by suggesting ways to extend and expand ideas that move the process forward
- present a complete workshop performance of a piece that is fully formed and shows a clear relation to the stimulus.

For pass standard, learners:

- engage with the process in a positive manner and identify issues that arise during the process
- demonstrate the use of the stimulus during the process by creating and communicating ideas and contributing to the process
- present a complete workshop performance of a basic piece that shows some relation to the stimulus.

Essential resources

For this unit, learners will need access to:

- examples of performances inspired by stimuli
- rehearsal space and resources specific to their chosen discipline.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Introduce the unit by giving examples of types of stimuli and work inspired by different stimuli, for example *West Side Story* by Arthur Laurents, *Exit Music (For a Film)* by Radiohead, or *Romeo and Juliet* by Sergei Prokofiev.

In groups, learners discuss the examples and come up with alternative reactions to the stimuli, for example scenes inspired by a minor character in *Romeo and Juliet*.

Suggested time: about 4 hours.

Activity: Planning performance work

Learners are given a list of different types of performance and work in pairs to list the resources that would be needed and problems that may occur during its creation. As a group, learners discuss how different problems could be solved and why certain resources are needed.

Learners will then create a 'code of conduct' as a group to establish the behaviours that they feel are important in the process. This should include a positive and flexible attitude and why this is important in a creative environment. This should be guided by tutors.

Suggested time: about 3 hours.

Activity: Creative processes

Learners will look at the different creative processes specific to their chosen discipline (acting, dance or music). They will be shown examples of them being used in practice and discuss them as a group.

Learners will take part in a tutor-led workshop where they will experiment with the processes. Learners will be guided by the tutor to perform exercises or material that use different creative processes, for example a piece of music using repetition or an acting exercise based on conflict. They will then discuss the effectiveness of each process as a group.

Suggested time: about 6 hours.

Activity: Creative task

Learners will look at the different creative processes specific to their chosen discipline (acting, dance or music).

Learners are given a piece of material that they will rework using different creative ideas. This could include improvisation, elements of technique or experimenting with style (for example comedy to tragedy, street to tap, rock to jazz). Learners will discuss what works and what doesn't work after each rework.

Suggested time: about 8 hours.

Activity: Using a stimulus

Conduct a workshop on using a stimulus. Learners are given newspaper articles and discuss them as a group. They then mind-map the key words that the article makes them think of.

As a group, learners discuss the imagery and elements of the article and create a piece that reflects it. This could be a piece of music or dance that represents emotions or a particular person, or a piece of theatre/physical theatre that tells the story.

Suggested time: about 8 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to enter a performance for a local competition for young artists. It is a themed event to commemorate the First World War. You will take a piece of First World War poetry and create a short performance inspired by it. You will then perform it for the judges.

You will create a performance in a chosen style that responds to the poem. You will need to plan and create a complete performance, keeping a log of the process and addressing any issues that occur. You will need to display a positive and flexible attitude while creating the performance.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You have been asked to perform as part of a local tribute to the work of photographer Christopher Herwig. You will take one of his images and create a performance inspired by it. As before, you will need to keep a log, solve issues and display a positive and flexible attitude.

Unit PA8: Performing a Dance Routine

Level: 1

Unit type: **Sector (Performing Arts)**

Guided learning hours: **40**

Unit in brief

Learners will develop their dance skills, self-discipline and understanding of safe practice in the studio. Learners will also enhance their self-review and development skills.

Unit introduction

Dance is a popular style of expression. It takes many forms and can be a type of art, entertainment or just a way of enjoying ourselves. Dance can also communicate ideas and emotions. This can support other disciplines such as physical theatre and acting.

In this unit, you will begin to learn the discipline needed to develop basic dance skills. This can include traditional forms of dance, such as ballet or tap, or more current forms of dance today such as street. You must attend regular workshops to develop your skills. You will be taught safe studio practice and how to use your body carefully. You will take part in exciting practical workshops in a range of different dance styles. You will then review your performance and plan ways to improve before you perform a dance routine.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Rehearse for a dance performance, reflecting on own skills
- B** Perform a dance routine.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Rehearse for a dance performance, reflecting on own skills	<ul style="list-style-type: none"> • Technical dance skills • Rehearsal etiquette • Learning and developing a dance routine 	<ul style="list-style-type: none"> • Learners' plan of self-development. • Footage and witness statements of a directed, performance of a given dance routine (about three minutes).
B Perform a dance routine		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Practical dance skills • Self-discipline and confidence • Performance techniques 	<ul style="list-style-type: none"> • Types of dance styles and the relevant skills needed • Safe studio practice • How to improve own practice through self-reflection 	<ul style="list-style-type: none"> • Reviewing own performance • Self-development

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information/points of view clearly and in an appropriate form.

Unit content

Knowledge and sector skills

Technical dance skills

- Physical skills:
 - posture, alignment, coordination, balance, control, flexibility, stamina and spatial awareness.
- Interpretive skills:
 - musicality, focus, facial expression, use of dynamics rhythm and timing.

Rehearsal etiquette

- Safe rehearsal practice:
 - warm-up, skills development and cool down.
- Discipline during rehearsal:
 - attendance, punctuality, being ready to work and wearing suitable attire.

Learning and developing a dance routine

- Movement memory:
 - repetition and refining of movement phrases.
- Developing phrases:
 - building short phrases into longer combinations
 - ability to reproduce action/dynamic/rhythmic/spatial content.
- Awareness of and relationship to other dancers in performance (if appropriate).
- Establishing physical features appropriate to the style of dance.
- Receiving and giving feedback:
 - self and peer evaluation, responding to direction.
- Preparation for performance:
 - interpretation, awareness of performance space.

Transferable skills

- Reviewing own performance: responding to feedback and constructive criticism to review own strengths and areas for improvement of dance techniques.
- Self-development: using feedback to identify and plan ways to improve dance techniques.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Rehearse for a dance performance, reflecting on own skills		
A.P1 Identify own strengths and areas for improvement in rehearsal.	A.M1 Identify own strengths, areas for improvement and ways to improve in response to feedback in rehearsal.	A.D1 Outline own strengths and areas for improvement and plan ways to improve in response to feedback in rehearsal.
Learning aim B: Perform a dance routine		
B.P2 Complete a performance demonstrating some use of technical dance skills.	B.M2 Complete a performance demonstrating sustained use of technical dance skills.	B.D2 Complete a capable performance demonstrating sustained and confident use of technical dance skills.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- give a summary of own strengths and areas for improvement, including relevant areas and respond to feedback, outlining strategies for improving dance skills, including how they are to be actioned
- complete a performance of a dance routine that is suitably in line with the task and meets most of the demands of the style in terms of poise and posture
- confidently demonstrate correct movement memory and rhythmic accuracy. They show control in the delivery of phrases and combinations with correct dynamic delivery in most of the performance, by dancing in a self-assured manner and showing engagement with the routine.

For merit standard, learners:

- list own strengths and areas for improvement and respond to feedback, listing strategies for improving dance skills
- complete a performance of a dance routine that is suitably in line with the task. They demonstrate correct movement memory and rhythmic accuracy, showing control in the delivery of phrases and combinations with correct dynamic delivery in most of the performance.

For pass standard, learners:

- list own strengths and areas for improvement that are not necessarily in response to feedback
- complete a performance of a dance routine that is suitably in line with the task. They demonstrate correct movement memory and rhythmic accuracy, showing control in the delivery of phrases and combinations with correct dynamic delivery in some of the performance.

Essential resources

For this unit, learners should have access to a hall or dance studio where a comfortable room temperature can be maintained.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners take part in an initial discussion on their past experiences in dance. This could be initiated by small group or paired discussions, with tutors prompting individuals to share their experiences.

Tutors could briefly talk about their own training and performance experience, or invite a guest speaker to talk about their skills. Studio conduct to be outlined, this could be linked to a studio contract that can be added to by learners themselves and displayed in the studio.

Learners participate in a structured dance class, including warm-up, technique and a taught combination in a chosen style.

Suggested time: about 6 hours.

Activity: Skills workshop

Learners undertake dance workshops in a selected style(s), for example commercial jazz, street or contemporary. A piece of repertoire could be used as inspiration to learn and develop on.

Tutors should engage learners based on the stylistic qualities of the chosen style(s), but primarily on the skill levels of the individuals.

Suggested time: about 6 hours.

Activity: Planned task

Learners come to the workshop prepared to work in small groups to rehearse a dance combination or routine. This could be supported by a musical accompaniment of their choice and in a style that they have learned in sessions or that they are familiar with.

This task should allow learners to build on their transferable skills. Learners are encouraged at this point to communicate each other's strengths and areas for improvement.

Suggested time: about 6 hours.

Activity: Reviewing performance and planning improvement

Learners choose a dance performance and communicate to the group what they think is good about it and what could be improved. The group should discuss each performance and feed back to each other.

In pairs, learners identify their own strengths and areas for improvement from feedback given on their contributions to the workshops. They should create a list of things they have done well and things they want to do better. They will then swap their lists and give each other peer-to-peer feedback and suggestions on how to improve.

Suggested time: about 4 hours.

Activity: Visiting artist and practical development

A workshop with a visiting artist will give learners a taste of a style that is different from those they have been working on in previous weeks. This may be a cultural style or a style that the dancer has trained in.

Tutors should ask learners to recall movement combinations from the above workshop and build on the style in structured workshops. This could involve working on steps and combinations taught by the visiting artist or developing learning through observation of learners.

Suggested time: about 6 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to take part in a dance exhibition, performing in the street dance section. You will need to learn a suitable routine in preparation for the performance.

You will review your dance skills and plan ways to improve. You will then perform the complete routine, demonstrating your dance skills.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion, a friend has asked you to perform at a contemporary dance evening that they are putting on. You will need to review your dance skills and plan ways to improve again and perform an appropriate routine.

Unit PA9: Performing a Piece of Music

Level: 1

Unit type: **Sector (Performing Arts)**

Guided learning hours: **40**

Unit in brief

Learners will explore and develop musical skills to better understand the creation and performance of music. Learners will also enhance their self-review and development skills.

Unit introduction

Have you ever wanted to be a rock or pop star? Or take part in a musical? Music surrounds us and is an important part of performing arts. As well as at music gigs, it appears in dance performances, films and stage plays.

In this unit, you will look at what music is used for in the arts and what goes into getting a piece of music ready to perform. You will look at the basic elements of a piece of music and different musical styles. You will take part in a series of workshops to introduce you to different ways of making music. You will then review your performance and plan ways to improve before you perform a piece of music.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Rehearse for a performance, reflecting on own skills
- B** Perform a piece of music.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Rehearse for a performance, reflecting on own skills	<ul style="list-style-type: none"> • Technical music skills • Rehearsal skills • Learning and developing a piece of music 	<ul style="list-style-type: none"> • Learners' plan of self-development. • Footage and witness statements of a directed, performance of a given piece of music (about three minutes).
B Perform a piece of music		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Using voices • Practical playing • Developing a piece • Performing a piece 	<ul style="list-style-type: none"> • Types of music • Musical elements • How music is used 	<ul style="list-style-type: none"> • Reviewing own performance • Self-development

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information/points of view clearly and in an appropriate form.

Unit content

Knowledge and sector skills

Technical music skills

- Use of rhythm and timing.
- Use of pitch.
- Use of dynamics.
- Control and expression.
- Responding to other musicians (if appropriate).

Rehearsal skills

- Safe rehearsal practice.
- Discipline during rehearsal.
- Technical set-up.
- Exercises to improve techniques.

Learning and developing a piece of music

- Breaking down a piece of music:
 - structure and sections
 - instrumentation and vocal parts
 - establishing style.
- Assigning relevant parts.
- Giving and receiving feedback.
- How to refine a piece of music:
 - learning parts
 - establishing a strategy.
- Preparing for a performance.

Transferable skills

- Reviewing own performance: responding to feedback and constructive criticism to review own strengths and areas for improvement of musical techniques.
- Self-development: using feedback to identify and plan ways to improve musical techniques.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Rehearse for a performance, reflecting on own skills		
A.P1 Identify own strengths and areas for improvement in rehearsal.	A.M1 Identify own strengths, areas for improvement and ways to improve in response to feedback in rehearsal.	A.D1 Outline own strengths and areas for improvement and plan ways to improve in response to feedback in rehearsal.
Learning aim B: Perform a piece of music		
B.P2 Complete a performance demonstrating some use of technical music skills.	B.M2 Complete a performance demonstrating sustained use of technical music skills.	B.D2 Complete a capable performance demonstrating sustained and confident use of technical music skills.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- give a summary of own strengths and areas for improvement, including most relevant areas and respond to feedback, outlining strategies for improving musical ability, including how they are to be actioned
- complete a performance of a suitable piece of music in line with the task that meets most of the demands of the style in terms of sound and expression
- confidently demonstrate correct dynamic delivery, rhythmic accuracy and control of musical phrases in most of the performance, by playing in a self-assured manner and showing engagement with the musical piece.

For merit standard, learners:

- list own strengths and areas for improvement and respond to feedback, listing strategies for improving musical ability
- complete a performance of a suitable piece of music in line with the task while demonstrating correct dynamic delivery, rhythmic accuracy and control of musical phrases in most of the performance.

For pass standard, learners:

- list own strengths and areas for improvement that are not necessarily in response to feedback
- complete a performance of a suitable piece of music in line with the task while demonstrating correct dynamic delivery, rhythmic accuracy and control of musical phrases in some of the performance.

Essential resources

For this unit, learners will need access to instruments and rehearsal space to run workshops.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners listen to different styles of music and discuss what styles they think they are. Learners then discuss the different places we hear music and the different types of musical performance. Learners are introduced to the elements of music with practical examples of each element. They then take part in a discussion about how the elements are used in the different musical styles and the different instrumentation and structures of the pieces.

In small groups or pairs, learners use their own instruments or voices to experiment with different musical elements.

Suggested time: about 4 hours.

Activity: Rhythm workshop

This workshop underpins musical knowledge through rhythm and tempo. Learners begin looking at time signatures and beats in a bar.

Learners should begin by clapping basic rhythms (using the Time Unit Box System (TUBS) if appropriate). They should gradually be separated into smaller groups to clap different parts of a larger rhythm.

Learners will then develop these rhythms by incorporating their own instruments and voices. Learners should be encouraged to play with dynamics and structure and swap parts around to see the differences made to the piece.

Suggested time: about 6 hours.

Activity: Pitch workshop

Learners are shown examples of the same melody played on different instruments. They discuss the similarities and differences of the examples.

Learners will experiment with pitch by using their voices and own instruments. They will be given a simple melody to play or sing together as a group, experimenting with different key signatures and harmonies. They are then put into small groups and given a simple song to learn and develop.

They will share their songs with each other before giving peer to peer feedback.

Suggested time: about 6 hours.

Activity: Developing technical skills

Learners take part in a tutor-led discussion on technical music skills, including control, expression and communication. Learners are shown different examples of music performance and break down the structures with tutor guidance.

Learners are put in small groups and are given a piece of music. They will then learn the piece of music using their own instruments or voices, while experimenting with expression. There should be regular feedback and guidance on technical skills from the tutor.

They will share their pieces with each other before giving peer to peer feedback.

Suggested time: about 8 hours.

Activity: Reviewing and improving performance

Learners choose a musical performance and communicate to the group what they think is good about it and what could be improved. The group should discuss each performance and feed back to each other their opinions on its strengths and weaknesses.

In pairs, learners identify their own strengths and areas for improvement from feedback given on their contributions to the workshops. They should create a list of things they have done well and things they want to do better. They will then swap their lists and give each other peer-to-peer feedback and suggestions on ways they can improve.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to take part in a musical performance at a local 21st birthday party. They will want upbeat, modern party music to be played. You will need to learn a suitable piece of music in preparation for the performance.

You will review your musical skills and plan ways to improve. You will then perform the complete piece of music, demonstrating your musical skills.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion, a friend has asked you to perform at a 1960s night that they are putting on. You will need to review your musical skills and plan ways to improve again and perform an appropriate piece.

Unit PA10: Acting in a Performance

Level: 1

Unit type: **Sector (Performing Arts)**

Guided learning hours: **40**

Unit in brief

Learners will explore acting techniques and develop acting skills. They will apply these skills through a series of workshops and enhance their self-review and development skills.

Unit introduction

We all enjoy watching actors on the screen and stage and many people dream of becoming famous actors. What does it take to become an actor? We all 'act' according to the situation we are in or who we are with. One of an actor's jobs is to be able to play a role that makes a character believable to an audience. This involves training in acting for screen, stage or radio.

In this unit, you will look at different acting skills and how they can be used to create characters. You will look at using your voice and body in different ways to suit the role you are playing. Your confidence and knowledge of acting will be developed through workshops, games and exercises. You will then review your performance and plan ways to improve before you perform as a character.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Rehearse for a performance, reflecting on own skills
- B** Act in a performance.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Rehearse for a performance, reflecting on own skills	<ul style="list-style-type: none"> • Technical voice and movement skills • Rehearsal etiquette • Developing a part 	<ul style="list-style-type: none"> • Learners' plan of self-development. • Footage and witness statements of a directed, given acting performance of (about five minutes).
B Act in a performance		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Practical acting skills • Self-discipline and confidence • Performance techniques 	<ul style="list-style-type: none"> • Types of acting styles and the relevant skills needed • Safe rehearsal practice • How to improve own practice through self-reflection 	<ul style="list-style-type: none"> • Reviewing own performance • Self-development

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information/points of view clearly and in an appropriate form.

Unit content

Knowledge and sector skills

Technical voice and movement skills

- Vocal techniques, e.g. breath control, projection and clarity.
- Vocal expression, e.g. modulation, pace and emphasis.
- Movement techniques, e.g. balance, spatial awareness and coordination.
- Movement expression, e.g. use of gestures, posture and facial expressions.
- Reacting to other actors (if appropriate).

Rehearsal etiquette

- Safe rehearsal practice.
- Discipline during rehearsal.
- Physical and vocal warm-ups to protect voice and body.
- Appropriate attire for rehearsal.

Developing a part

- Analysing the five Ws – Who, Where, When, What, Why?
- Character motivation.
- Use of the subtext.
- Off-text improvisations.
- Exercises in relaxation and concentration during rehearsal and performance.
- Giving and receiving feedback.

Transferable skills

- Reviewing own performance: responding to feedback and constructive criticism to review own strengths and areas for improvement as an actor
- Self-development: using feedback to identify and plan ways to improve acting techniques.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Rehearse for a performance, reflecting on own skills		
A.P1 Identify own strengths and areas for improvement in rehearsal.	A.M1 Identify own strengths, areas for improvement and ways to improve in response to feedback in rehearsal.	A.D1 Outline own strengths and areas for improvement and plan ways to improve in response to feedback in rehearsal.
Learning aim B: Act in a performance		
B.P2 Complete a performance demonstrating some use of technical acting skills.	B.M2 Complete a performance demonstrating sustained use of technical acting skills.	B.D2 Complete a capable performance demonstrating sustained and confident use of technical acting skills.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- give a summary of own strengths and areas for improvement, including relevant areas and respond to feedback, outlining strategies for improving acting skills, including how they are to be actioned
- complete an acting performance that meets most of the demands of the piece in terms of character creation and communication
- demonstrate sustained vocal control through to the end of most phrases. They adopt an appropriate stance to communicate the character throughout most of the performance, displaying confidence by using the stage in an assured manner and engaging with the character.

For merit standard, learners:

- list own strengths and areas for improvement and respond to feedback, listing strategies for improving acting skills
- complete an acting performance demonstrating sustained vocal control through to the end of most phrases. They adopt an appropriate stance to communicate the character throughout most of the performance.

For pass standard, learners:

- list own strengths and areas for improvement that are not necessarily in response to feedback
- complete an acting performance demonstrating vocal control through to the end of some phrases. They adopt an appropriate stance to communicate the character for some of the performance.

Essential resources

For this unit, learners should have access to a suitable space for practical work.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors lead small group discussions on what 'acting' means and what skills are involved. When do we all need to become actors in real life? How do we change our bodies, faces and voices to play a particular role when we need to? Learners share examples from their own lives.

Learners identify their favourite actors from film, TV or stage and list the skills they feel are important to make us want to watch and believe in them.

Learners are shown examples of different acting styles from videos or YouTube™ clips, which should include naturalism and physical or narrative theatre. Learners are invited to discuss their responses to each.

Suggested time: about 4 hours.

Activity: Developing physical skills

Learners take part in a practical workshop on physical skills and non-verbal communication. This should cover aspects of physical expression such as body language, posture, gestures, gait and facial expressions used to communicate a character in a purely physical way.

Learners should explore physical expression through naturalism, the acting style they are most familiar with: subtle facial expressions, gestures and body language. This could be achieved through role play or improvisations of real-life situations. Learners then share ideas and discuss how this makes it possible to read a character's feelings or motives.

Learners explore how to exaggerate and slow down movements and facial expressions to create a mime. They then collaborate in small groups to rehearse and present a short mimed sequence from a given stimulus using the skills developed.

Suggested time: about 6 hours.

Activity: Developing vocal skills

Learners take part in practical workshops on breathing exercises and vocal technique. It is important for learners to understand how correct breathing helps to support the voice. Vocal exercises should cover basic aspects of vocal expression, including clarity, projection, pitch, pace, tone and accent.

Learners listen to extracts from audio-recorded dramas and identify how actors communicate individual characters through voice alone. Learners explore how to manipulate their voice to create an individual character through a written or devised monologue using the vocal skills they have developed.

Suggested time: about 6 hours.

Activity: Developing a character

Learners are given another script or stimulus on which to build a specific character. Through read-throughs or practical experimentation around a given stimulus, learners choose a role on which to build a more rounded character.

Learners participate in practical workshops to develop their understanding of the character. They explore appropriate vocal and physical techniques to bring their character to life.

Suggested time: about 6 hours.

Activity: Reviewing performance and planning improvement

Learners choose an acting performance and communicate to the group what they think is good about it and what could be improved. The group should discuss each performance and feed back to each other.

In pairs, learners identify their own strengths and areas for improvement from feedback given on their contributions to workshops. They should create a list of things they have done well and things they want to do better. They will then swap their lists and give each other peer-to-peer feedback and suggestions on how to improve.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to take part in a performance of an extract of *The History Boys* by Alan Bennett as part of a theatre company. You will be given a part to learn by your director.

You will review your acting skills and plan ways to improve in preparation for the role. You will then complete the performance, demonstrating your acting skills.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion, you have been asked to audition for a new theatre company's production of *A Midsummer Night's Dream* by William Shakespeare. You will review your acting skills and plan ways to improve in preparation for the audition. You will then perform an extract from the play, demonstrating your acting skills.

Unit PA12: Rehearsing for a Performance

Level: 1

Unit type: **Sector (Performing Arts)**

Guided learning hours: **40**

Unit in brief

Learners develop the skills involved in rehearsing as part of a group for a performance. This will include skills in working with others and planning deadlines.

Unit introduction

How does a show become great? How do actors prepare their lines and know where to stand and when to react? How do musicians know when to come in, and dancers where to move? One main reason is the effort put into the rehearsal process. Whether it's a music gig, a stage play or a dance showcase, it won't be good unless work is done in rehearsals.

In this unit, you will develop the skills needed to take on a role and prepare for a performance. You will learn what behaviour is expected of you and look at the different elements needed to make a rehearsal work. You will learn how to communicate, work as part of a team, take part in rehearsals and perform.

The skills you develop will help you communicate effectively and work as a part of a wider team. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Plan a rehearsal process for a performance
- B** Work with others to rehearse and perform.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan a rehearsal process for a performance	<ul style="list-style-type: none"> • Rehearsal planning and resources • Rehearsal etiquette • Rehearsal processes • Reviewing performance throughout rehearsals 	<ul style="list-style-type: none"> • Individual learners' plan for the rehearsal process. • Witness statements, footage and individual learners' log of rehearsal process and performance.
B Work with others to rehearse and perform		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Organising a rehearsal • Developing material • Giving constructive feedback • Preparing material for a performance 	<ul style="list-style-type: none"> • How equipment/resources are used in a rehearsal • How notes and feedback are used during a rehearsal • How technical rehearsals/sound checks are run 	<ul style="list-style-type: none"> • Planning • Working as part of a team

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Make different kinds of contributions to discussions.

Unit content

Knowledge and sector skills

Rehearsal planning and resources

- Different types of rehearsal space, e.g. rehearsal room, studio space, location rehearsal.
- How to correctly prepare a room for rehearsal, e.g. set up furniture, clearing floor.
- Health and safety in rehearsals.
- Creating a plan, to include individual and group goals and deadlines.
- Use of equipment/props:
 - what is needed
 - how are they used?

Rehearsal etiquette

- Punctuality.
- Focus and engagement with work.
- Appropriate and inappropriate language, e.g. constructive and unconstructive criticism.
- Respect of other company members.

Rehearsal processes

- Different types of rehearsal:
 - workshopping material
 - developing material
 - dress/technical rehearsals.
- Identifying errors.
- Giving/receiving direction.

Reviewing performance throughout rehearsals

- How to debrief a rehearsal through learners' log:
 - reviewing the success of a rehearsal and identifying areas for improvement
 - different issues to consider, e.g. technical, artistic, practical.
- Action planning/target setting for the next session:
 - what should be completed at the next session
 - what needs to be completed before the next session?

Transferable skills

- Planning: setting deadlines for the different stages of the process, identifying necessary resources.
- Working as part of a team: sharing ideas, peer-to-peer feedback, collaborative discussions and working together.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan a rehearsal process for a performance		
A.P1 Produce a simple plan for an individual role in the rehearsal process that includes deadlines.	A.M1 Produce a plan for an individual role in the rehearsal process that includes deadlines and identifies the behaviours and resources needed.	A.D1 Produce a plan for an individual role in the rehearsal process that includes deadlines and describes the behaviours and resources needed.
Learning aim B: Work with others to rehearse and perform		
B.P2 Work with others during the rehearsal process and performance.	B.M2 Work with others and carry out a role appropriately during the rehearsal process and performance.	B.D2 Work collaboratively with others and carry out a role competently during the rehearsal process and performance.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a rehearsal plan with individual targets and actions to be taken such as parts and lines to be learned and how that will be actioned. It will include deadlines for the process and give a clear account of the resources and behaviours required for rehearsals, with the reasons they are needed and what would happen without them. This may include a company contract for the process.
- work jointly with others as part of a team during rehearsals and performance, including working with others to set common goals, listening to them and showing respect
- take on a role in rehearsals, showing continued engagement with the material and responsiveness to notes and feedback, with frequent improvement and self-review shown in the log of the process and performance.

For merit standard, learners:

- produce a rehearsal plan with individual targets and actions to be taken such as parts and lines to be learned and how that will be actioned. It will include deadlines for the process and list the resources and behaviours required for rehearsals. This may include a code of conduct for the process.
- work with others as part of a team during rehearsals and performance, listening to them and discussing common goals
- take on a role, showing some engagement with the material and responsiveness to notes and feedback with improvement and self-review shown in the log of the process and the performance.

For pass standard, learners:

- produce a basic rehearsal plan that will include individual targets to be met, such as parts and lines that need to be learned, and will include deadlines for the process
- work with others as part of a team during rehearsals and performance, listening to them and discussing common goals.

Essential resources

For this unit, learners need access to rehearsal rooms appropriate to the disciplines involved in the performance. This could mean acting or dance rehearsal rooms, or music practise rooms. Necessary PA and lighting equipment as required by the performance.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners take part in a group discussion on what a rehearsal is, what it's for, different types of rehearsal and the different spaces involved. Groups are given pictures of different types of spaces and have to match them to the appropriate groups (dance troupe, orchestra, physical theatre company, rock band etc.).

Learners discuss what types of equipment/resources are used in a rehearsal. They work in groups to mind-map different resources for different types of rehearsal.

Learners are given a picture of a space and have to find potential problems with it, for example cables trailing across the floor, bumps or uneven parts of the floor.

Suggested time: about 4 hours.

Activity: Working with others

Learners look at the different roles that can be taken on in a rehearsal for a performance. This could focus on one particular discipline or be a cross-discipline performance, for example a play with acting, live music and technical support. Learners discuss the responsibilities of each of the different roles and how they relate and interact with each other.

Learners discuss appropriate behaviours for rehearsals. The group creates a code of conduct for the rehearsal room. Learners could discuss what behaviours they think are good and bad and what they expect from each other.

Suggested time: about 4 hours.

Activity: Workshopping material

This session focuses on trying out different material for a purpose. Learners are given different scenarios and asked to discuss what material would be suitable, for example for a short play for primary school children or teenagers, or music for a wedding or 18th birthday party.

Learners try out different material for a particular scenario, exploring a variety of ideas in different ways. This includes trying music from different genres in different arrangements, different approaches to choreography or different styles and settings of a play. Learners are encouraged to keep experimenting and not just accept the first idea. Once they have tried enough ideas they need to make a decision on what worked the best.

Suggested time: about 6 hours.

Activity: Developing and reviewing material

This session is focused on learners working on material. They will need assistance and direction but this will be incorporated in the rehearsal process. Problems with the material and performances are identified. Regular informal and formal reviews are held to plan what should be done next, with as much input from learners as possible.

Learners then turn their attention to how to give and receive notes. They are given different ways of phrasing feedback for a specific issue and asked to discuss which would be the most appropriate. They are then given a list of rehearsal issues in small groups and are asked to come up with feedback examples.

Suggested time: about 8 hours.

Activity: Technical rehearsal

This looks at the different aspects of a technical rehearsal/sound check, where the focus moves from the material to the supporting aspects of the performance. Learners focus on the requirements for their performance, working through a lighting focus and plot and setting sound levels etc. Learners are actively engaged in what is going on and understand that their role is to facilitate progress in the performance. This may mean going over a scene/piece many times or repeatedly practising a stage entrance or exit.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

Musicians: you are asked to take part in an upcoming concert. Your group will be given suitable material by your director and you will be expected to plan and to work with others in order to be ready for the performance.

Dancers: you are asked to take part in an upcoming dance show. Your group will be given suitable material by your director and you will be expected to plan and to work with others in order to be ready for the performance.

Actors: you are asked to take part in a theatre production celebrating West End theatre. Your group will be given suitable material by your director and you will be expected to plan and to work with others in order to be ready for the performance.

All: you will need to produce a rehearsal plan detailing deadlines for the different stages of the process. It should also detail the resources and behaviours that will be necessary to complete the process. You will then take on a specified role within the rehearsal and work as a group to complete the process.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

Musicians: on another occasion, your group is asked to perform music at a function. As before you will have to plan your rehearsals and work as a group to complete the process.

Dancers: on another occasion, your group is asked to perform a routine backing a local artist. As before you will have to plan your rehearsals and work as a group to complete the process.

Actors: on another occasion, your group is asked to perform an extract from *Sparkleshark* by Phillip Ridley. As before you will have to plan your rehearsals and work as a group to complete the process.

Unit PS6: Taking Part in Fitness Testing

Level: 1

Unit type: **Sector (Public Services)**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in planning, taking part in, recording and reviewing fitness testing activities required for the public services.

Unit introduction

Many public services have health and fitness as part of their entry requirements. Have you ever thought about how you can improve your health and fitness to meet these requirements?

In this unit, you will develop the skills that will allow you to plan, take part in and review fitness testing activities. You will look at the basic fitness tests that are required as part of the selection stages for different public services and at the levels of fitness required to undertake them. You will take part in a range of fitness tests and will measure your levels of fitness through these results. This will help you to review your performance against the requirements of the public services.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Plan and take part in fitness testing activities required for different public services
- B** Record and review participation in fitness testing activities required for different public services.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan and take part in fitness testing activities required for different public services	<ul style="list-style-type: none"> Health and fitness requirements of different public services How to plan personal fitness testing activities 	<ul style="list-style-type: none"> A plan for fitness testing activities used by the public services to address their own health and fitness requirements.
B Record and review participation in fitness testing activities required for different public services	<ul style="list-style-type: none"> Skills required to participate in fitness testing activities Skills required to review own performance in fitness testing activities 	<ul style="list-style-type: none"> A record of the fitness testing results. A review of performance with recommendations for future development.
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> Planning own fitness testing activities (types of exercise/types of fitness test/types of Her Majesty's test/test protocols/health and safety) Taking part in physical fitness activities 	<ul style="list-style-type: none"> Health and fitness requirements of different public services Factors affecting personal health and wellbeing How to review performance in public service fitness testing activities 	<ul style="list-style-type: none"> Managing information Reviewing and improving own performance

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> Identify the main points and ideas and how they are presented in a variety of texts. Read and understand texts in detail. Utilise information contained in texts.
Mathematics	<ul style="list-style-type: none"> Collect and record discrete data and organise and represent information in different ways. Use data to assess the likelihood of an outcome.

Unit content

Knowledge and sector skills

Health and fitness requirements of different public services

- Fitness levels expected:
 - emergency services, e.g. fire and rescue service, police, ambulance, coastguard
 - armed service types, e.g. Royal Navy, Royal Marines, Army, Royal Air Force
 - voluntary and other service types, e.g. Her Majesty's (HM) Prison Service, Mountain Rescue, Royal National Lifeboat Institution (RNLI), St John Ambulance
- Health requirements, e.g. body fat percentage, lung capacity, blood pressure, body mass index (BMI).

How to plan personal fitness testing activities

- Planning for fitness and health monitoring tests: planning a fitness programme used by the public services for entry purposes, e.g. Army, Royal Navy, police, fire and rescue service, with fitness programme selected, to include frequency, intensity, duration, assessing current fitness.
- Structure of a fitness activity plan, to include warm-up (dynamic stretching, pulse raiser and skill familiarisation), main part (fitness development) and cool down (stretching and recovery).
- Exercise needs to prepare for fitness tests, e.g. aerobic exercise, strength training, muscle toning, weight loss, muscle groups used, flexibility work.
- Factors that can influence personal health and fitness:
 - nutrition, e.g. food groups (carbohydrates, fats, minerals), hydration, quantity of each meal, timing of meals
 - lifestyle, e.g. exercise levels, work, peer pressure, alcohol consumption, smoking, misuse of drugs and other stimulants.
- Types of fitness test:
 - to measure components of fitness, e.g. strength, aerobic capacity, flexibility
 - armed service tests, e.g. static lift, Jerry can carry, 1.5 mile run
 - police entry tests, e.g. multi-stage fitness tests (bleep test), dynamic strength test
 - fire and rescue service tests, e.g. ladder climb, casualty evacuation, ladder lift/lower simulation, enclosed spaces, equipment assembly, equipment carry
 - HM Prison Service tests, e.g. aerobic run, grip strength, seated bench press, seated bench pull, shield hold.
- Types of health monitoring test: height, weight, body fat percentage, lung capacity, blood pressure, heart rate, body mass index (BMI).
- Recording results: accurately recording results; methods to record results, e.g. computer-based recording, paper-based recording, mobile apps.

Skills required to participate in fitness testing activities

- Personal skills needed to participate, e.g. motivation, endurance, determination, correct technique.

Skills required to review own performance in fitness testing activities

- Ability to review, e.g. self-evaluation, feedback from peers, feedback from tutor, draw conclusions from data.

Transferable skills

- Managing information: gathering information and recording results to help in assessing own fitness and training for participation in health and fitness testing activities that meet public sector requirements.
- Reviewing and improving own performance: in personal health and fitness testing activities; measuring own performance against required standards, suggesting improvements to meet the required standards.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan and take part in fitness testing activities required for different public services		
A.P1 Produce an outline fitness plan and use appropriate physical skills when participating in a range of fitness testing activities.	A.M1 Produce a detailed fitness plan and use effective physical skills when participating in a range of fitness testing activities.	A.D1 Produce a detailed and accurate fitness plan and use physical skills with confidence when participating in a range of fitness testing activities.
Learning aim B: Record and review participation in fitness testing activities required for different public services		
B.P2 Use appropriate skills when recording personal test results following fitness testing activities.	B.M2 Use effective recording skills when accurately recording personal test results following fitness testing activities.	B.D2 Use recording skills confidently when recording personal test results following fitness testing activities.
B.P3 Use appropriate reviewing skills when identifying own fitness levels following fitness testing activities.	B.M3 Use effective reviewing skills when accurately reviewing own performance against the fitness requirements for different public services.	B.D3 Use reviewing skills confidently and make recommendations for improvements to own performance when reviewing against the fitness requirements for different public services.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a detailed plan that includes information on types of fitness testing activity that are clearly relevant to a specific public service and appropriate to learners, e.g. activities that will effectively measure fitness levels against public service requirements. The activities included are safe and effective, will measure what is intended, and are likely to produce significant and expected fitness outcomes. The plan provides detailed testing protocols, including equipment, test sequences and some suggested techniques
- demonstrate confident use of physical skills when participating in personal fitness activities, e.g. the use of safe, effective and correct techniques that follow the correct test protocols accurately and effectively to produce the expected results. Learners take full responsibility for own actions and may also assist others with activities
- accurately record test results in relation to their performance, using an appropriate template, correct terminology and correct units of measurement, and providing a good level of detail
- use confident reviewing skills following fitness testing activities to reflect on and explain how their own fitness levels specifically relate to health and fitness requirements for different public services. Learners make realistic recommendations for improvements to their own performance as a result of their review.

For merit standard, learners:

- produce a detailed fitness plan that includes realistic fitness testing activities that have some relevance to a specific public service, e.g. activities that are safe and, if followed correctly, will produce relevant and expected fitness outcomes. The plan includes details of testing protocols, equipment needed, test order and steps. Links are made between the fitness components measured by the activities and the health and fitness requirements of different public services
- demonstrate effective use of physical skills when participating in personal fitness activities, e.g. using safe and effective techniques and following protocols, but the techniques used may not be the most efficient. Learners take full responsibility for their own actions
- competently record the results of their participation, using an appropriate template, correct terminology and correct units of measurement
- use effective reviewing skills following fitness testing activities to accurately reflect on the tests they took part in, make accurate interpretations of the recorded test results and identify how their own fitness levels relate to fitness requirements for different public services.

For pass standard, learners:

- produce an outline fitness plan that includes appropriate activities for their own participation in fitness testing activities, e.g. activities that are safe and may link to a chosen public service. The planned activities, if followed correctly, are likely to produce appropriate health and fitness outcomes, e.g. they measure what was intended. The plan includes basic details of test protocols, including test name, equipment needed and an indication of which components of fitness are being measured
- use appropriate physical skills, e.g. safe technique and safe use of equipment, but they may not be most effectively used. Learners take an active role in activities and take some responsibility for their own actions
- appropriately record the results of their participation using an appropriate template and correct units of measurement
- use appropriate reviewing skills following fitness testing activities to reflect on the tests they took part in and to identify their own fitness levels from the recorded results. Learners make an attempt to relate their own fitness levels to health and fitness requirements for a specific public service.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors ask learners to think about their own fitness levels and to compare them against the specified requirements for different public services using the internet and other research. Tutors provide direct input relating to the health and fitness requirements of public services before facilitating/supporting learners to conduct some research into them.

Ask a guest speaker, e.g. a member of the emergency services, an armed services recruiter or a physical training instructor (PTI), to speak about the importance of health and fitness, and the types of fitness testing activity that take place for the public services. To support this, ask learners to prepare questions in advance, focusing on the requirements for different public services.

In groups, learners assess their own strengths and areas for improvement within health and fitness using the methods provided, such as the Physical Activity Readiness Questionnaire (PAR-Q), and identify the testing activities that they could take part in to improve their health and fitness.

Suggested time: about 3 hours.

Activity: Types of health monitoring testing activities and recording skills

Tutors introduce learners to different types of health monitoring test, e.g. blood pressure and heart rate testing. Learners then practise using the equipment as the participant and tester. They follow the test protocols for each test and record the results as accurately as possible.

To support this, learners design templates for recording test results following a discussion on the factors that impact on the recording of test data.

As a whole group, learners discuss the importance of health monitoring and what health monitoring results tell us about ourselves.

Suggested time: about 8 hours.

Activity: Types of fitness testing activity

Tutors introduce learners to the different types of fitness test used in the public services by arranging their participation in them, e.g. the multi-stage fitness test and Cooper run, aerobic run, 1.5 mile run, Jerry can carry, static lift, shield hold, seated bench pull, seated bench press, grip strength, dynamic strength test.

Learners practise using the equipment as the participant and tester. Arrange for learners to observe demonstrations on how to undertake each test and follow test protocols. Encourage learners to think about the health and safety aspects of participation.

As a whole group, learners discuss the effectiveness of the tests undertaken, identifying each public service that uses the test and why they use this, e.g. fitness levels required relate to work undertaken in the job.

Suggested time: about 10 hours.

Activity: Planning fitness tests

Tutors give learners examples of planned fitness testing activities related to public service roles to support them in developing their own monitoring and testing plan for fitness.

Learners create plans for fitness testing activities for different public services. As part of the planning, learners should identify the expected results of participants taking the test. The expected results may then be mapped against the expectations of a chosen public service. Plans for fitness testing should be produced by the end of the activity.

Suggested time: about 8 hours.

Activity: Reviewing own performance in health monitoring and fitness testing

Tutors give learners examples of reviews against required standards. Learners practise reviewing their own participation and results of fitness testing activities using their recorded results. They measure their own performance against that required for their chosen public service, making recommendations of how they may improve their health and fitness in the future.

As a whole group, learners discuss the important factors that affect the review process and how to interpret test result data.

Suggested time: about 6 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been working with some young people at your local youth club. They have expressed their interest in joining a public service but are worried about the physical fitness and health tests that they will have to undertake as part of the application process. To help them prepare, you will need to plan and participate in fitness activities covering entry to the police, the Army and HM Prison Service. You will need to record the results of the tests and review them in order to make recommendations as to how they can improve their performance in future tests.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion, a group of cadets has asked you how you prepared for the earlier fitness tests and you, therefore, now need to plan and participate in fitness activities covering entry to the fire and rescue service, the Royal Navy and the ambulance service, to show them how to prepare for them. You will need to record the results of the tests and review them in order to make recommendations as to how you can improve your performance in future tests.

Unit PS8: Responding to an Incident

Level: 1

Unit type: **Sector (Public Services)**

Guided learning hours: **40**

Unit in brief

Learners will develop their information management, communication, teamwork and response skills when planning for, responding to and reviewing a public service incident scenario.

Unit introduction

You will have seen emergency vehicles with blue lights flashing and sirens sounding. Have you ever wondered how the emergency services prepare to respond to incidents? It is important to know that each incident is different, and that you need to develop different skills and knowledge to deal with them.

In this unit, you will look at different types of emergency and non-emergency incidents, for example road traffic accidents, fires or acts of terrorism, and how the public services plan for and respond to them. You will think about the different activities, public services personnel and equipment that are involved in dealing with incidents, and the information that needs to be managed when planning and responding. You will demonstrate your skills and knowledge in scenarios that involve you managing information, creating a response plan and working with others to carry out a role-play response to a public service incident. You will review how effectively your team responded to the incident.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Plan a response to a public service incident scenario
- B** Work with other to respond to a simulated public service response.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p>A Plan a response to a public service incident scenario</p>	<ul style="list-style-type: none"> The different types of incidents and the key factors involved Key resources used by public services when dealing with incidents Planning the response to a public service incident scenario Carrying out and reviewing the planned response to a public service incident scenario 	<ul style="list-style-type: none"> Learners produce an appropriate plan in response to an incident. Learners are observed taking part in a paper-based or a tabletop role-play exercise in response to a given public service incident scenario.
<p>B Work with others to respond to a simulated public service response</p>		
<p>Key teaching areas include:</p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> Planning a response to the scenario Communication skills when dealing with incident scenarios, including listening to instructions and contributing ideas Responding to changes in an evolving incident Reviewing the response to an incident 	<ul style="list-style-type: none"> Services that respond to incidents Equipment used to respond to incidents Public service personnel that respond to incidents Types of incidents Inter-service cooperation 	<ul style="list-style-type: none"> Managing information Working in a team

There are opportunities to develop functional skills in this unit:

Functional skills	
<p>English</p>	<ul style="list-style-type: none"> Read relevant case studies and documents containing information related to the scenario. Make relevant and extended contributions to discussion, allowing for and responding to others' input. Present information/points of view clearly and in appropriate language.

Unit content

Knowledge and sector skills

The different types of incidents and the key factors involved

- Non-emergency incidents, e.g. any incident that does not pose an immediate risk to health, life, property or environment.
- Small-scale emergency incidents, e.g. small road traffic incidents involving one or two vehicles, small fires, accidents, incidents only requiring attendance by one or two emergency services.
- Large-scale emergency incidents, e.g. road traffic incidents involving multiple vehicles, large fires, disasters, acts of terrorism, incidents requiring attendance by three or more emergency services.

Key resources used by public services when dealing with incidents

- Operational response personnel:
 - police, e.g. constables, traffic officers, summary of roles and responsibilities when dealing with incidents
 - fire and rescue service, e.g. operational firefighters, summary of roles and responsibilities when dealing with incidents
 - ambulance service, e.g. paramedics, air ambulance personnel, summary of roles and responsibilities when dealing with incidents
 - coastguard, e.g. watch officer, rescue officer, summary of roles when dealing with incidents.
- Equipment used when dealing with incidents:
 - transport, e.g. police car, fire appliance, ambulance, rigid inflatable boats (RIBs)
 - communication equipment, e.g. Airwave
 - specialist equipment, e.g. urban search and rescue equipment, cutting equipment, defibrillator.

Planning the response to a public service incident scenario

Planning skills:

- identifying activities, equipment and personnel required to resolve the incident
- planning the response to the incident, including the sequence and priority of activities
- monitoring of progress to complete each activity in the response
- adapting the plan to respond to evolving incidents and additional information.

Carrying out and reviewing the planned response to a public service incident scenario

- Contributing to the response to a public service incident scenario:
 - communication skills, e.g. talking clearly, listening, questioning, checking understanding
 - following plans and procedures, e.g. assessing risk, sharing information
 - importance of actively participating, listening to instructions, estimating the timing, scale and resource requirement of the response to incident.
- Reviewing team performance in response to incident: reflect on performance, consider the context of an evolving incident and identify strengths and areas for improvement.

Transferable skills

- Managing information: reading case studies and briefing sheet in relation to the public service incident scenario, sorting and prioritising information.
- Working in a team: working together to respond to a public service incident scenario, working individually to contribute to the team activity, respecting others' roles.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan a response to a public service incident scenario		
A.P1 Produce a simple plan in response to a given public service incident scenario.	A.M1 Produce a plan in response to a given public service incident scenario that identifies the activities, personnel and equipment required.	A.D1 Produce a detailed plan in response to a given public service incident describing the activities, personnel and equipment required.
Learning aim B: Work with others to respond to a simulated public service incident		
B.P2 Work with others to respond to an evolving public service incident, taking some responsibility for own role.	B.M2 Work effectively with others to respond to an evolving public service incident, taking responsibility for own role.	B.D2 Work confidently with others to respond to an evolving public service incident, taking full responsibility for own role and making effective contributions to others.
B.P3 Produce an outline review of own performance in response to a public service incident.	B.M3 Review own performance in response to a public service incident, identifying own strengths and weaknesses in response to feedback.	B.D3 Review own performance in response to a public service incident, making suggestions for improvements, with detailed reference to feedback.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a detailed plan that clearly explains the roles of each service and the interactions between different services, including the personnel, procedures and equipment required. The plan includes realistic and logical sequences of activities and expected outcomes. It also includes contingencies to deal with evolving events
- confidently assume a role when in a role-play response to the incident, e.g. using effective communication skills, successfully reacting to a changing situation and new information by solving problems and suggesting alternative actions, taking ownership of tasks and making decisions. Learners take responsibility for their own actions and think of the needs of colleagues. They use confident teamwork skills by effectively collaborating with and supporting team mates to achieve the goals as efficiently as possible
- produce a thorough review of their performance, with detailed reference to feedback from their peers and tutors. Learners will describe their strengths and areas for improvement, giving details about how these affect the response performance of the team. Learners draw clear conclusions about the performance and describe what changes need to be taken and why, giving effective suggestions as to how performance can be improved and offering examples of procedures or responsibilities to assist in this.

For merit standard, learners:

- produce a plan that includes details on the services, procedures, personnel and equipment needed to respond effectively to an incident. There is identification of the sequencing of activities, which may not be fully formed
- make an effective contribution when assuming a role in a role-play response, e.g. contribute ideas to problem solving and decision making. Learners react positively to an evolving scenario, taking responsibility for their own actions, treating their team mates with respect and working through any disagreements with minimal support
- identify the key strengths and areas for improvement in their performance, with some reference to feedback from peers and tutors. They make some links to how their performance affected the team when responding to the incident and identify some changes that need to be made.

For pass standard, learners:

- produce a simple plan that contains basic information about the response to the incident, e.g. lists identifying the personnel, equipment and activities needed to respond. The plan may identify responsibilities of each public service but will schedule activities. The plan will not include contingencies or recognition of evolving events
- make a contribution when assuming a role in a role-play response. Learners take some responsibility for their own actions and use appropriate teamwork skills, treating their team mates with respect and demonstrating a positive attitude
- produce an outline review that simply identifies the activities they carried, but there is little reference to how they contributed to the overall effectiveness of the incident response. Learners may draw some simple conclusions about performance, which may be prompted by tutors.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners examine the ways that public services respond to different types of incidents, looking at case studies provided by tutors that show small-scale incidents such as road traffic incidents (RTIs) and fires, and large-scale incidents involving multi-service responses.

Video footage of real-life incidents can be used. It may also be beneficial to invite a guest speaker from the public services to discuss how they respond to incidents.

In groups, learners read the case studies and outline the public service responses to the incidents, identifying the responses by all the services involved in the case study incidents.

Suggested time: about 3 hours.

Activity: Resources used when responding to incidents

Learners investigate the key resources, including personnel and resources used when responding to incidents. A visit to a local public service organisation would be beneficial for learners, for example the Fire Service, where they could speak to personnel and see equipment in action. Learners could also find out about specialist equipment and services offered, for example response to chemical or biological incidents.

Learners research and identify local public service resources, including operational response personnel, for example police, fire and rescue, ambulance and coastguard who are involved in responding to incidents. Learners find out where the local services are located and then use case studies that relate to specific incidents that could be linked to that area, for example RTIs in an area close to a major highway, or Hazmat requirements for the Fire Service in areas close to chemical or oil storage facilities.

In groups, learners produce a poster that identifies the key resources used to respond to incidents.

Suggested time: about 6 hours.

Activity: Develop skills when working as a member of a team in an evolving incident

Learners participate in a range of scenario-based activities, including teamwork and paper-based activities. These activities expose learners to the different roles the public services assume when responding to an incident and the interactions between the roles. They also enable learners to develop communication and teamwork skills that can be used when working as part of a group.

The scenarios could introduce new information and evolve as they proceed. For example, learners could be given a responsibility to give instructions to a member of the public, then the instructions change or different types of people could be introduced into the scenario. These people could be angry, confused and worried. Learners would need to adapt their responses to the evolving incident and new information.

Learners work together to participate in the team activities and review their performance.

Suggested time: about 8 hours.

Activity: Planning skills development

Learners watch videos or are given case studies of public service incidents. They are asked to identify the activities involved in responding and establish the equipment needed to resolve the public service incident scenario.

In small groups, learners discuss how they would plan the response to the incident scenario, including planning the monitoring of progress to complete the activity and the ways they might adapt the planning in response to additional information.

Learners use a template for the planning activity to help them make sure that they have considered everything that they needed to include in the planning.

Suggested time: about 1 hour.

Activity: Planning in safety

In this activity, learners will develop an understanding of the importance of maintaining their own safety and the safety of others attending a public service incident.

Learners will review the plans made in the previous sessions and ensure that they have planned health and safety measures that would be used by the public services in dealing with an incident.

Learners should be introduced to the safety expectations when working at a public service incident and the review of safe working practices. This may be supported by the use of videos or a guest speaker from an operational role in the public services.

Suggested time: about 3 hours.

Activity: Practising skills for the implementation of response plans

In teams, learners respond to different types of discussion-based and tabletop public service incident scenarios, for example learners can discuss how they would implement a response plan based on a scenario provided by tutors. Alternatively, learners could take part in a tabletop role-play activity that simulates the communication and coordination requirements of responders from different services. Learners are expected to know the plan and they are invited to test how the plan works as the scenario unfolds.

Learners should practise a range of their skills, such as working with others, managing information, problem solving and communication.

Pre-prepared plans and briefing notes can be used to provide information to learners about different types of incident.

Learners should work together to review their performance in each scenario.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are part of an incident response team for a public service organisation. You have been given the role of 'incident controller' in a tabletop role-playing exercise in response to a given incident. You will be briefed on the incident by your tutor.

You will need to produce a response plan for the incident that gives details on how you think the incident should be responded to. This should include the public services that need to be involved and the procedures, personnel and equipment required to respond. You will need to ensure that you respond quickly to the information you are given and work effectively with team mates when planning your response.

You will then take part in a tabletop, or paper/discussion-based role play of the response to an evolving public service incident. You will say how you would react to and deal with the incident and respond to any emerging information.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion, you are asked to plan and carry out a response to a different type of incident.

Unit PS9: Planning and Navigating a Route

Level: 1

Unit type: **Sector (Public Services)**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in planning and navigating a route using Ordnance Survey (OS) maps by producing a route-planning card and navigating their planned route.

Unit introduction

Did you know that being able to read a map properly might save your life? When you work in the public services, you often work outdoors and sometimes weather conditions mean that you cannot know where you are by simply looking around. Modern technology can be really good for helping you to navigate but if your Global Positioning System (GPS) does not function because you are in a valley or have a flat battery, it can be vital that you know how to read a map.

In this unit, you will learn how to use a map and orientate it against the real geography around you. You will learn the signs and symbols that are used on maps, as well as what grid lines are and how you can use them. When you know how to use a map properly, you can use it to plan and navigate a route, as well as use it to find out where you are. You will learn how to plan a route and also think about the equipment and the possible problems you may face when carrying out the route. You will consider how to deal with any risks that may be on your planned route. Finally, you will carry out a planned route, demonstrating the navigation knowledge and skills that you have learned.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Plan a route using Ordnance Survey maps
- B** Navigate an agreed route within an agreed timeframe.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan a route using Ordnance Survey maps	<ul style="list-style-type: none"> • Features of Ordnance Survey maps • Producing a route-planning card • Navigation skills needed to carry out a route 	<ul style="list-style-type: none"> • Route-planning card. • Evidence to show the route and time taken in the form of pictures, notes, street names, landmarks. • Tutors observations, signed observation record/witness statement.
B Navigate an agreed route within an agreed timeframe		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Producing a route-planning card • Map reading • Navigating • Managing own safety and timekeeping when carrying out a planned route 	<ul style="list-style-type: none"> • Features of an Ordnance Survey map • Route-planning card content • Route-planning considerations • Route navigation considerations 	<ul style="list-style-type: none"> • Planning • Problem solving

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Identify main points and ideas and how they are presented in a variety of texts. • Read and understand texts in detail. • Utilise information contained in texts. • Write clearly and coherently, including an appropriate level of detail. • Present information in a logical sequence.
Mathematics	<ul style="list-style-type: none"> • Understand and use whole numbers and understand negative numbers in practical contexts. • Add, subtract, multiply and divide whole numbers using a range of strategies. • Solve simple problems involving ratio, where one number is a multiple of the other. • Solve problems requiring calculation with common measures, including money, time, length, weight, capacity, temperature.

Unit content

Knowledge and sector skills

Features of Ordnance Survey maps

- Use of scale on OS maps – scale as a ratio; scale as a statement, e.g. 1 cm to 1 km.
- Conventional signs, e.g. line symbols, buildings, trees and landscapes, water features, boundaries.
- Use of the key – conventional signs used on OS maps; point symbols, line symbols, e.g. railway, road; area symbols, e.g. marsh; abbreviations, e.g. 'PO.', 'Sch.'.
- Contour lines – each line of equal interval, closer lines mean steeper slopes, reading the heights marked on contour lines, recognising real-life topographical features on maps.
- Grid referencing systems to find a location – giving and reading four- and six-figure grid references; eastings and northings.

Producing a route-planning card

- Route-planning information: details of the route, group size and composition, route legs, grid references, height, distance, timings, consideration of group capabilities (if in a group), weather information, escape routes in case of emergency, types of terrain and gradient.
- Producing a route plan: knowing what the expected outcome is, gathering information, anticipating problems, creating contingency plans, finding solutions to anything unexpected, producing plan in logical order.
- Calculating distances: grid lines, paper strips, measuring road distances, measuring path distances, judging distance by eye and confirming by map.
- Calculating time required to navigate route, introducing Naismith's rule.
- Considering safety issues.
- Carrying out risk assessments.
- Considering equipment, including clothing and footwear.
- Taking into account environmental issues, e.g. access laws, countryside code, ensuring minimal impact on the environment.
- Gaining landowners' permission if not using footpaths or access land.
- Distance along actual route rather than distance as the crow flies: estimating; methods of measuring on a map, e.g. string, paper, measuring wheel.

Navigation skills needed to carry out a route

- Map reading skills, e.g. orienting a map to the ground, relating the ground to the map, understanding the scale of the map.
- Relating visual geographical features to OS map: hills and mountains, water features; identifying location from visible features; orientating ground to map; use of features as an aid to navigation; estimation of timings to complete a route, taking into account speed of walking; introduction of Naismith's rule for height gained to estimate time taken.
- Carrying and using appropriate kit.
- Decision making and solving problems as they arise, such as changes in weather conditions, unable to stick with route, or injury. Adapting to change, overcoming barriers, not giving up and seeing activity through to completion.

Transferable skills

- Planning: gathering information to put together a route plan; considering and processing all the different factors that contribute to a route plan, e.g. distance, timing, landmarks.
- Problem solving: not giving up when faced with a problem; finding solutions to problems; e.g. planning a route from starting point to destination; overcoming changes such as the weather or unexpected barriers when carrying out the route.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan a route using Ordnance Survey maps		
A.P1 Produce an outline route plan from given information using an Ordnance Survey map.	A.M1 Produce a detailed route plan from given information using an Ordnance Survey map.	A.D1 Produce a detailed and accurate route plan from given information using an Ordnance Survey map.
Learning aim B: Navigate an agreed route within an agreed timeframe		
B.P2 Complete an agreed route within an agreed timeframe, with some deviation, and limited evidence of route taken.	B.M2 Complete an agreed route correctly, meeting the agreed timeframe and presenting relevant evidence of route taken.	B.D2 Complete an agreed route correctly within the agreed timeframe, presenting accurate and logical evidence of route taken.

Essential information for tutors

Essential information for assessment decisions

Learners should be given the starting and finishing points of the route for the preparation of the route plan card. For the navigation of the agreed route, the route length should be a minimum of five kilometres. Learners should be informed that they cannot use satellite navigation systems or GPS when navigating the agreed route.

For distinction standard, learners:

- produce a detailed and accurate route plan from given information that includes precise information on the symbols, scale and other features that are present on an OS map. They show clear links between the features and the 'real' environment where the route will take place. The route plan is well organised, with information that is logical, sequential and clear. The correct terminology and accurate calculations of distances and timings for route legs to be undertaken are used. Learners manage safety, possible dangers and environmental impact by planning and reacting to them, e.g. appropriate escape routes. Evidence may include completed consent forms and risk assessment
- successfully navigate an agreed route within an agreed time, using map reading and navigation skills in a decisive and accurate way and solving any problems that might arise. Assessment evidence from the route could be pictures of landmarks, names of streets, notable buildings such as mainline rail stations, Tube stations or churches. The time taken to get from one landmark to the next is detailed and accurate, and matches the original agreed estimate, possibly referencing Naismith's rule. Learners may deviate from the route during navigation but will self-correct and return to the route, identifying where they went wrong.

For merit standard, learners:

- produce a detailed route plan from given information that includes information on the symbols and other features that are present on an OS map. They describe links between the features and the 'real' environment where the route will take place. Calculations of distance and expected route leg timings are included. The information presented will have minimal inaccuracies. Learners consider possible dangers and own safety, along with environmental impacts, and plan for them
- correctly and efficiently undertake the agreed route using effective map reading and navigation skills that are likely to lead to a successful and expected outcome. Learners use problem-solving skills to overcome problems by adapting plans and thinking of alternative routes while giving consideration to safety. Learners may deviate from the route during navigation but will self-correct and return to the route.

For pass standard, learners:

- produce a simple route plan from given information that includes a few symbols and other features that are present on an OS map. Some concepts may be missed and the information presented may have some inaccuracies. Learners' plans will include some details of the route to be undertaken, including some waypoint markers and an approximation of route distance and timings, with an attempt at calculations to support this. The plans will make some links between the map features and the 'real' environment where the route will take place but these will not be comprehensive. Learners will identify potential hazards on the route
- follow and try to complete, with some deviation, the agreed route as closely as possible, using some problem-solving skills when planning and navigating the route, e.g. providing evidence of a decision made to overcome a problem, or evidence of trying alternative routes. Learners use basic map reading and navigation skills and there may be some indecision at times. Learners manage their own safety and their time to meet deadlines.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors introduce the unit by asking learners to think about experiences when they have used maps to carry out a route, e.g. travelling to college from home for the first time. Learners can then study local maps to plan a basic journey from one point to another, e.g. from college to a local shop.

Ask learners to think about the alternative routes they could plan for the same journey using a 1 : 50 000 scale or 1 : 25 000 scale OS map.

Invite a guest speaker, e.g. an expedition leader, or uniformed officer, to speak about the importance of route planning and using maps correctly. Learners prepare questions to ask the speaker about route planning and the key features of OS maps.

In groups, learners assess the route they originally planned for their journey and make recommendations for alternative routes that may be quicker or more direct.

Suggested time: about 3 hours.

Activity: Researching features of OS maps

Ask learners to study OS maps and use the internet to research and identify different symbols, lines and scales.

Learners participate in a supervised visit to a local area to compare the features of the map to the environment and the geographical sights and features present. Learners may also consider their journey to college, or the area surrounding their home, and compare the symbols on the map to the landmarks that they know. Learners then take part in a quiz on the features of OS maps.

Suggested time: about 6 hours.

Activity: Researching the use of OS maps

In small groups, learners look at important considerations when using an OS map in different environments, e.g. orienting a map to the ground, relating visual geographical features to the map, understanding the scale of the map and grid referencing systems, and calculating route distances from a map.

Learners discuss a list of 'rules' to remember to ensure the most effective use of maps when planning and undertaking a route. They must think about ensuring:

- their own and others' safety
- that the most efficient routes are planned and undertaken.

As part of a whole-group discussion, each group contributes to an overall list of 'dos' and 'don'ts' on the use of maps when planning and undertaking routes.

Suggested time: about 3 hours.

Activity: The features and uses of OS maps

These activities enable learners to consolidate their understanding of the features and uses of OS maps.

Learners take part in a whole-group discussion on the main points of the features and uses of OS maps.

Learners then produce a leaflet, poster or presentation that presents information on the features and uses of OS maps, using the outcomes of the group discussion and research they have done, while the tutor facilitates and supports the production. Learners may also communicate their information verbally through presentation or question and answer.

Suggested time: about 3 hours.

Activity: Planning a route using OS maps (route details)

Learners work on their own or in small groups using OS maps and other sources of research to produce route plan cards for routes that could be undertaken by the group.

Learners consider route details, including possible hazards, group size, composition and capabilities, date and time of planned route, route legs, grid references, distances, heights and gradients and types of terrain, timings, and escape routes in case of emergency.

Learners should practise calculating route leg distances and entering the appropriate information onto a route-planning card template. The template could be either pre-designed or created during a tutor-led activity to design a specific route card. Introduce learners to Naismith's rule for estimating journey time.

Learners compare their plans to others' and discuss possible problems.

Suggested time: about 4 hours.

Activity: Planning a route using OS maps (route considerations)

Learners work on their own or in small groups using OS maps and other sources of research to plan and produce route plan cards for routes that could be undertaken by the group.

Learners think about route considerations, including potential safety issues, gaining consent from and for those undertaking the route, carrying out risk assessments, considering any equipment they will need, and any environmental issues, e.g. access rights.

Learners practise entering the appropriate information onto the same route-planning card template as used previously.

Learners then compare their plan to others' and discuss possible problems.

Suggested time: about 4 hours.

Activity: Undertaking routes using OS maps

Give learners, under supervision, completed route-planning cards relating to appropriate routes that they can follow using OS maps. These routes do not have to involve travelling a great distance and could be carried out in any appropriate outdoor space that learners are unfamiliar with, such as the local park. Set an approximate time limit of half an hour per planned learner route.

Learners practise map reading and navigation skills, such as orienting the map to the actual physical environment around them, and hazard awareness.

Learners practise using transferable skills such as planning and problem solving while navigating a route.

Once they have completed the routes, learners work in small groups to review their own strengths and areas for improvement.

Suggested time: about 8 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are organising a charity treasure hunt event for a local nursery school and need to plan and navigate the treasure hunt route in order to place clues and treasure for the participants.

Task A

You need to plan your route from point A (the start line) to point B (the finishing line), ensuring that you consider the distance between the two points, the amount of time it will take to walk between them and the waypoints between, and the safety of the participants when undertaking the treasure hunt. You need to consider the appropriateness of the route for all participants, remembering that many will be young children. The nursery school has given you 1 : 50 000 scale and 1 : 25 000 scale OS maps of the area to help you plan and navigate the treasure hunt route. Once you have made a plan for the route, you will need to follow it, using your navigation skills to lay down the clues, rewards and get to the finishing line safely.

You will need to carry out some research into the features and use of OS maps, which could take place either in class using maps and other appropriate resources and internet searches, or by practising using a map in an outside environment. You will be expected to produce a route-planning card that includes some details of the route to be undertaken, for example the start and end points, some waypoint markers and some basic identification of potential hazards, a simple list of any equipment needed, a basic identification of route timings and an approximation of route distance and calculations to support this. The plan information should be presented in a logical and appropriate format.

Task B

The second part of the task is to undertake a test run of a route to make sure it is appropriate for the activity. You will agree a route with your tutor and you need to complete it correctly within the timeframe you have agreed.

As you follow the route, you should make notes on the route card to show how accurate your timings were, making a note of any places where you move away from the planned route, and how you navigate yourself back onto the plan.

You will need to take some photographs or list different sights while on the walk to show landmarks and the order in which you saw them.

Your tutor will also give you an observation record as evidence that you have undertaken the route.

If a retake assessment is necessary, an alternative example must be used. The following is an example of a resit assessment activity.

On another occasion, a family member has asked you to help them work out and test a route for them to attend an interview on the other side of town. As you have not visited this area of the town before, you will need to use an OS map to plan and navigate the route that you will take to get to the company. The family member has also asked you to follow a given route to another interview to see how long the route takes and if there are any notable landmarks to look out for on the way.

Unit PS11: Contributing to Your Community

Level: 1

Unit type: **Sector (Public Services)**

Guided learning hours: **40**

Unit in brief

Learners will find out about and present information on a volunteering organisation and its activities that have a positive impact on the community, before taking part in a volunteering activity.

Unit introduction

Volunteers are a key resource for the public services. Some public services, for example the Royal National Lifeboat Institution (RNLI), would not be able to operate without the skills, experience and fund-raising activities of volunteers. By working as a volunteer, you are making a contribution to your local community and are also gaining new skills. Volunteering can be enjoyable and is a good way to meet people of different ages, cultural backgrounds and nationalities who have similar interests.

In this unit, you will find out about a voluntary organisation and its activities. You will present information on this organisation and its activities that have a positive impact on the community. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Find out about a volunteering organisation and how its activities have a positive impact on the community
- B** Carry out a volunteering activity that contributes to your community.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p>A Find out about a volunteering organisation and how its activities have a positive impact on the community</p>	<ul style="list-style-type: none"> • Finding out about volunteering and the impact on the public services and wider community • Benefits for the individual who takes part in a volunteering activity • Skills needed to take part in a volunteering activity 	<ul style="list-style-type: none"> • Learners' research log on a volunteering organisation and its activities. • Learners take part in volunteering activities, evidenced with signed observation record/witness statement.
<p>B Carry out a volunteering activity that contributes to your community</p>		
<p>Key teaching areas include:</p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Identifying volunteering organisations and activities that make a positive contribution to the community • Effective volunteering skills 	<ul style="list-style-type: none"> • The impact of volunteering on the individual and community • The benefits of taking part in volunteering activities • The factors to consider when finding out and presenting information about a volunteering organisation and its activities • Skills needed to take part in a volunteering activity 	<ul style="list-style-type: none"> • Finding out information • Self-development

There are opportunities to develop functional skills in this unit:

Functional skills	
<p>English</p>	<ul style="list-style-type: none"> • Prepare for and contribute to the formal discussion of ideas and opinions. • Make different kinds of contributions to discussions. • Present information/points of view clearly and in appropriate language. • Use language, format and structure suitable for purpose and audience.

Unit content

Knowledge and sector skills

Finding out about volunteering and the impact on the public services and wider community

- Volunteering is important to the public services; some public services depend heavily on volunteers, e.g. the RNLI, Mountain Rescue, and school and college governors.
- Types of community volunteering work may include:
 - offering advice and giving support or care to disadvantaged people or support to the public
 - encouraging community cohesion, e.g. through the operation of clubs and societies such as youth clubs and music clubs
 - work experience at charities, public-funded organisations.
- Finding out about volunteering activities through volunteering organisations, websites, blogs, local community centres, local authorities, advertisements, noticeboards in public places.

Benefits for the individual who takes part in a volunteering activity

- Gaining new skills, developing existing skills, gaining an awareness of the community.
- Demonstrating commitment to a role or activity and giving something back to their community.
- Gaining experience of public service work and developing public service-related skills.

Skills needed to take part in a volunteering activity

- Commitment, discipline, self-management, time management.
- Appropriate interpersonal skills, to include teamwork, respect, help, participation.
- Specific skills or abilities needed for some types of voluntary work, e.g. driving, cooking, using a computer, being able to communicate using sign language, physical fitness.

Transferable skills

- Finding out information: carrying out comprehensive research to find out information about a volunteering organisation and the activities it organises that positively impact the community.
- Self-development: organisation, empathy, reliability, punctuality when carrying out a volunteering activity.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Find out about a volunteering organisation and how its activities have a positive impact on the community		
A.P1 Select information about a volunteering organisation from given sources, identifying activities that have a positive impact on the community.	A.M1 Select information about a volunteering organisation from given sources, outlining how its activities have a positive impact on the community.	A.D1 Search for and select information about a volunteering organisation from own and given sources, describing how its activities have a positive impact on the community.
A.P2 Produce information on a volunteering organisation and its activities.	A.M2 Produce clear information on a volunteering organisation and its activities.	A.D2 Produce detailed information on a volunteering organisation and its activities.
Learning aim B: Carry out a volunteering activity that contributes to your community		
B.P3 Carry out a volunteering activity that contributes to your community.	B.M3 Carry out a volunteering activity that contributes to your community, showing a positive and helpful attitude.	B.D3 Carry out a volunteering activity that effectively contributes to your community, showing commitment and responsibility for others.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- select and produce relevant and accurate information from own and given sources about a volunteering organisation and the activities it carries out. The information produced is relevant, informative and gives full examples of how the organisation's activities make a positive contribution to the community
- make an effective contribution to a volunteering activity, e.g. they are organised and positive. They support others and show a high level of reliability in their role. They consistently show commitment to the volunteering activity and role, taking responsibility for their own actions and demonstrating effective collaboration with others.

For merit standard, learners:

- select and produce information from given sources about a volunteering organisation that gives clear details on the activities it carries out. The information produced gives some outline examples of how the organisation's activities have an impact on the community
- make a positive contribution to the volunteering activity, e.g. they are reliable and manage their own time and actions to support the successful completion of tasks. They show a positive attitude throughout the activity and are helpful to others.

For pass standard, learners:

- select information from a choice of sources provided by tutors, and which may be limited to one source. They produce information that demonstrates a basic understanding of the volunteering organisation and identifies how some of its volunteering activities impact the community
- contribute to a volunteering activity, showing some commitment to it. They demonstrate appropriate behaviour but rely on others for direction and advice.

Essential resources

For this unit, learners will need access to a range of volunteering activities in the centre or community that will allow them to demonstrate practical skills when taking part in a volunteering activity.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Ask learners to think about when they have carried out any voluntary work.

Hold a group discussion for learners to share their examples of volunteering and discuss the benefits to them and others of volunteering.

It may be beneficial to invite a guest speaker, for example a volunteer from a public service organisation, to give learners an insight into how and why working as a volunteer is important and how this can benefit both the individual and the organisation.

In groups, learners discuss their volunteering experiences and develop a range of questions to ask the guest speaker about volunteering and its benefits.

Suggested time: about 3 hours.

Activity: The impact of volunteering activities on the community

Learners research volunteering organisations and look at the impact they have on the community. They could do this by interviewing people from different voluntary groups, or visiting a voluntary group to find out what the benefits of volunteering are for the community.

In groups, learners complete the tasks above and review the impact that different volunteering activities have.

Suggested time: about 3 hours.

Activity: Interpersonal and communication skills required for volunteering

Learners participate in team activities in order to refresh their interpersonal and communication skills, and then apply them to a volunteering activity.

In groups, learners complete different teamwork activities, for example a Blindfold activity. Split learners into pairs and give each a blindfold. One person is blindfolded and the other (the leader) has to guide the 'blind' person through an obstacle course.

Learners review the activities in the context of the volunteering activity they are going to complete, showing how skills such as listening, questioning, punctuality, participation are transferable to their volunteering activity.

Suggested time: about 5 hours.

Activity: Volunteering skills – personal skills required to take part as a volunteer

Learners think about the personal skills they need to demonstrate in order to make an effective contribution to the volunteering activity, for example commitment, organisation skills, or time management.

Learners discuss personal skills and identify the skills needed in order to be successful at their volunteering activity.

Scenarios can be used to highlight different skills, for example role play that focus on communication or problem solving. Learners guess which skills are needed and comment on how they might affect the success of the volunteering activity.

Suggested time: about 5 hours.

Activity: Factors to consider when finding out and presenting information about a volunteering organisation and its activities

In small groups, learners look at sources of information in order to find volunteering organisations. They could then discuss volunteering activities that will have an impact on the community.

A whole-group discussion could take place to identify the key visual and verbal presentation skills, and a checklist of these skills could be created.

Learners could then be given a topic of interest that is relevant to public services and create a short visual presentation about it, using notes. In pairs/small groups, learners take it in turns as presenter/audience to deliver the presentation to each other and give feedback on the presentation and skills demonstrated.

Finally, a whole-group discussion could review the activities and create an informal 'guide' to researching and presenting.

Suggested time: about 3 hours.

Activity: Research volunteering activities

Learners conduct research to find:

- different public service organisations that offer volunteering activities in the community. Learners should look at a range of organisations, e.g. police, prison service and voluntary sector
- types of volunteering activity that have a positive impact on the local community
- what types of volunteering activities are available – learners need to know that it is not possible to volunteer at all public services, therefore their research into a range of public services is very important.

In groups, learners complete the research detailed above, review their findings and discuss the different volunteering organisations and activities available.

Suggested time: about 6 hours.

Activity: Planning and preparing for a volunteering activity

Once learners have identified an appropriate volunteering activity they need to start to prepare for it. This can be done in different ways but learners could:

- make contact with someone who works at the organisation to find out more information about their volunteering activity
- be aware of health and safety practices that may apply for their volunteering activity
- research the practical elements of their volunteering activity such as what to wear, start time etc.

Learners think about the factors to consider when taking part in a volunteering activity. They consider things like the appropriate skills they will need for the activity.

In groups, learners complete the research detailed above and review their findings and discuss these with their colleagues.

Suggested time: about 6 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to select a voluntary organisation in your local community and find out what they do and how their activities make a positive contribution to the community. You should then compile your findings into a presentation or report to inform others of the work the organisation undertakes and how it benefits the community.

You should now take part in a volunteering activity that will benefit your community. This could be with the voluntary group you investigated or a different one. You should approach the activity with a positive attitude, keeping a log of your experience.

Note: Work placement in a suitable charity or voluntary organisation may be used as evidence for achieving this unit

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

Learners will investigate a different voluntary organisation and take part in an alternative volunteering activity.

Unit SP7: Playing Sport

Level: 1

Unit type: **Sector (Sport)**

Guided learning hours: **40**

Unit in brief

Learners will develop the skills and techniques needed for different sports and will review their own performance.

Unit introduction

Do you enjoy playing different sports? Do you want to get even better at playing them? This unit will give you the chance to do just that. Becoming more skilful in sport takes time and focus, and you will have lots of opportunity to participate in sport and develop your performance.

You will improve your skills and techniques and will reflect on your performance, thinking about your strengths and areas for improvement. This will help you to make plans to improve your performance.

This unit will develop your knowledge and understanding of the skills and techniques needed to be successful in sports. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Show skills and techniques in sport
- B** Review own performance when playing sport to improve skills and techniques.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Show skills and techniques in sport	<ul style="list-style-type: none"> • Skills and techniques required in selected sports • Skills for defence and attack • Components of skills • Using skills in isolated, conditioned and competitive situations • Observing and reviewing own performance • Rules and regulations in different sports 	<ul style="list-style-type: none"> • Video, witness statement or observation record to document skills and techniques being demonstrated. • Review of own performance.
B Review own performance when playing sport to improve skills and techniques		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Breaking down skills and techniques • Improving performance of skills and techniques • Analysing and reviewing performance • Identifying strengths and areas for improvement in performance 	<ul style="list-style-type: none"> • How skills and techniques are taught and learned • Sequence of developing skills and techniques • When and how performance can be improved 	<ul style="list-style-type: none"> • Reviewing own performance • Identifying own strengths and areas for improvement

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information/points of view clearly and in an appropriate form. • Identify the main points and ideas and how they are presented in a variety of texts.

Unit content

Knowledge and sector skills

Skills and techniques required in selected sports

- Definition of and differences between a sports skill and technique.
- Why and when these are needed.
- Learning, performing and improving skills and techniques.

Skills for defence and attack

- Attacking skills and roles, e.g. shooting in netball and creating space for other team mates to attack by drawing defenders out of position.
- Defending skills and roles, e.g. blocking in volleyball and closing down opponents quickly to pressure them or to win the ball.

Components of skills

- Breaking down a skill or technique, e.g. whole-part-whole technique.
- Consideration of body position, e.g. position of head, angles and placement of legs and arms, where to connect with ball/shuttlecock etc.

Using skills in isolated, conditioned and competitive situations

- Differences between performing skills alone and in small or full-sided/pressured situations.

Observing and reviewing own performance

- Using checklists or SWOT (strengths, weaknesses, opportunities, threats) analysis for self-review.
- Identifying strengths and areas for improvement.
- How to select ways to improve performance.

Rules and regulations in different sports

- Rules and laws as defined by governing bodies relating to skills and techniques, e.g. palming the ball in basketball or touching the net while blocking in volleyball.

Transferable skills

- Reviewing own performance: evaluating performance of skills.
- Identifying own strengths and areas for improvement: drawing conclusions and making suggestions as to how performance can be improved.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Show skills and techniques in sport		
A.P1 Use skills and techniques in sport.	A.M1 Correctly use skills and techniques in sport.	A.D1 Effectively use skills and techniques in sport to achieve a desired outcome.
Learning aim B: Review own performance when playing sport to improve skills and techniques		
B.P2 Identify own strengths and areas for improvement.	B.M2 Outline own strengths and areas for improvement, providing suggestions to improve performance.	B.D2 Describe own strengths and areas for improvement, providing appropriate suggestions to improve specific areas of performance.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- effectively use skills and techniques in sport, e.g. they choose to dig a volleyball that is below head height rather than volley it. The skill and technique bring about a pre-determined outcome with maximum certainty and are also executed correctly, e.g. the high serve in badminton lands in a selected hoop at the far back of the court during the majority of attempts
- describe strengths and areas for own improvement, providing details about how they affect the performance of the skill/technique. They link aspects of performance to outcome, e.g. relating weight being mostly on the back foot during the execution of the forehand low serve in badminton to contributing to power being produced during the serve
- draw clear conclusions about performance, describing what changes need to be made and why
- give appropriate suggestions to improve specific areas of performance and offer examples of drills or practices to assist in this.

For merit standard, learners:

- correctly use skills and techniques in sport that are the most appropriate and are executed correctly, bar some minor faults
- outline strengths and areas for own improvement and identify how they affect performance of the skill/technique
- give obvious suggestions as to how performance can be improved and may offer examples of drills or activities to assist in this.

For pass standard, learners:

- use skills and techniques relevant to the sport, though these may not necessarily be the most appropriate or may not be executed correctly
- identify obvious strengths and areas for own improvement but with no additional discussion or explanation of how these affect the performance of the skill/technique
- give basic observations of what they performed well, though this detail may not be applied to identifying all areas for improvement. Identified areas for improvement may not be explained.

Essential resources

For this unit, learners will need access to a sports hall or similar space. Being able to participate in a variety of sports would allow learners the opportunity to develop a wider range of skills.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners should participate in a range of familiar and unfamiliar sports, small-sided team games and individual sports and explore different skills and techniques in them.

Learners are encouraged to note key skills or techniques for each sport.

Learners build their understanding of what is needed to be considered skilful or as showing good technique in different sports, both individually and in teams, as tutors lead sports sessions.

Suggested time: about 8 hours.

Activity: Skills and techniques required in selected sports

Learners participate in sport 'circuit-training' – learning key skills and techniques before moving to the next sport/skill/technique.

They consolidate these initial learning sessions with more formal, tutor-led coaching sessions and can play and take turns observing tutors from the side-lines to develop skills and techniques.

Suggested time: about 10 hours.

Activity: Skills for defence and attack

Learners explore and develop specific roles of attack and defence in sessions led by specialist coaches, learning the key skills and responsibilities associated with these roles.

Learners teach someone from the opposite group (defender teaches an attacker and vice versa).

Suggested time: about 4 hours.

Activity: Components of skills

Learners use printed laminated cards as an aid to develop skills and facilitate learning. They can create their own laminated cards that break down skills into component parts.

They practise in pairs on discrete parts of a skill or technique and run 'masterclasses' on these aspects for others. In this way, across the whole group, they all contribute to the learning of the entire skill/technique.

Suggested time: about 4 hours.

Activity: Using skills in isolated, conditioned and competitive situations

Learners follow a 'learning circuit' i.e. practising and performing a skill/technique alone without pressure, then in a small-sided game before progressing to a full-sided or full-pressure situation.

Learners can discuss reasons for differences in performance quality.

Suggested time: about 2 hours.

Activity: Observing and reviewing own performance

Learners can watch video footage of 'experts' and then film each other and compare performances. They can also work in pairs to observe and feed back to each other.

Learners create their own 'performance checklists' for chosen skills and techniques for use with partners.

Suggested time: about 3 hours.

Activity: Rules and regulations in different sports

Learners split into groups to find out about rules and regulations in different sports and the different situations in the sport (i.e. a personal foul) that violate a rule or regulation.

The groups then get together to share findings.

Suggested time: about 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have recently joined a sports club and been placed in the second team. You have been given a first team 'try out' and in order to be considered, you have to demonstrate at least two skills or techniques from a selected sport in an isolated or conditioned practice (it is your decision which). Your tutor will assess your performance.

Your performance will also be recorded digitally and you will need to review it afterwards, identify strengths and areas for improvement and provide suggestions as to how your skills and techniques could be improved.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You should complete the above assessment activity but must demonstrate skills and selected techniques from a different sport not previously selected and used in an assessment.

Unit SP9: Assisting in a Sports Activity

Level: 1

Unit type: **Sector (Sport)**

Guided learning hours: **40**

Unit in brief

Learners will develop the leadership skills needed to assist in delivering a sports activity.

Unit introduction

Think about a good PE teacher, coach or activity leader that you know – what is it that they do that makes their activities so good? Is it their positive attitude, organisational skills or that they always make sure the activities are fun? The best sports activity leaders have skills and qualities that mean they can deliver enjoyable activities time after time. This unit will help you to start developing these skills and qualities yourself.

You will find out how to plan, prepare and assist in the delivery of a sports activity. This might be a short coaching drill in a larger training session, or a warm-up or relay race. You will work with your peers and tutor to deliver a whole session and you will play an individual role in assisting in the session, making sure that participants enjoy themselves and have fun. You will develop your motivational skills so that people enjoy taking part in your activity and your assistance in the delivery of the activity will allow you to improve your leadership, teamwork and communication skills.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Assist in the delivery of a sports activity, showing a positive attitude
- B** Review own performance after delivering a sports activity.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p>A Assist in the delivery of a sports activity, showing a positive attitude</p>	<ul style="list-style-type: none"> • Qualities of a sports activity leader • Sports activities that can be included in sessions • Needs of participants and aims of activities • Factors to consider when planning and preparing activities • Assisting in delivering an activity 	<ul style="list-style-type: none"> • Video, witness statement or observation record to document contribution to assisting in delivering a sports activity. • A reflective log that documents how learners have performed.
<p>B Review own performance after delivering a sports activity</p>		
<p>Key teaching areas include:</p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Demonstrating how to plan sports activities • Assisting in delivery of sports activities • Health and safety processes • Communicating clearly and positively to motivate participants 	<ul style="list-style-type: none"> • Types of activities and equipment • Components of a sports activity session • Qualities and skills needed to be a good activity leader • Communicating with and motivating participants 	<ul style="list-style-type: none"> • Demonstrating a positive attitude • Reviewing own performance

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information clearly and in appropriate language. • Write, speak and listen to others.
Mathematics	<ul style="list-style-type: none"> • Add, subtract, multiply and divide whole numbers using a range of strategies.

Unit content

Knowledge and sector skills

Qualities of a sports activity leader

- Personality, e.g. confidence and ability to build positive relationships.
- Motivation, e.g. taking initiative and being proactive.
- Behaviour, e.g. being professional, setting an example and being a role model.
- Communication, e.g. being able to listen, instruct and observe.

Sports activities that can be included in sessions

- Sport-based activities, e.g. dribbling drills for basketball or football.
- Game-based activities, e.g. small-sided games such as 2v2 netball in $\frac{1}{4}$ court.
- Typical sports day activities, e.g. relays.
- Cooperative games, e.g. parachute games and group obstacles courses.

Needs of participants and aims of activities

- Fun, education and learning.
- Skill development.
- Age, gender and ability appropriate.

Factors to consider when planning and preparing activities

- Location, timing of activity, health and safety and equipment.
- Age and number of participants.
- Expected outcomes for participants.
- How to structure a session or activity plan and activities that might be included, e.g. warm-up, main part fitness and cool down.

Assisting in delivering an activity

- Demonstrating a range of skills, qualities and responsibilities appropriate to assisting in delivering a sports activity.
- Communication skills, e.g. clear demonstration of skills and techniques.
- Professional conduct.
- Ensuring sports activity plan is followed.

Transferable skills

- Demonstrating a positive attitude: what to do when people don't understand, how to motivate others and develop listening skills when leading activities.
- Reviewing own performance: identifying own strengths and areas for improvement.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Assist in the delivery of a sports activity, showing a positive attitude		
A.P1 Assist in the delivery of an activity, showing a positive attitude.	A.M1 Assist in the delivery of an activity, showing a positive and flexible attitude.	A.D1 Assist in the delivery of an activity, consistently showing a positive and flexible attitude.
Learning aim B: Review own performance after delivering a sports activity		
B.P2 Identify own strengths and areas for improvement.	B.M2 Identify own strengths and areas for improvement and suggest ways to improve performance.	B.D2 Describe own strengths and areas for improvement and plan ways to improve performance.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- assist in the sports activity, showing minimal hesitation and modifying actions where necessary. Their attitudes and actions contribute to the success of the overall session and they provide positive feedback to others
- meet the aims and objectives of the overall session in their activity. They show consideration of key factors such as equipment and resources needed and available, and the participants involved, e.g. age, ability and number taking part
- draw conclusions about strengths and areas for improvement in their activity leadership and plan ways to improve performance.

For merit standard, learners:

- assist in the sports activity with some hesitation or indecision but make some modifications where necessary. Their attitudes and actions support the success of the overall session and feedback to others is largely positive
- meet most of the aims and objectives of the overall session in their activity. They show some consideration of key factors such as equipment and resources needed and available, and the participants involved
- give a summary of own strengths and areas for improvement in their activity leadership and include relevant suggestions to improve performance.

For pass standard, learners:

- assist in the sports activity, showing some effort and may need encouragement or direction from the tutor. The quality of their attitude, actions and feedback may be variable, though is largely positive
- meet some of the aims and objectives of the overall session in their activity. They show limited consideration of the key factors such as equipment and resources needed and available, and the participants involved
- list own strengths and areas for improvement.

Essential resources

For this unit, learners will need access to a sports hall or similar space. Opportunities to observe different activity leaders and discuss the qualities of a good leader in a range of situations and scenarios would be helpful for developing the skills needed.

Tutors should offer a wide variety of opportunities to assist in the delivery of sports activities. The opportunities should allow learners to demonstrate appropriate communication skills and qualities of a sports activity leader.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners play small-sided games, e.g. 2v2 netball or football. As they play, they can adapt the rules and explore how the game develops.

Learners take it in turns to observe the group taking part in a session. They should identify what factors contribute to a session's quality, such as warm-up, skill development, fun activities and cool down.

Suggested time: about 3 hours.

Activity: Qualities of a sports activity leader

Learners use digital media resources to focus discussion on the ways in which body language, facial expression, intonation etc. affect the way in which a leader is perceived by participants.

Tutors or other learners can lead small role-play sessions, exhibiting certain positive or negative qualities. Learners can identify the characteristics and comment on how they might affect the success of the session.

Suggested time: about 2 hours.

Activity: Sports activities that can be included in sessions

Learners take part in a variety of activities using different equipment and spaces. In discussion, they explore how this might affect the planning and preparation when assisting in the delivery of a session.

Learners can make up their own games and activities. They should be encouraged to be creative in their approach to helping deliver fun and enjoyable activities.

Suggested time: about 4 hours.

Activity: Needs of participants and aims of activities

Learners should take part in sessions with different aims or that meet different needs, for example for fun, fitness, learning or skill development.

They discuss in groups how different aims affect the planning, preparation and assistance of delivery.

Suggested time: about 4 hours.

Activity: Factors to consider when planning and preparing activities

Learners play games to support their thinking about how factors such as timings or the number of participants affect an activity, e.g. 2v2 football when there are five participants.

Learners can shadow more experienced learners in Level 2 or 3 groups, or even adult coaches and leaders. They can observe how they plan and prepare for activities.

Suggested time: about 8 hours.

Activity: Assisting in delivering an activity

Learners work together to create mini sessions, making their own contribution and feeding back to peers on their assisting skills. This 360-degree process can help their preparation, planning and reflection skills. Learners should be given as much opportunity as possible to assist at all stages (planning, preparing and during delivery) through a variety of activities.

Suggested time: about 8 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

Your tutor is organising a sports session and you are required to assist in the delivery of this. You must plan and deliver a short sports activity in their session, demonstrating the qualities of a sports activity leader. You can deliver a warm-up, drill, small-sided game or another sports activity that is relevant to meeting the aims and objectives of the session.

You will need to select an activity, decide its aims and show how it meets the aims and objectives of the overall session. You will need to produce a plan for the activity that includes the overall session aims and how you will meet them. When you carry out the activity, you will need to show that you can use appropriate communication skills and a positive attitude throughout.

After you have carried out your activity, you will need to produce a reflective log where you discuss your strengths and areas for improvement as a sports activity leader.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You should complete the above assessment activity and assist in a different sports activity not previously selected and used in an assessment.

Unit SP11: Getting People Active

Level: 1

Unit type: **Sector (Sport)**

Guided learning hours: **40**

Unit in brief

Learners will find out what influences people to get active and what needs have to be met if they are to stay active.

Unit introduction

A lot of people take part in physical activity – have you ever wondered what encourages you to be active? Maybe you aren't active – there's a reason for that too! How an activity is run and how you are treated by the person leading it affects whether or not you enjoy it and if you take part again. In this unit, you will think about how you can motivate others to get more active, more often.

You will learn about what gets people to be more active and what might stop them, for example you might not take part in some activities because they cost too much or because your friends won't do them with you. You will find out about what needs people have and how an activity can be planned to meet them, for example some people want to increase their self-confidence or make new friends. You will work in a team to plan how to get different people to be more active and this will involve you communicating with others.

Throughout this unit you will share ideas with others and build your ability to work as part of a team. The transferable and sector skills you develop in this unit can enable you to progress to further learning on Level 2 sport courses, coaching courses and other activity leadership opportunities. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Find out what influences people to be active and what needs they may have
- B** Demonstrate communication skills to encourage people to be active when working in a team.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p>A Find out what influences people to be active and what needs they may have</p>	<ul style="list-style-type: none"> • Social and personal benefits of being active • Knowing what influences people to be active and how to reduce barriers to being active • How to get others to be more active 	<ul style="list-style-type: none"> • Written notes and research documents. • A log that documents individual learners' contribution to team. • Plans/presentations in a suitable format.
<p>B Demonstrate communication skills to encourage people to be active when working in a team</p>		
<p>Key teaching areas include:</p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • People skills to encourage others to be more active • Promoting physical activity to different groups • Meeting needs and wants of different groups • Overcoming barriers to being active • Planning appropriate and enjoyable activities for specific groups or people 	<ul style="list-style-type: none"> • How activity choices are affected by people, our needs and external influences • Know why people participate in physical activity • What the needs and features are of different groups and people and what barriers they have to being active • How to get people more active 	<ul style="list-style-type: none"> • Communication • Teamwork

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Make relevant and extended contributions to discussions, allowing for and responding to others. • Prepare for and contribute to the formal discussion of ideas and opinions.
Mathematics	<ul style="list-style-type: none"> • Understand and use whole numbers and understand negative numbers in practical contexts.

Unit content

Knowledge and sector skills

Social and personal benefits of being active

- Types of activities, e.g. t'ai chi, football, club running, Zumba etc.
- Different benefits of being active, e.g. relaxation, staying in shape, increasing body confidence and building relationships, friendships and social and leadership skills.
- Effects of being active on young people, e.g. better performance at school, improved attainment, lower absenteeism and drop-out, and increased progression to higher education.
- Different specific groups of people who may benefit from being more active, to include the elderly and active retired, people with disabilities, teenagers, women, single parents, ethnic minority groups and the unemployed.
- Needs of people in different specific groups, e.g. feeling safe, increasing confidence and building a friendship or support network.

Knowing what influences people to be active and how to reduce barriers to being active

- People who influence the types and the levels of activity we take part in, e.g. parents, peers, tutors and role models.
- Factors that influence choice and level of activity, e.g. media content, education in public and private sectors, cost of activities and memberships, gender stereotypes, age, ability and disability.
- Practical activities and schemes that address barriers to activity for different groups, e.g. wheelchair basketball (users with disabilities), Zumba (women), Back to Netball (novice women), No Strings Badminton (social adults), StreetGames (disadvantaged young people) etc.
- National and local campaigns and who they target, what role they play and how they aim to make a difference, e.g. This Girl Can, Pass the Baton, parkrun etc.
- How these activities, schemes and campaigns work to increase activity.

How to get others to be more active

- Personal skills and qualities that influence others to be more active, e.g. motivational language, being happy and enthusiastic (rather than being qualified), understanding needs etc.
- Appropriate communication and empathy.
- Showing others that you understand their needs and wants.
- How provision of activities can be changed to get more people involved, e.g. decreased cost, more flexible times to participate etc.

Transferable skills

- Communication: expressing thoughts clearly and communicating instructions.
- Teamwork: listening to others, showing respect for different opinions, doing what is agreed and putting in effort.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Find out what influences people to be active and what needs they may have		
A.P1 Identify different ways to meet the needs of a specific group and encourage them to be active.	A.M1 Summarise different ways to meet the needs of a specific group and encourage them to be active.	A.D1 Describe different ways to meet the needs of a specific group and encourage them to be active.
Learning aim B: Demonstrate communication skills to encourage people to be active when working in a team		
B.P2 Use suitable communication skills to encourage people in a specific group to be active when working in a team.	B.M2 Use clear communication skills to encourage people in a specific group to be active when working appropriately in a team.	B.D2 Use relevant communication skills to encourage people in a specific group to be active when working effectively in a team.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- make a positive contribution to the team by directing decision making, supporting others and developing positive relationships
- show understanding of the needs and influences on the specific group
- include key details about the group (background information, and other relevant details)
- describe different ways needs can be met and suggest various ways that activity levels can be increased in the group
- collect and select appropriate information independently and from different sources
- communicate ideas, showing clear links between the needs and influences on the selected group and own ideas to increase activity levels.

For merit standard, learners:

- make a clear contribution to the team by being involved in decision making, working with others and developing relationships
- show some understanding of the needs and influences on the specific group
- include some details about the group
- include information about some ways needs can be met and suggest more than one way that activity levels can be increased in the group
- collect and select information from more than one source
- communicate ideas, showing some links between the needs and influences of the selected group and own ideas to increase activity levels.

For pass standard, learners:

- make contribution to the team though this may be limited or inconsistent and they may need prompting from others or the tutor
- recognise needs and influences on the specific group
- include limited details about the group
- include basic information about one way that needs can be met and list at least one way activity levels can be increased in the group
- use information from one or more sources
- communicate ideas, showing some awareness of the key needs and influences of the selected group in order to increase activity levels.

Essential resources

For this unit, learners would benefit from access to a sports hall or similar space so that they can experience a variety of activities that meet the needs of different groups.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Introduce the unit by giving examples of different ways to be active. Learners discuss 'typical' groups they might expect to see doing those activities and can explore why other groups may be underrepresented.

Learners discuss why they are active and what encourages them to be more or less so. They list the reasons why they take part in physical activity, comparing and contrasting with peers before creating a 'top 5 list'.

Suggested time: about 3 hours.

Activity: Social and personal benefits of being active

Learners are exposed to a variety of activities and explore their effect – finding out if participation make them feel relaxed, calm, excited or more focused.

Learners participate in activities to develop social and leadership skills, for example high ropes, trust and parachute games.

They can also carry out research at home to find out why people from different groups are active or not.

Suggested time: about 6 hours.

Activity: Knowing what people to be active and how to reduce barriers to being active

Learners conduct research at home on their family – the whole group can then create a 'big list' of influential factors that impact on activity levels and barriers to being active.

Learners look at different sports magazine covers/sports sections in newspapers and count the numbers of articles on disabled sport and minority sport, female athletes etc. They discuss the effect this might have on whether or not these groups are likely to be more or less active. They can write their own articles to encourage specific groups to be more active.

Learners explore a range of barriers and think about how and why they might affect different groups, for example which groups might be affected by expensive membership fees.

Learners take part in a variety of new, minority or non-traditional activities, such as blind football, street dance etc. and discuss why these might be important, and for whom.

Suggested time: about 18 hours.

Activity: How to get others to be more active

Learners take part in various activities and assess the communication and motivation skills of those leading.

Learners explore the effects of different types/styles of feedback while coaching or leading. They discuss, for example how 'you did that wrong' feels different to 'you could improve by...'

Suggested time: about 4 hours.

Activity: Communication and effective teamwork

Learners try out different ways to express their thoughts and communicate instructions clearly during activities.

Learners experiment with different types of behaviours to encourage teamwork, such as putting in effort, listening to ideas, developing a sense of responsibility and showing respect for different opinions and individual preferences.

Suggested time: about 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked by the local council to work as a group to create a mini campaign to get a specific group of people in the area more active. They have asked you to choose from the following list: the elderly and active retired, people with disabilities, teenagers, women, single parents, ethnic minority groups or the unemployed.

You know that these groups have different needs, barriers to participation and influences on their ability and desire to be active. In your team, you must research suitable activities for the specific group you have chosen and decide which activity is most appropriate for them in your campaign. You must also decide how you will encourage them to take part in your activity.

You will be expected to work in teams to create a plan or presentation to encourage the group you have selected and researched, to be more active. You will need to show your understanding of the different needs, barriers to participation and influences on their ability and desire to be active through your work.

You must keep a log to evidence your role(s) and involvement in your team.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You should complete the above assessment activity for a specific group not previously selected and used in an assessment.

Unit SP12: Keeping Active and Healthy

Level: 1

Unit type: **Sector (Sport)**

Guided learning hours: **40**

Unit in brief

Learners will develop the skills needed to make active and healthy lifestyle recommendations to a specific individual.

Unit introduction

Keeping active and healthy is something you probably do without thinking about it – but do you ever find yourself trying to persuade other people to do the same? Maybe someone you know smokes or drinks, or perhaps they need advice on what sort of physical activities are suitable for them and where to find the right information to get more active and healthy.

In this unit, you will learn how physical activity, diet, smoking and alcohol affect health and sports performance. You will understand how to keep healthy and how to reduce the chances of getting some life-threatening diseases. You will feel more able to advise others on how they can keep active and healthy too.

You will develop the practical skills needed to plan and present your recommendations to a specific individual. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Find out how to keep active and healthy
- B** Present a plan making recommendations for a specific individual.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Find out how to keep active and healthy	<ul style="list-style-type: none"> Guidelines for physical activity for different individuals Benefits of physical activity for different individuals Health risks of smoking and drinking alcohol Effects of alcohol and smoking on sports performance Ways to stop smoking, reduce alcohol and lead a more active lifestyle Importance of healthy eating Ways to improve eating habits 	<ul style="list-style-type: none"> A plan making recommendations for an individual to be more active and healthy.
B Present a plan making recommendations for a specific individual		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> Understanding specific needs of different individuals Recommending guidelines, benefits and ways to improve physical activity for different individuals Understanding health risks, effects on performance and recommending ways to stop smoking and reduce alcohol intake Understanding healthy eating, the importance of healthy eating and knowing ways to improve eating habits 	<ul style="list-style-type: none"> Guidelines and benefits of physical activity Smoking – guidelines, risks, effects on performance and ways to stop Alcohol – guidelines, risks, effects on performance and ways to reduce intake Healthy eating – importance to general health, sports performance and ways to improve habits 	<ul style="list-style-type: none"> Researching Planning

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> Read and understand texts in detail. Present information in a logical sequence. Use language, format and structure suitable for purpose and audience.

Unit content

Knowledge and sector skills

Guidelines for physical activity for different individuals

- To include adults, children, teenagers, older adults, pregnant women and people with disabilities.
- Who sets targets and makes recommendations on physical activity, e.g. NHS, British Heart Foundation etc.

Benefits of physical activity for different individuals

- Children and teenagers – meet friends, improve skills and confidence.
- Adults and older adults – keep active, health benefits and make friends.
- Pregnant women – help circulation and support easier pregnancy and birth.
- People with disabilities – improve confidence, keep active and healthy and make friends.

Health risks of smoking and drinking alcohol

- Smoking, to include lung cancer, lung infections, heart disease, heart attack and stroke.
- Alcohol, to include cancer, high blood pressure, depression, stroke, weight gain, stomach ulcers and liver disease.

Effects of alcohol and smoking on sports performance

- Smoking, to include compromised breathing, chemicals affecting blood circulation and poor performance.
- Alcohol, to include muscle cramps, risk of injury, poor performance, poor reaction time, dehydration and tiredness.

Ways to stop smoking, reduce alcohol and lead a more active lifestyle

- Smoking, e.g. support groups, helplines, nicotine patches and changing habits etc.
- Alcohol, e.g. small glasses, non-drinking days, low alcoholic drinks, keeping count of drinks, support groups, counselling etc.
- National and local initiatives, e.g. Change4Life, local clubs etc.

Importance of healthy eating

- Health, to include control weight, prevent disease and boost immune system.
- Sport, to include reach and maintain 'race' weight, optimal sports training and performance, energy levels and recovery.
- Essential nutrients, to include fat, carbohydrate, protein, vitamins, minerals and water.
- Function of nutrients, to include energy, growth and repair.
- The Eatwell Guide, used to ensure a balanced diet with five food groups and other common foods, to include fruit and vegetables; potato, bread, rice, pasta and other starchy carbohydrates; dairy and alternatives; beans, pulses, fish, eggs, meat and other proteins; oil and spreads.

Ways to improve eating habits

- Eating less or more food, eating less or more from different food groups, different eating times, preparation of food, drinking more fluid and planning meals.

Transferable skills

- Researching: guidelines, benefits and recommendations to improve the following factors – physical activity, smoking, alcohol intake and healthy eating for different specific individuals.
- Planning: presenting a plan that makes recommendations for an active and healthier lifestyle for a specific individual.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Find out how to keep active and healthy		
A.P1 Search for and select information about how to keep active and healthy from a given source.	A.M1 Search for and select information about how to keep active and healthy from different given sources.	A.D1 Search for and select information about how to keep active and healthy from own and given sources.
Learning aim B: Present a plan making recommendations for a specific individual		
B.P2 Produce a simple plan including suitable recommendations for a specific individual.	B.M2 Produce an appropriate plan summarising why recommendations are suitable for a specific individual.	B.D2 Produce a detailed plan describing why recommendations are suitable for a specific individual.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- show that they have searched for and selected relevant and accurate information from own sources and relevant sources provided by the tutor. Guidelines for the specific individual are accurate and in accordance with government recommendations
- include information on different types and amounts of physical activity, smoking, alcohol intake and healthy eating
- show clear understanding of the needs of the specific individual in their research, linking proposed guidelines and recommendations to identified needs
- include key details in their plan that are designed to keep the specific individual active and healthy, including types and amounts of physical activity, smoking, alcohol intake and healthy eating
- describe key recommendations and guidelines for the specific individual that are justified, e.g. pregnant women should not lie flat on their back during exercise, particularly after 16 weeks because the weight of the baby presses on the main blood vessel, bringing blood back to the heart which can make them feel faint.

For merit standard, learners:

- show that they have searched for and selected largely relevant and accurate information from relevant sources provided by the tutor. Guidelines are sufficient and reflect government recommendations
- include information on different types and amounts of physical activity, smoking, alcohol intake and healthy eating, with some areas being covered in greater detail than others
- show some understanding of the needs of the specific individual in their research, linking proposed guidelines and recommendations to identified needs in some instances
- include details in their plan to keep the specific individual active and healthy, including types and amounts of physical activity, smoking, alcohol intake and healthy eating
- include suitable and appropriate recommendations and guidelines for the specific individual, some of which are justified or described.

For pass standard, learners:

- show that they have searched for and selected largely relevant and accurate information from a relevant source provided by the tutor. Guidelines may not always be relevant and may contain errors
- include limited information on physical activity, smoking, alcohol intake and healthy eating, with some omissions, e.g. referring to different types of exercise but not amounts of exercise. They may need prompting or guidance
- show basic understanding of the needs of the specific individual in their research
- include details in their plan of how to keep the specific individual active and healthy, including physical activity, smoking, alcohol intake and healthy eating
- include obvious recommendations or guidelines for the specific individual, although understanding as to why these are appropriate may be limited or absent.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners talk about their lifestyles – what activities they do, how and what they eat, and discuss their findings.

They play ‘true/false’ with lifestyle advice/guidance facts and use them as a springboard for developing knowledge about active and healthy lifestyles.

Learners visit leisure centres and health centres to research the activities organised for different specific groups and collect information on government guidelines for physical activity, smoking, alcohol and healthy eating.

Suggested time: about 8 hours.

Activity: Guidelines for physical activity for different individuals

Learners research physical activity guidelines for different specific groups via the internet.

They download fact sheets for physical activity guidelines for different groups and compare and contrast the differences. They then compare how much physical activity they do with what guidelines suggest they should be doing.

Suggested time: about 5 hours.

Activity: Benefits of physical activity for different individuals

Learners interview people from different specific groups, as well as those involved in leading activities for these groups, to find out what the benefits of being physically active are.

Learners find suitable activities for the different individuals.

Suggested time: about 2 hours.

Activity: Health risks of smoking and drinking alcohol, effects on sports performance, and ways to stop smoking, reduce alcohol and lead a more active lifestyle

Learners discuss reasons why people start smoking and play ‘true/false’ games with smoking fact cards. Afterwards, they can do ‘research and tell’ where they find out information in small groups on the effects of smoking on sports performance, pregnancy, growth etc. and present their findings to the group.

Learners discuss their families’ views on drinking alcohol and the negative effects of drinking alcohol in general, as well as in sports performance and pregnancy contexts.

In pairs, learners work on a case study and make recommendations as to how they would encourage the specific individual in the study to stop smoking, reduce alcohol intake and lead a more active lifestyle.

Suggested time: about 10 hours.

Activity: Importance of healthy eating and ways to improve eating habits

Learners play 'true/false' games with nutrition facts and figures and discuss their favourite foods, eating habits or food myths.

Learners look at a fake food diary and make observations – this can serve as a springboard for them to make recommendations or changes.

Learners match food groups with functions/needs (for example a high-energy lunch for a growing teenager) and find varied sources of food to meet specific needs.

Learners use leaflets and internet sites to find guidelines on healthy eating and ways to change eating habits, e.g. www.nhs.uk/Change4Life.

Learners list the food and drink they have consumed in the last 24 hours and then compare to the Eatwell Guide, making recommendations for change or improvement.

Learners design a healthy eating menu for a specific individual.

Suggested time: about 9 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are working as a fitness instructor at a local gym. Your role is often to give clients advice about activity levels, eating habits and general health.

Your manager has asked you to produce some new information resources for the gym. You must firstly produce general information for all new gym members about how they can keep active and healthy. In addition, you must select an individual you have previously learned about (adults, children, teenagers, older adults, pregnant women and people with disabilities) and produce a specific 'keeping active and healthy' plan for them.

The plan should help bring about improvements in their activity levels, eating habits and general health. It should include recommendations for physical activity and a healthier lifestyle (including advice on smoking, alcohol and healthy eating).

You will need to carry out some research prior to presenting your recommendations.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You should complete the above assessment activity producing general information for all new gym members but selecting a different individual not previously selected and used in an assessment.

4 Planning your programme

How do I choose the right BTEC Introductory qualification for my learners?

BTEC Introductory qualifications come in three sizes, the Award, the Certificate and the Diploma, each with a specific purpose. You will need to assess learners carefully to ensure that they start on the right size of qualification to fit into their study programme. Some learners might start on the Award, progress onto the Certificate size and then progress to the larger Diploma. They may then progress to a BTEC Level 2 qualification. Learners who have a clear idea of the sector they would like to study, could start on the Diploma qualification. All sizes allow for learners to take complementary qualifications such as maths and English alongside their BTEC Introductory qualification.

It is not advised that learners take Award or two Certificate qualifications from different sectors. If learners want to study across two or more sectors, then you should consider offering a Pearson BTEC Level 1 Introductory Vocational Studies Award, Certificate or Diploma. The Vocational Studies qualifications give learners a flavour of a number of different vocational sectors. When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

Is there a learner entry requirement?

There are no formal entry requirements but all learners recruited should be able to access a Level 1 programme. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level.

Learners are most likely to succeed if they:

- have the personal motivation to succeed at this level and to progress to further study and, ultimately, to employment
- are willing to improve their maths and English skills.

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications, this is so that they are ready to assess learners and so that we can provide the support that it is needed.

Further information is given in *Section 7*.

What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for tutors but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for progression.

What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver the qualifications. For some units, specific resources are required.

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC Introductory units using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including some direct instruction in classrooms or vocational environments, practical work, group- and peer work, private study and e-learning.

Support

It is important that you give learners opportunities for learning that are active, engaging and directly relevant to their study. To support you in this, each unit has delivery guidance and suggestions for the summative assessment activity.

What support is available?

We will provide a generic delivery guide which will give suggestions for how to deliver the core units and the transferable skills across the suite. This will be available to download on our website.

To support you in planning your assessments you will be allocated a Standards Verifier early on in the planning stage. See *Section 7* for further details.

5 Assessment

Introduction

All units in this specification are internally assessed and externally verified.

In administering assessments, you, as the centre, need to be aware of the specific procedures and policies that apply, for example for registration, entries and results. Information with signposting to relevant documents is given in *Section 7*.

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of your assessment team need to refer to this document.

For BTEC Introductory qualifications it is important that you can meet the needs of learners by providing a programme that is practical and which will develop transferable and sector skills in a vocational context. Centres can tailor programmes to meet local needs and use links with local organisations and the wider vocational sector.

We have addressed the need to ensure that the time allocated to final assessment of internal units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners.

Principles of internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, explained in *Section 3*, and the requirements for delivering assessment.

In developing an overall plan for delivery and assessment for the programme you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit or part of the unit, has been delivered. An assignment may take a variety of forms, including practical and written types and can be split into tasks. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, tutors.

An assessment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that the learner needs to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Introductory qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, and sector- and transferable skills appropriate to the purpose of qualification.

The assessment criteria for a unit are hierarchical and holistic. For example, if a Merit criterion requires the learner to 'describe' and the related P criterion requires the learner to 'outline', then to satisfy the M criterion a learner will need to cover both 'outline' and 'describe'. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 1 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as having an Unclassified grade. See *Section 8* for further information on grading.

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) for the BTEC Introductory suite has overall responsibility for the programme across all sectors delivered in their centre. The Lead IV ensures the record keeping, assessment and internal verification meet our requirements and liaise with our Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how they should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Setting effective assignments

Setting assignments

In setting your assignments, you need to work with the guidance given in the *Essential information for tutors* section of a unit. This section gives you information on assessment decisions, with suggested scenarios for assessments. In designing your own assignment briefs you should bear in mind the following points.

- We recommend that you create a single assignment for the whole unit that incorporates skills and related content. This assignment may be broken into tasks.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or a visit to an organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of their ability.

An assignment brief should have:

- a vocational scenario or context, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally that could be set out through a series of tasks
- an audience or purpose for which the evidence is being provided.

Forms of evidence

BTEC Introductory units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information to suggest what would be suitable forms of evidence and to give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2* but some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- recordings of role play, interviews and other activity
- work logbooks, reflective journals.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care in ensuring that learners produce independent work.

Making valid assessment decisions

Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 6*.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the explanation of key terms in *Appendix 1*
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass, Merit and Distinction criteria all relate to individual learning aims.

Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, having met the initial deadline. For example, that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement or have submitted work that is not authentic.

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website (www.btec.co.uk/keydocuments).

Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can quality assure that national standards are being satisfied.

The Lead IV should have an assessment plan, produced as a spreadsheet. When producing their plan, the assessment team may wish to consider:

- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- how resubmission dates can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

6 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. Refer to our *Information Manual* (available on our website) for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires all learners to 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 for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on 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*.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. We may ask to audit your records so they must be retained as specified.

Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and Appeals about Pearson Vocational Qualifications*.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see *Centre Guidance: Dealing with Malpractice*, available on our website.

Note that the procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed. There is no external assessment in this qualification.

Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Tutor/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, on our website.

In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

7 Quality assurance and centre approval

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed 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/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the tutor guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

We produce the *Pearson Quality Assurance Handbook* on an annual basis. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Introductory qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality-assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for any BTEC Introductory programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

8 Understanding the qualification grade

This section explains the rules that we apply in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number units, the core units along with the sector units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

Awarding and reporting for the qualification

The awarding and certification of these qualifications will comply with Ofqual requirements.

Eligibility for an award

To achieve any qualification grade, learners must:

- complete and report an outcome for all units within a valid combination (NB: Unclassified (U) is a permitted unit outcome), and
- achieve the minimum number of points at a grade threshold, and
- achieve sufficient Guided Learning Hours at Pass or above, see table below.

Qualification	Required Guided Learning Hours at Pass or above
Award	110
Certificate	140
Diploma	280

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve sufficient points for a Diploma may be eligible to achieve a Certificate in the same suite provided they have completed the correct combination of units, met the appropriate qualification grade points threshold and have met the requirement for guided learning a Pass or above.

Calculation of the qualification grade

The qualification grade is an aggregation of a learner's unit level performance. The BTEC Introductory suite comprises Level 1 qualifications which are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Award	P to D
Certificate	P to D
Diploma	PP to DD

The *Calculation of Qualification Grade* table, shown further on in this section, indicates the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full information of this process.

Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	30 GLH	40 GLH
U	0	0
Pass	6	8
Merit	12	16
Distinction	18	24

Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of Qualification Grade* table for the cohort

Calculation of qualification grade

Applicable for registration from 1 September 2016.

Award		Certificate		Diploma	
110 GLH		180 GLH		360 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0
P	22	P	36	PP	72
				MP	96
M	38	M	60	MM	120
				DM	158
D	58	D	96	DD	196

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2016

Example 1: Achievement of an Award with a D grade

	GL	Grade	Unit points
Unit 2	30	Merit	12
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Totals	110	D	60

The learner has sufficient points for a D grade.

Example 2: Achievement of an Award with a P grade

	GL	Grade	Unit points
Unit 2	30	Pass	6
Unit 5	40	Pass	8
Unit 6	40	Pass	8
Totals	110	P	22

The learner has sufficient points for a Pass grade.

Example 3: Award graded Unclassified

	GL	Grade	Unit points
Unit 2	30	Merit	12
Unit 5	40	Distinction	24
Unit 6	40	U	0
Totals	110	U	36

The learner has sufficient points for a Pass grade but has not met the minimum requirement for 110 GL at Pass or above.

Example 4: Achievement of a Certificate with a D grade

	GL	Grade	Unit points
Unit 1	30	Distinction	18
Unit 2	30	Pass	6
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
Totals	180	D	96

The learner has sufficient points for a D grade.

Example 5: Achievement of a Certificate with a P grade

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 5	40	Pass	8
Unit 6	40	Pass	8
Unit 7	40	Pass	8
Totals	180	P	36

The learner has met the minimum requirement for 140 GL at Pass or above.

The learner has sufficient points for a P grade.

Example 6: A Certificate graded Unclassified

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 5	40	Distinction	16
Unit 6	40	U	0
Unit 7	40	Pass	8
Totals	180	U	42

The learner has a U in Unit 1 and 6.

The learner has sufficient points for P but has not met the minimum requirement for 140 GL at Pass or above.

Example 7: A Diploma graded Unclassified

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	Pass	8
Unit 6	40	U	0
Unit 7	40	U	0
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Distinction	24
Totals	360	U	110

The learner has not met the minimum requirement for 280 GL at Pass or above.

The learner has sufficient points for MP but has not met the minimum requirement for 280 GL at Pass or above.

Example 8: Achievement of a Diploma with a DD grade

	GL	Grade	Unit points
Unit 1	30	Merit	12
Unit 2	30	Merit	12
Unit 3	30	Distinction	18
Unit 4	30	Distinction	18
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Merit	16
Totals	360	DD	196

The learner has sufficient points for a DD grade.

Example 9: Achievement of a Diploma with a PP grade

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	U	0
Unit 6	40	Pass	8
Unit 7	40	Pass	8
Unit 8	40	Pass	8
Unit 9	40	Merit	16
Unit 10	40	Pass	8
Totals	360	PP	72

The learner has met the minimum requirement for 280 GL at Pass or above.

The learner has sufficient points for a PP grade.

9 Resources and support

Our aim is to give you support to enable you to deliver BTEC Introductory qualifications with confidence. You will find resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Delivery Guide

The free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Introductory qualifications (for example how to deliver and assess transferable and sector skills). It covers guidance on assessment and quality assurance and includes teaching tips and ideas, assessment preparation and suggestions for further resources.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- textbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

Training and support from Pearson

People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your BTEC Nationals. They include:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC Introductory qualifications. The sector-specific events, developed and delivered by specialists, are available both face to face and online.

Appendix 1 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Accurate	Perform processes and procedures without error.
Coherent	Logically consistent.
Collaborate	Work jointly with others.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Confident	Demonstrate secure application of skills or processes.
Consistent	Able to reliably repeat an action that progresses towards achieving an aim.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear account that includes all the relevant features and characteristics – ‘painting a picture with words’.
Effective	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
Explain	Work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. Learners show comprehension of origins, functions and objectives of a subject and its suitability for purpose.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Insightful	Being perceptive and discerning.

Term	Definition
Outline	Learners' work, performance or practice provides a summary or overview or a brief description.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Review	Assess formally, appraising existing information or prior events with the intention of instituting change if necessary.
Show	Learners' work, performance or practice presents evidence using knowledge, understanding and skills.
State	Learners express the condition of, or facts about something definitely or clearly.
Summarise	Learners express the most important facts or ideas about something or someone in a short and clear format.

This is a key summary of the types of evidence used for BTEC Introductory Suite of qualifications.

Type of evidence	Definition and purpose
Development log	A record kept by learners to show the process of development. Used to show method, self-management and skill development.
Observation records	An observation record is used to provide a formal record of an assessor's judgement of learner performance.
Performance	A defined and constrained opportunity to perform, to show skills in a structured context and where the focus is on the skills/process rather than the specific outcome.
Plan	A proposal that gives details for doing or achieving something.
Review	A reflective account of an activity or performance.

Pearson BTEC Level 1 Introductory Award in Vocational Studies

Pearson BTEC Level 1 Introductory Certificate in Vocational Studies

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