

Qualification specification

**NCFE Level 2 Award in Exploring Occupational
Studies for the Workplace**
QN: 601/1497/6

**NCFE Level 2 Award in Occupational Studies for
the Workplace**
QN: 601/1424/1

**NCFE Level 2 Certificate in Occupational Studies
for the Workplace**
QN: 601/1423/X

**NCFE Level 2 Diploma in Occupational Studies
for the Workplace**
QN: 601/1425/3

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Summary of changes

This section summarises the changes to this qualification specification since the last version (version 4.2 May 2022).

Version	Publication Date	Summary of amendments
v4.0	August 2019	Units added: F/601/7913 – Keep Work Areas Clean in Logistics Operations H/601/7919 – Develop Effective Working Relationships with Colleagues in Logistics Operations J/601/7914 – Moving and/or Handling Goods in Logistics Operations K/601/7923 – Receive Goods in Logistics Operations R/601/7916 – Pick Goods in Logistics Operations T/601/7911 – Keep Stock at Required Levels in Logistics Operations Y/601/7917 – Wrap and Pack Goods in Logistics Operations
v4.1	January 2020	Information regarding the <u>wellbeing and safeguarding</u> of learners added to section 1.
v4.2	May 2022	Added summaries to units 48–54. Corrected minor formatting and grammatical errors throughout the document.
v5.0	August 2022	Added new digital category with the following new unit additions: J/502/4156 – Improving productivity using IT F/502/4625 – Spreadsheet software M/502/4622 – Presentation software <u>Information regarding assessment language</u> added to section 3. <u>Further entry guidance information</u> added to section 1. <u>Information regarding support handbook</u> added to section 1.

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Occupational Studies for the Workplace qualifications.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise these qualifications using a different or shortened name you must ensure that learners are aware that their final certificate will state one of the regulated qualification titles:

- NCFE Level 2 Award in Exploring Occupational Studies for the Workplace
 - NCFE Level 2 Award in Occupational Studies for the Workplace
 - NCFE Level 2 Certificate in Occupational Studies for the Workplace
 - NCFE Level 2 Diploma in Occupational Studies for the Workplace
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Things you need to know**NCFE Level 2 Award in Exploring Occupational Studies for the Workplace**

Qualification number (QN)	601/1497/6
Aim reference	60114976
Total Qualification Time (TQT)	30
Guided learning hours (GLH)	20
Credit value	3
Level	2
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

NCFE Level 2 Award in Occupational Studies for the Workplace

Qualification number (QN)	601/1424/1
Aim reference	60114241
Total Qualification Time (TQT)	60
Guided learning hours (GLH)	42
Credit value	6
Level	2
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

Things you need to know (cont'd)**NCFE Level 2 Certificate in Occupational Studies for the Workplace**

Qualification number (QN)	601/1423/X
Aim reference	6011423X
Total Qualification Time (TQT)	130
Guided learning hours (GLH)	92
Credit value	13
Level	2
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

NCFE Level 2 Diploma in Occupational Studies for the Workplace

Qualification number (QN)	601/1425/3
Aim reference	60114253
Total Qualification Time (TQT)	370
Guided learning hours (GLH)	296
Credit value	37
Level	2
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours, which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
 - an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.
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About these qualifications

These are regulated qualifications. The regulated numbers for these qualifications are 601/1497/6, 601/1424/1, 601/1423/X, 601/1425/3.

These qualifications may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Aims and objectives of these qualifications

The qualifications are intended to be accessible to a wide range of learners of all abilities. Learners can develop a 'hands-on' approach to their learning and gain practical skills, knowledge and understanding in their chosen vocational area(s). The skills, knowledge and understanding gained may help learners prepare for work through real or simulated work situations and may contribute to preparing them for working life beyond education.

Learners are not intended or expected to be competent following successful completion of the Occupational Studies for the Workplace qualifications. Competency would be achieved through the completion of recognised Competence-Based Qualifications (CBQs) or National Vocational Qualifications (NVQs).

The NCFE Occupational Studies for the Workplace qualifications are intended to give learners a solid base from which to further develop their skills and learning.

Achieving these qualifications

These qualifications consist of **57** optional units across **12** occupational areas:

Land-based

Unit No	Unit title	Credit
Unit 01	Principles of woodlands, forestry and ecology	3 credits
Unit 02	Floristry techniques	3 credits
Unit 03	Garden horticulture skills	3 credits
Unit 04	Developing practical floristry skills	3 credits
Unit 05	Understand how to cultivate herbs	3 credits
Unit 06	Understanding how to grow fruit and vegetables	3 credits
Unit 07	Farm conservation	4 credits

Construction and engineering

Unit No	Unit title	Credit
Unit 08	Performing brickwork operations	5 credits
Unit 09	Electrical installation methods, wiring and circuit protection	7 credits

Motor vehicle

Unit No	Unit title	Credit
Unit 10	Assist in motor vehicle maintenance	5 credits
Unit 11	Safe tractor operation	4 credits
Unit 12	Knowledge of motor vehicle fault-finding	3 credits
Unit 13	Introduction to motor vehicle maintenance and repair	3 credits

Hospitality and catering

Unit No	Unit title	Credit
Unit 14	Developing cooking skills	3 credits
Unit 15	Cooking with meat, fish and vegetables	3 credits
Unit 16	Developing good practice skills for use in the kitchen	3 credits

Design, media and technology

Unit No	Unit title	Credit
Unit 17	Create a radio programme	4 credits
Unit 18	Music technology hardware and software	4 credits
Unit 19	Digital photography	5 credits
Unit 20	Awareness of employment in the creative media sector	5 credits
Unit 21	Developing a design for an interior	4 credits
Unit 22	Develop and adapt soft furnishings ideas creatively	3 credits
Unit 23	Planning a multipage website	2 credits
Unit 24	Creating a multipage website	5 credits

Office and business

Unit No	Unit title	Credit
Unit 25	Communication skills for business	3 credits
Unit 26	Understanding office procedures	3 credits
Unit 27	Carrying out office procedures	3 credits
Unit 28	Using email	3 credits
Unit 29	Word processing software	4 credits
Unit 30	Reception, billing and cashier procedures for front office staff	3 credits
Unit 31	Business organisation structures	3 credits

Retail and service enterprise

Unit No	Unit title	Credit
Unit 32	Cash up in a retail environment	2 credits
Unit 33	Keep stock on sale at required levels in a retail environment	3 credits
Unit 34	Understanding security and loss prevention in a retail business	2 credits
Unit 35	Process customer orders for goods in a retail environment	3 credits

Sport, leisure and tourism

Unit No	Unit title	Credit
Unit 36	Taking part in sport	3 credits
Unit 37	Personal physical fitness	3 credits
Unit 38	Understanding careers in leisure and tourism	3 credits
Unit 39	Understanding the leisure industry	3 credits
Unit 40	Understanding the tourism industry	3 credits
Unit 41	Understanding airline and airport operations	3 credits
Unit 42	Understanding the work of a resort representative	3 credits
Unit 43	Hotel reservations	3 credits

Hairdressing and beauty

Unit No	Unit title	Credit
Unit 44	Shampoo and condition the hair and scalp	3 credits
Unit 45	Apply skin tanning techniques	4 credits

Employability and social development

Unit No	Unit title	Credit
Unit 46	Problem solving in the workplace	2 credits
Unit 47	Working in a team	3 credits

Warehousing and storage

Unit No	Unit title	Credit
Unit 48	Keep Work Areas Clean in Logistics Operations	3 credits
Unit 49	Develop Effective Working Relationships With Colleagues in Logistics Operations	4 credits
Unit 50	Moving and/or Handling Goods in Logistics Operations	4 credits
Unit 51	Receive Goods in Logistics Operations	3 credits
Unit 52	Pick Goods in Logistics Operations	3 credits
Unit 53	Keep Stock at Required Levels in Logistics Operations	3 credits
Unit 54	Wrap and Pack Goods in Logistics Operations	3 credits

Digital

Unit No	Unit title	Credit
Unit 55	Improving productivity using IT	4 credits
Unit 56	Spreadsheet software	4 credits
Unit 57	Presentation software	4 credits

To be awarded the **NCFE Level 2 Award in Exploring Occupational Studies for the Workplace**, learners must achieve a minimum of **3** credits.

To be awarded the **NCFE Level 2 Award in Occupational Studies for the Workplace**, learners must achieve a minimum of **6** credits.

To be awarded the **NCFE Level 2 Certificate in Occupational Studies for the Workplace**, learners must achieve a minimum of **13** credits.

To be awarded the **NCFE Level 2 Diploma in Occupational Studies for the Workplace**, learners must achieve a minimum of **37** credits.

The learning outcomes and assessment criteria for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve these qualifications, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Entry guidance

These qualifications are designed for learners aged pre-16 and above.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications.

Learners registered on these qualifications should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Progression opportunities

Following the successful completion of any of the Occupational Studies in the Workplace qualifications, learners may progress to work-based learning and develop the skills, knowledge and understanding necessary to demonstrate competency through NVQs/CBQs.

Progression to further learning within the FE sector is also possible and there are many qualifications available to learners that offer them a broad choice of options.

Barred units, equivalencies and exemptions

These qualifications may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Qualification dates

Qualifications have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification. This date is shown on the qualifications page on the NCFE website.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date.

If we extend the review date, this will be shown on the qualifications page on the NCFE website and approved centres will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept learner registrations.

The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake
- meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors

All Assessors of NCFE qualifications should be appropriately qualified to make assessment decisions. Although it isn't a specific requirement of these qualifications, NCFE considers it to be good practice for Assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification isn't held, Assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the Assessor should be occupationally knowledgeable, ie hold relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the Assessor should be occupationally competent, ie able to carry out the requirements of the units they're assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

Internal Quality Assurance

All staff involved in the internal quality assurance of NCFE qualifications should be appropriately qualified to make quality assurance decisions. Although it isn't a specific requirement of these qualifications, NCFE considers it to be good practice for internal quality assurance staff to hold, or be working towards, a recognised qualification in internal quality assurance. Where a recognised qualification isn't held, Internal Quality Assurers should be able to demonstrate relevant and current experience of internal quality assurance.

In order to carry out quality assurance of assessment decisions, internal quality assurance staff should be occupationally knowledgeable, ie hold relevant knowledge across units they'll be quality assuring. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

Examples of relevant qualifications/experience

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for Assessors and Internal Quality Assurers.

The guidance in this section isn't intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment/internal quality assurance roles.

NCFE is not responsible for any complications that arise in the delivery, assessment or internal quality assurance process as a result of internal recruitment and training decisions. Decisions regarding staff recruitment and training should be made at the discretion of centres. Centres should be aware of their obligations under their Agreement with NCFE to ensure that all staff involved in the delivery, assessment and internal quality assurance of NCFE qualifications are suitably qualified/experienced.

Land-based

Examples of relevant qualifications

- Degree in Agriculture/Horticulture
- NVQ/vocational Level 3 in Animal Management/Environment, Countryside and Conservation, Equine and Floristry
- Level 3 Award in Education and Training

Examples of work experience

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- current or recent work experience as an Agricultural/Horticultural Technician or Gardener
- current or recent work experience in animal management, land and wildlife management

Construction and Engineering

Examples of relevant qualifications

- Degree in Engineering
- NVQ/vocational Level 3 in Construction and Engineering
- Level 3 Award in Education and Training

Examples of work experience

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- current or recent work experience as an engineer or experience in working in a particular engineering discipline, eg as an engineer experience of teaching specialist engineering disciplines, eg electronics, mechanical, renewable energy

Motor vehicle

Examples of relevant qualifications

- Degree in Automotive Engineering
- NVQ/vocational Level 3 in Motor Vehicle Maintenance
- Level 3 Award in Education and Training

Examples of work experience

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- current or recent work experience as a specialist motor vehicle technician or manager
- working as a team leader as a car mechanic, fast-fit operator, logistics manager, tyre exhaust fitter or in vehicle restoration

Hospitality and catering

Examples of relevant qualifications

- Degree in Hospitality and Catering
- NVQ/vocational Level 3 in Food Preparation and Cooking
- Level 3 Award in Education and Training
- Food Safety (current)

Examples of work experience

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- current or recent work experience as a Chef or Baker
- current experience of hospitality and catering qualifications
- current or recent experience work experience in the Hospitality/Catering/Food Preparation sector or a Teacher of food and beverage service

Design, media and technology

Examples of relevant qualifications

- Foundation Degree/Degree in Design Media and technology subjects
- NVQ/vocational Level 3 in Interactive Media; Animation; Web Design; Media Studies
- Level 3 Award in Education and Training

Examples of work experience

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- current or recent work experience as an Art Editor, Audio-visual Technician, Internet/Web Professional, Multimedia Designer, Special Effects Technician, Animator, Cartoonist, Computer Games Designer or Digital Illustrator.

Office and business

Examples of relevant qualifications

- Degree in Business Studies/Level 4 Certificate in Office and Business
- NVQ/vocational Level 3 in Office Administration
- Level 3 Award in Education and Training

Examples of work experience

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- current or recent work experience of general office work as a manager and a knowledge of communications and office systems

Retail and service enterprise

Examples of relevant qualifications

- Degree in Retail Management
- NVQ/vocational Level 3 in Retail and Retail Operations
- Level 3 NVQ in Customer Care
- Chartered Institute of Marketing qualification at Level 3 or above
- Institute of Sales and Marketing Management qualification at Level 3 or above
- Level 3 Award in Education and Training

Examples of work experience

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- customer management role
- current or recent work experience in the retail sector or teaching retail/retail operations

Hairdressing and beauty

Examples of relevant qualifications

- Foundation degree in Hairdressing and Salon Management
- NVQ/vocational Levels 2–4 in Hairdressing, Barbering or Beauty Therapy
- Level 3 Award in Education and Training
- Levels 2 and 3 Apprenticeship in Hairdressing

Examples of work experience

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- current or recent work experience as a stylist
- in-house salon training schemes

Employability and social development

Examples of relevant qualifications

- Degree in Human Resources
- NVQ/vocational Level 3
- Level 3 Award in Education and Training
- Level 2 Award in Employability Skills

Examples of work experience

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- current or recent work experience in Recruitment, Careers or as a Personal Advisor
- experience of leading a team
- managing a project

Warehousing and storage

Examples of relevant qualifications

- Advanced Apprenticeship in Warehousing and Storage
- Level 3 Diploma in Warehousing and Storage.

Examples of work experience

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- experience in working in warehouses
- experience in working in logistics

Digital

Examples of relevant qualifications

- Level 3 certificate in digital support
- business administrator apprenticeship

Examples of work experience

- direct employment in the occupational role to which the unit relates
- experience in working in administration

Resource requirements

Specific resource requirements will vary significantly depending upon the subject area a centre chooses to deliver. Allocation of suitable resources is left to the discretion of the centre; however, real-life situations should be replicated in as much detail as is reasonably possible.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Support for centres

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Customer Support team

Our award winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact your Customer Support Assistant on 0191 239 8000 or email customersupport@ncfe.org.uk.

Subject Maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current fees and pricing guide is available on the NCFE website.

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

The unit summary provides an overview of each unit including:

- unit title and number
- unit summary
- guided learning hours
- credit value
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing learning outcomes (the learner will) and assessment criteria (the learner can).

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about these qualifications please contact our Product Development team on 0191 239 8000.

Unit 01 Principles of woodlands, forestry and ecology (H/602/3963)

Unit summary	In this unit the learner will understand the history of changes in woodland, forestry and woodland structure and how a woodland develops. The learner will also understand the systems of tree management, types of woodland management, the main aims of community woodlands and ecosystem functions.
Guided learning hours	22
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand how woodland/forestry cover has changed from 1600 AD to the present day

The learner can:

- 1.1 Identify 4 major influences that have changed the woodland cover of England and Wales from 1600 AD to the present day

The learner will:

- 2 Understand woodland structure and how a woodland develops

The learner can:

- 2.1 Define a minimum of 2 stages related to vegetation development in a woodland
- 2.2 Describe a minimum of 4 operations commonly used in woodland management
- 2.3 Describe the horizontal structure of a woodland
- 2.4 Describe the vertical structure of a woodland
- 2.5 Identify the 4 layers of the vertical structure
- 2.6 Give 4 examples of plant species found in each of the vegetation layers

Unit 01 Principles of woodlands, forestry and ecology (H/602/3963) (cont'd)

The learner will:

- 3 Understand the principles of common silvicultural systems of tree management

The learner can:

- 3.1 Describe 2 common silvicultural methods of growing trees
 - 3.2 Outline 2 advantages and 2 disadvantages of each system
 - 3.3 Identify what is meant by the term continuous cover forestry
-

The learner will:

- 4 Understand the main types of woodland management

The learner can:

- 4.1 Give a definition for one main type of woodland found in the UK
 - 4.2 Identify the key principles of managing one of the main types of woodland
-

The learner will:

- 5 Understand the main aims and objectives of community woodlands and forests

The learner can:

- 5.1 Identify the main aims of community forests/woodlands as outlined by government and national policy
-

The learner will:

- 6 Understand how a woodland ecosystem and a simple woodland food chain or web functions

The learner can:

- 6.1 Define the terms:
 - ecosystem
 - ecotone
- 6.2 Describe a simple food chain or web

Unit 01 Principles of woodlands, forestry and ecology (H/602/3963) (cont'd)

6.3 Identify a:

- producer
- primary producer
- secondary producer
- tertiary producer
- decomposer

6.4 Identify a minimum of 4 influences on a woodland ecosystem

6.5 Identify the effects that one catastrophic event can have on an ecosystem

Unit 02 Floristry techniques (F/504/9315)

Unit summary	In this unit the learner will understand the equipment needed, plant material, conditioning and preservation techniques used in floristry. The learner will also understand basic design principles and basic construction techniques.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know about the relevant tools and equipment

The learner can:

- 1.1 Explain the use of tools in floristry
 - 1.2 Explain the use of equipment in floristry
-

The learner will:

- 2 Know about relevant plant material

The learner can:

- 2.1 Describe seasonal plant material used in floristry
 - 2.2 Explain the type of arrangement for which each plant material would be suitable
 - 2.3 Describe the risks posed by hazardous plant materials
 - 2.4 State the preventative/remedial action that should be taken for each type described
-

The learner will:

- 3 Understand conditioning techniques

The learner can:

- 3.1 Describe methods of conditioning plants
 - 3.2 Explain the benefits of the methods
-

Unit 02 Floristry techniques (F/504/9315) (cont'd)

The learner will:

- 4 Understand preservation techniques

The learner can:

- 4.1 State when plant material should be picked for preservation
 - 4.2 State why plant material should be picked for preservation
 - 4.3 Describe methods of preserving plants
-

The learner will:

- 5 Understand basic design principles

The learner can:

- 5.1 Explain how displays reflect basic design principles
-

The learner will:

- 6 Understand basic construction techniques

The learner can:

- 6.1 Explain construction/support techniques
 - 6.2 Identify the contexts in which they would be employed
-

Equivalent unit for Floristry techniques (F/504/9315)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Understanding techniques used in floristry (J/500/5414)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit F/504/9315.

Unit 03 Garden horticulture skills (H/504/9274)

Unit summary	In this unit the learner will be able to identify garden/allotment produce, know how to control weeds and be able to grow and care for plants grown from seed, using basic methods to improve plant yield.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to identify garden/allotment produce

The learner can:

- 1.1 Name flowers, plants and vegetables suitable for an allotment or domestic garden
- 1.2 Describe the flowers, plants and vegetables named
- 1.3 Describe the characteristics of flowers, plants or vegetables suitable for an allotment or domestic garden

The learner will:

- 2 Know how to control weeds

The learner can:

- 2.1 Select methods of weed control
- 2.2 Describe reasons for choice
- 2.3 Apply weed control

The learner will:

- 3 Be able to grow and care for plants grown from seed

The learner can:

- 3.1 Develop a plant maintenance plan
- 3.2 Select the treatment of any pests or diseases
- 3.3 Explain why treatment was selected
- 3.4 Implement a plant maintenance plan

Unit 03 Garden horticulture skills (H/504/9274) (cont'd)

The learner will:

- 4 Be able to use basic methods to improve plant yield

The learner can:

- 4.1 Select and add an organic nutrient
 - 4.2 Explain reasons for doing so
 - 4.3 Select tools and materials to construct a cloche or cold frame out of glass or plastic sheet
 - 4.4 Explain its purpose
 - 4.5 Select and apply a mulch of black plastic or bark chippings
 - 4.6 Explain reasons for mulching
 - 4.7 Prune a bush or tree
 - 4.8 Explain reasons for pruning
-

Equivalent unit for Garden horticulture skills (H/504/9274)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Developing skills in garden horticulture (A/504/2881)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit H/504/9274.

Unit 04 Developing practical floristry skills (A/504/9572)

Unit summary	In this unit the learner will know a range of design features, be able to make informed design decisions, plan and prepare for the construction process and be able to produce a floral arrangement.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know the range of design features for a specified project

The learner can:

- 1.1 Collate information about the range of potential design features and construction techniques to meet a specified design brief
 - 1.2 Collate information about the potential range of natural and man-made plant material available, according to season
-

The learner will:

- 2 Be able to make informed design decisions

The learner can:

- 2.1 Decide on a specific design and material(s), justifying the selected features in terms of intended purpose, effective use of mechanics, design principles, season and cost
-

The learner will:

- 3 Be able to plan and prepare for the construction process

The learner can:

- 3.1 Select and use appropriate conditioning methods in relation to the selected plant material
 - 3.2 Identify and explain the purpose of selected tools, equipment and other material to be used
-

Unit 04 Developing practical floristry skills (A/504/9572) (cont'd)

The learner will:

- 4 Be able to produce a floral arrangement

The learner can:

- 4.1 Produce a floral arrangement which meets the design brief and effectively incorporates the design elements
 - 4.2 Use tools, equipment and materials safely and appropriately
-

Unit 05 Understand how to cultivate herbs (A/505/5453)

Unit summary	In this unit the learner will understand the characteristics of herbs and their uses, factors in selecting herbs and how to cultivate a range of herbs.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know characteristics of herbs and their uses

The learner can:

- 1.1 Describe the characteristics of several different herbs
- 1.2 Describe a range of culinary and medicinal uses of herbs

The learner will:

- 2 Understand the factors to be considered in selecting herbs for a particular site

The learner can:

- 2.1 Describe the factors affecting the selection of herbs for the garden
- 2.2 Identify a range of areas suitable for herb growing, comparing their relative merits

The learner will:

- 3 Understand how to cultivate a range of herbs

The learner can:

- 3.1 Select methods of propagation for different herbs
- 3.2 Describe the process of site preparation for different herbs
- 3.3 Plan a maintenance programme for herbs, including weeding, pruning and winter protection
- 3.4 Describe the harvesting and preserving of herbs

Unit 05 Understand how to cultivate herbs (A/505/5453) (cont'd) Equivalent unit for Understand how to cultivate herbs (A/505/5453)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Understanding how to cultivate herbs (A/500/5412)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit A/505/5453.

Unit 06 Understanding how to grow fruit and vegetables (L/505/3304)

Unit summary	In this unit the learner will understand crop rotation, siting a vegetable production area and how to grow a range of vegetable seeds. The learner will also understand the key factors in growing and how to maintain tree fruit plants.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand the principles and practices of crop rotation

The learner can:

- 1.1 Describe the principles and practices of crop rotation, including reference to year-round soil management
- 1.2 Produce a plan of a 4-year crop rotation cycle for at least 2 crops

The learner will:

- 2 Understand the factors involved in siting a vegetable production area

The learner can:

- 2.1 Explain the factors to be considered in the siting and layout of a vegetable production area
- 2.2 Describe the use of alternative systems of vegetable production

The learner will:

- 3 Understand how to grow a range of vegetable seeds

The learner can:

- 3.1 Describe the process of growing vegetable seeds, including direct sowing and transplanting
- 3.2 Explain the effects of planting density on crop production
- 3.3 Describe how continuity of cropping may be achieved

Unit 06 Understanding how to grow fruit and vegetables (L/505/3304) (cont'd)

3.4 Describe the production of one of each from the following crop groups:

- vegetable crops
 - root crops
 - alliums
 - potatoes
 - legumes
-

The learner will:

4 Understand key factors for growing tree fruit plants

The learner can:

- 4.1 Explain the key factors relating to the siting of tree fruit plants for fruit production
 - 4.2 Describe the range of tree fruit plants and their cultural forms available to horticulturalists
-

The learner will:

5 Understand how to plant and maintain tree fruit plants

The learner can:

- 5.1 Describe the planting methods for 5 types of tree fruit plants
 - 5.2 Explain key aspects of the maintenance of tree fruit plants
 - 5.3 Describe 3 methods of pruning and training top fruit
-

The learner will:

6 Understand how to grow a range of soft fruit plants

The learner can:

- 6.1 Identify 4 key factors relating to the siting of soft fruit plants for fruit production
 - 6.2 Describe the growth habits of at least 3 different soft fruits
 - 6.3 Describe the planting methods for 5 types of soft fruit plants
 - 6.4 Explain 4 key aspects of the maintenance of soft fruit plants
 - 6.5 Describe 3 methods of pruning and training soft fruit
-

Unit 07 Farm conservation (T/505/5466)

Unit summary	In this unit the learner will understand the meaning and benefits of conservation. The learner will also understand the impact of farming, dirty water and animal waste on the environment and the conservation value of fruit orchards. The unit also covers the benefits and opportunities for conservation on the farm and how to access further information about farm conservation.
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Guided learning hours	40
Credit value	4
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know the meaning of conservation

The learner can:

- 1.1 Define what is meant by conservation
 - 1.2 Identify the need for conservation and why it is important
 - 1.3 Describe 2 different examples of conservation activity
 - 1.4 Explain what is meant by farm conservation
 - 1.5 Identify how farm conservation can be evidenced
-

The learner will:

- 2 Understand some of the benefits of conservation

The learner can:

- 2.1 Describe the benefits of conservation in a farm environment
 - 2.2 Explain how habitat opportunities may have conservation value
-

Unit 07 Farm conservation (T/505/5466) (cont'd)

The learner will:

- 3 Know the impact of farming upon the environment

The learner can:

- 3.1 Describe the impact of fertilisers upon the environment and how it can be minimised
 - 3.2 Describe the impact of pest control upon the environment and how it can be minimised
 - 3.3 Describe the impact of manure and effluent upon the environment and how it can be minimised
 - 3.4 Describe the impact of farm machinery upon the environment and how it can be minimised
-

The learner will:

- 4 Understand the impact of dirty water upon the environment

The learner can:

- 4.1 Define what is meant by dirty water
 - 4.2 Describe how to manage dirty water in order to protect the environment
-

The learner will:

- 5 Understand the impact of animal waste upon the environment

The learner can:

- 5.1 Describe how to manage animal waste in order to protect the environment
-

The learner will:

- 6 Understand the conservation value of fruit orchards

The learner can:

- 6.1 Describe the conservation value of fruit orchards
 - 6.2 Identify the species and habitats associated with fruit orchards
-

Unit 07 Farm conservation (T/505/5466) (cont'd)

The learner will:

- 7 Understand opportunities for conservation on the farm

The learner can:

- 7.1 Describe the features of a landscape that affect decisions regarding conservation activities
7.2 Describe the main considerations relating to the conservation of wildlife
7.3 Discuss the different elements that should be contained within a farm conservation plan
7.4 Describe some of the constraints that may impact upon any conservation activities
-

The learner will:

- 8 Understand the benefits of farm conservation

The learner can:

- 8.1 Identify the benefits of a farm conservation plan
8.2 Describe what is meant by 'set-aside'
8.3 Assess the impact of 'set-aside' for wildlife
-

The learner will:

- 9 Know how to access further information about farm conservation

The learner can:

- 9.1 Identify where to access further information and advice about farm conservation
-

Equivalent unit for Farm conservation (T/505/5466)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Farm conservation (D/502/3742)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit T/505/5466.

Unit 08 Performing brickwork operations (F/505/5468)

Unit summary	In this unit the learner will understand the equipment used to perform brickwork tasks and the associated health, safety and welfare issues. The learner will be able to apply safe working practices to the construction of brickwork.
Guided learning hours	30
Credit value	5
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know the hand tools and materials commonly used to perform brickwork tasks

The learner can:

- 1.1 Identify the hand tools used to perform brickwork tasks
 - 1.2 Select the hand tools required to perform given brickwork tasks
 - 1.3 Identify the materials used to perform brickwork tasks
 - 1.4 Select the materials required to perform given brickwork tasks
-

The learner will:

- 2 Understand the important health, safety and welfare issues associated with brickwork tasks

The learner can:

- 2.1 Identify the personal protective equipment (PPE) and safe working practices used to perform brickwork tasks
 - 2.2 Explain the selection of the PPE and safe working practices to be used in given brickwork tasks
-

Unit 08 Performing brickwork operations (F/505/5468) (cont'd)

The learner will:

- 3 Be able to apply safe working practices to the setting out and construction of brickwork to given specifications

The learner can:

- 3.1 Identify the correct bonding arrangements to be used in the construction of brickwork
 - 3.2 Set out brickwork to given dimensions with some guidance and supervision
 - 3.3 Produce brickwork to given specifications
-

Equivalent unit for Performing brickwork operations (F/505/5468)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Performing brickwork operations (F/600/0075)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit F/505/5468.

Unit 09 Electrical installation methods, wiring and circuit protection (H/505/5477)

Unit summary	In this unit the learner will understand the electrical installation methods used in lighting circuits, socket outlet circuits and the principles of circuit wiring. The learner will also understand the selection and rating of circuit protection.
Guided learning hours	50
Credit value	7
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand electrical installation methods in lighting circuits

The learner can:

- 1.1 Construct a simple 2-way lighting circuit
- 1.2 Select the correct overcurrent protection for a lighting circuit
- 1.3 Select and safely use relevant hand tools and test equipment
- 1.4 Install and terminate conductors
- 1.5 Record test results
- 1.6 Identify the need for and range of typical conductors, cables and materials used for lighting circuits
- 1.7 Define the current ratings of a range of typical conductors used in lighting circuits
- 1.8 Describe the essentials of the IEE Wiring Regulations BS 7671 in relation to lighting circuits
- 1.9 State the need for lighting circuit protection
- 1.10 State that the power rating of luminaires is measured in watts (W)
- 1.11 State the assumed current demand of a lighting outlet
- 1.12 Describe the need for protective conductors in 230 V lighting circuits
- 1.13 Describe how to carry out tests on lighting circuits

The learner will:

- 2 Understand the principles of circuit wiring

The learner can:

- 2.1 Identify correct terminations of cables and conductors
- 2.2 Fix and terminate a variety of cable types including:
 - flex
 - PVC/PVC twin
 - SWA

Unit 09 Electrical installation methods, wiring and circuit protection (H/505/5477) (cont'd)

- 2.3 State the range of typical cables and wiring systems available commercially and their applications and requirements including:
- steel and PVC conduit
 - steel and PVC trunking systems
- 2.4 Describe the need for mechanical protection
- 2.5 State the conductor current ratings for a range of typical conductors
- 2.6 Explain the purposes and variety of cable supports
- 2.7 Describe the effects of temperature on cable insulation
- 2.8 Identify the need for 'first' and 'second' fixing of wiring systems
- 2.9 Explain the effects of voltage drop
- 2.10 Identify voltage, current and power ratings
-

The learner will:

- 3 Understand the selection and rating of circuit protection

The learner can:

- 3.1 Select and correctly install circuit overcurrent protection
- 3.2 Select the correct type and rating of protection
- 3.3 Describe overcurrent protection
- 3.4 State the current ratings for various overcurrent protection devices
- 3.5 Explain the operating principles, ratings and applications of common overcurrent protective devices including:
- thermal and magnetic operation of protective devices
 - residual current devices (RCDs)
-

The learner will:

- 4 Understand electrical installation methods in socket outlet circuits

The learner can:

- 4.1 Install and wire socket outlet circuits
- 4.2 Select the correct means of protection for socket outlet circuits
- 4.3 Select and safely use relevant hand tools and test equipment
- 4.4 Install and terminate conductors
- 4.5 Record test results
- 4.6 Identify the range of typical conductors, cables and materials used for socket outlet circuits
- 4.7 Describe the essentials of the IEE Wiring Regulations BS 7671 in relation to socket outlet circuits
- 4.8 Explain standard circuit arrangements for socket outlet circuits

Unit 09 Electrical installation methods, wiring and circuit protection (H/505/5477) (cont'd)

4.9 Describe the need for protective conductors in socket outlet circuits

4.10 Describe how to carry out tests on socket outlet circuits

Equivalent unit for Electrical installation methods, wiring and circuit protection (H/505/5477)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Electrical installation methods, wiring and circuit protection (R/600/1862)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit H/505/5477.

Unit 10 Assist in motor vehicle maintenance (L/602/1592)

Unit summary	In this unit the learner will be able to perform basic motor vehicle maintenance, describe systems of types of service vehicles and assist in scheduled servicing of motor vehicles.
Guided learning hours	45
Credit value	5
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to perform basic motor vehicle maintenance

The learner can:

- 1.1 Use hand and portable tools to assemble and dismantle simple items
- 1.2 Use materials appropriate to the task
- 1.3 Use appropriate methods of assembly
- 1.4 Observe safe working practices at all times
- 1.5 Describe fire prevention and control procedures

The learner will:

- 2 Be able to describe systems of types of service vehicle

The learner can:

- 2.1 Name systems in a variety of locations and vehicle types
- 2.2 Describe the purposes and operating principles of vehicle systems
- 2.3 Identify a variety of vehicle body types
- 2.4 Describe the purposes or functions of vehicle body components
- 2.5 Explain the consequences of deficient or excessive servicing
- 2.6 Describe the nature and purpose of vehicle systems on light, heavy and passenger vehicles

Unit 10 Assist in motor vehicle maintenance (L/602/1592) (cont'd)

The learner will:

- 3 Be able to assist in scheduled servicing

The learner can:

- 3.1 Help to select the required tools, materials and equipment
 - 3.2 Assist in servicing at least one vehicle system
 - 3.3 Assist in cleaning and inspecting items
 - 3.4 Adjust, top up or change items as directed
 - 3.5 Record any action taken
 - 3.6 Record any future actions
 - 3.7 Observe safe working practices at all times
-

Unit 11 Safe tractor operation (H/503/3303)

Unit summary	In this unit the learner will understand the functions and safe operation of a tractor and be able to undertake routine maintenance and safe procedures on a tractor.
Guided learning hours	40
Credit value	4
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand the functions and safe operation of a tractor

The learner can:

- 1.1 Identify and describe the use of the appropriate personal protective equipment (PPE)
- 1.2 Identify the controls and instrumentation
- 1.3 Explain the functions of the controls and instrumentation
- 1.4 Describe routine daily and weekly checks
- 1.5 Describe daily and pre-start safety checks
- 1.6 Describe the combustion cycle of a diesel engine
- 1.7 Explain the current relevant legislation relating to the use of a tractor
- 1.8 Describe the use and function of fuel, cooling and lubrication systems
- 1.9 Explain the use and function of transmission and hydraulic systems
- 1.10 Describe the use and function of wheels, tyres and brakes
- 1.11 State how weather and ground conditions should be accounted for when operating a tractor
- 1.12 State the health and safety legislation relating to the use of a tractor

The learner will:

- 2 Be able to undertake routine maintenance and safe procedures of a tractor

The learner can:

- 2.1 Examine immediate work area for hazards and take appropriate corrective action
- 2.2 Demonstrate how to check and adjust the driver environment to personal needs
- 2.3 Show how to mount/dismount machine safely
- 2.4 Explain how weather and ground conditions should be accounted for when operating a tractor

Unit 11 Safe tractor operation (H/503/3303) (cont'd)

- 2.5 Describe the health and safety legislation and codes of practice controlling the use of tractors
 - 2.6 Demonstrate how to check and report on lubricant levels
 - 2.7 Demonstrate how to check and report on fuel levels
 - 2.8 Locate and check the air filters
 - 2.9 Demonstrate how to check and report on tyre condition and pressure
 - 2.10 Detail the effects of poor maintenance on tractor operation
-

Unit 12 Knowledge of motor vehicle fault-finding (H/505/5480)

Unit summary	In this unit the learner will know how to work safely when fault-finding at the roadside, how to identify testing, and select and analyse information. The learner will also understand how to select relevant processes and methods and how to verify, interpret, record and report results clearly and accurately.
Guided learning hours	20
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know how to work safely when fault-finding at the roadside

The learner can:

- 1.1 State the requirements of a risk assessment
 - 1.2 List the hazards that may be involved in the use of fault-finding equipment
 - 1.3 Explain how to reduce risks when using fault-finding equipment
-

The learner will:

- 2 Understand how to identify appropriate and significant testing

The learner can:

- 2.1 List the factors which may be significant to the purpose and nature of the tests
-

The learner will:

- 3 Know how to select and analyse appropriate information

The learner can:

- 3.1 Describe how to analyse the accuracy of the existing information
 - 3.2 Define the data needed to find the fault
 - 3.3 Define what data outputs are required
-

Unit 12 Knowledge of motor vehicle fault-finding (H/505/5480) (cont'd)

The learner will:

- 4 Know how to select relevant processes and methods

The learner can:

- 4.1 Define how to make preliminary investigations to identify requirements
 - 4.2 Explain how to select relevant fault-finding processes and methods
 - 4.3 Define how to schedule a plan of tests to be completed
 - 4.4 Explain how to monitor fault-finding tests
-

The learner will:

- 5 Understand how to verify, interpret and record results

The learner can:

- 5.1 Describe how to choose suitable standards of quality assurance
 - 5.2 Describe how to collect and verify results
 - 5.3 Explain how to process results obtained in the most appropriate method
-

The learner will:

- 6 Understand why the reporting of results in a clear, accurate method is important

The learner can:

- 6.1 Explain how to produce a clear and accurate report
 - 6.2 Describe how to produce a commentary and interpret results
-

Equivalent unit for Knowledge of motor vehicle fault-finding (H/505/5480)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Knowledge of motor vehicle fault-finding (J/502/6425)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit H/505/5480.

Unit 13 Introduction to motor vehicle maintenance and repair (F/505/1923)

Unit summary	In this unit the learner will understand the duties, procedures, use of equipment and health and safety procedures when working in a garage. They will be able to communicate with others when working in a garage.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know duties, procedures and requirements relevant to working in a garage

The learner can:

- 1.1 Describe how own duties contribute to the wider work of the organisation
- 1.2 Assess the importance of workplace requirements about:
 - personal presentation
 - timekeeping and attendance
 - conduct towards others
- 1.3 Describe main procedures related to own work role
- 1.4 State why these procedures are important

The learner will:

- 2 Be able to use equipment when working in a garage

The learner can:

- 2.1 Describe what common items of equipment are used for
- 2.2 Use equipment to carry out tasks
- 2.3 Describe how equipment should be stored
- 2.4 Explain why it is important that equipment is stored correctly

Unit 13 Introduction to motor vehicle maintenance and repair (F/505/1923) (cont'd)

The learner will:

- 3 Know health and safety procedures for working in a garage

The learner can:

- 3.1 Describe fire procedures
 - 3.2 Describe accident procedures
 - 3.3 Assess risks in the workplace
 - 3.4 Follow health and safety procedures to minimise risk
-

The learner will:

- 4 Be able to communicate with others when working in a garage

The learner can:

- 4.1 Describe the importance of clear communication
 - 4.2 Describe how supervisors and colleagues should be approached about different matters
 - 4.3 State why good working relationships matter
 - 4.4 Describe how to maintain good working relationships
 - 4.5 Describe possible complaints
 - 4.6 Identify ways to handle complaints
-

Unit 14 Developing cooking skills (K/504/9602)

Unit summary	In this unit the learner will understand how to plan meals and use a range of cooking equipment, ingredients and methods to produce dishes. The learner will also understand the importance of health and safety requirements in the kitchen.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know how to plan meals

The learner can:

- 1.1 Plan 3 meals for a day, taking into account basic nutritional value and cost

The learner will:

- 2 Understand a range of cooking equipment, including care and maintenance

The learner can:

- 2.1 Identify a range of tools and equipment that can be used to produce meals, including electrical appliances
- 2.2 Describe appropriate dishes that could be cooked using each piece of equipment
- 2.3 Outline care and maintenance required for kitchen equipment

The learner will:

- 3 Use a variety of ingredients, basic cookery methods and equipment to produce dishes

The learner can:

- 3.1 Cook or prepare a range of dishes using fresh and convenience ingredients taking into account availability of ingredients and cost
- 3.2 Select and use a range of tools and equipment to produce meals

Unit 14 Developing cooking skills (K/504/9602) (cont'd)

- 3.3 Use a range of cookery methods, such as boiling, frying, baking and grilling
 - 3.4 Give reasons for the methods used
 - 3.5 Review own skills, recording and assessing progress
-

The learner will:

- 4 Understand the importance of health and safety requirements in the kitchen

The learner can:

- 4.1 Identify why it is important to meet health and safety requirements in the kitchen
 - 4.2 Identify the main health and safety risks in a kitchen
 - 4.3 Carry out all tasks safely and hygienically
-

Equivalent unit for Developing cooking skills (K/504/9602)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Developing cooking skills (H/500/5484)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit K/504/9602.

Unit 15 Cooking with meat, fish and vegetables (T/505/5452)

Unit summary	In this unit the learner will be able to prepare and cook meat, fish and vegetables. The learner will understand how to prepare and present a balanced meal, prepare standard recipes and explain their nutritional values. The learner will be able to evaluate their own work and understand health and safety principles.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to prepare and cook a range of meats

The learner can:

- 1.1 Identify 4 different meats
- 1.2 Prepare appropriately and bone 2 types of meat
- 1.3 Cook appropriate types and cuts of meat in everyday recipes

The learner will:

- 2 Be able to prepare and cook a range of fish

The learner can:

- 2.1 Identify 4 different fish
- 2.2 Prepare appropriately and fillet 2 types of fish
- 2.3 Cook appropriate types and cuts of fish in everyday recipes

The learner will:

- 3 Be able to prepare and cook a range of vegetables

The learner can:

- 3.1 Identify 6 different types of vegetable
- 3.2 Prepare appropriately 6 types of vegetable
- 3.3 Select and cook appropriate vegetables in everyday recipes

Unit 15 Cooking with meat, fish and vegetables (T/505/5452) (cont'd)

The learner will:

4 Understand cooking methods appropriate to meat, fish and vegetable cookery

The learner can:

4.1 Describe and explain when to use 4 of the following:

- braising
 - casseroles
 - steaming
 - frying
 - grilling
 - oven roasting
 - boiling
 - pressure-cooking
-

The learner will:

5 Be able to prepare and present a balanced meal using meat, fish and vegetables

The learner can:

5.1 Prepare a standard recipe explaining its nutritional value

The learner will:

6 Be able to evaluate own work

The learner can:

6.1 Comment on finished products and identify ways of improving

The learner will:

7 Understand principles of health and safety

The learner can:

7.1 Apply health and safety principles in practice

Unit 15 Cooking with meat, fish and vegetables (T/505/5452) (cont'd)**Equivalent unit for Cooking with meat, fish and vegetables (T/505/5452)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Cooking with meat, fish and vegetables (L/500/5477)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit T/505/5452.

Unit 16 Developing good practice skills for use in the kitchen (R/505/3286)

Unit summary	In this unit the learner will be able to use a variety of measuring methods, apply principles of food and personal hygiene, apply correct storage methods, use kitchen equipment correctly and organise and maintain the work area, whilst demonstrating an understanding for health and safety requirements.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to use a variety of measuring methods

The learner can:

- 1.1 Use imperial, metric and alternative measurements to measure liquids and solids accurately

The learner will:

- 2 Understand the importance of health and safety requirements when working in a kitchen

The learner can:

- 2.1 Identify safety hazards and take corrective action
- 2.2 Apply safe practices during practical work in order to protect the safety of themselves and others

The learner will:

- 3 Be able to apply the principles of food and personal hygiene

The learner can:

- 3.1 Identify the key principles for preparation of raw and cooked food, prevention of cross contamination and appropriate temperature control
- 3.2 Apply the key principles of personal hygiene during the preparation of food

Unit 16 Developing good practice skills for use in the kitchen (R/505/3286) (cont'd)

The learner will:

- 4 Be able to apply correct storage methods for food

The learner can:

- 4.1 Use the fridge, freezer and dry goods store correctly, safely and hygienically
-

The learner will:

- 5 Be able to organise and maintain the work area for food preparation

The learner can:

- 5.1 Organise work area efficiently
5.2 Work in a methodical and organised manner
5.3 Prepare and use a time plan and accurately use recipes
-

The learner will:

- 6 Be able to clear away safely and efficiently

The learner can:

- 6.1 Use appropriate techniques to leave a workstation in a clean and tidy condition
-

The learner will:

- 7 Be able to use kitchen equipment correctly

The learner can:

- 7.1 Identify appropriate knives, utensils and electrical equipment for use in food preparation
7.2 Use and store kitchen equipment correctly
-

Unit 17 Create a radio programme (F/505/5454)

Unit summary	In this unit the learner will understand different radio stations, audiences and scheduling and be able to develop programme-planning skills and ideas for radio content. The learner will also be able to operate radio studio equipment and work in a production team.
Guided learning hours	30
Credit value	4
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand different radio stations, audiences and scheduling

The learner can:

- 1.1 Identify the different sectors in the radio industry
- 1.2 Describe different programming styles across the radio sector
- 1.3 Describe what is meant by 'target audience' and how it affects programming
- 1.4 Give examples of how scheduling can affect style and content of programming

The learner will:

- 2 Be able to develop ideas for radio content

The learner can:

- 2.1 Suggest idea(s) for radio programme content
- 2.2 Identify a range of different research sources
- 2.3 Describe how different types of research source might be used to develop radio content
- 2.4 Research idea(s) for radio content using different types of source
- 2.5 Plan and organise the collection of audio for radio content
- 2.6 Contribute to the development of presenter-supporting material for radio content

Unit 17 Create a radio programme (F/505/5454) (cont'd)

The learner will:

- 3 Be able to develop programme-planning skills

The learner can:

- 3.1 Describe why it is important to prepare a running order for programmes
 - 3.2 Decide on programme title and prepare a running order relating to target audience and scheduling
 - 3.3 Script supporting material for programme
-

The learner will:

- 4 Be able to operate radio studio equipment

The learner can:

- 4.1 Confirm that the studio desk is operational
 - 4.2 Adjust levels of audio sources
 - 4.3 Operate the studio desk for a programme
 - 4.4 Record the radio programme using digital audio media
 - 4.5 Practise studio discipline and follow health and safety procedures at all times
-

The learner will:

- 5 Be able to work in a production team

The learner can:

- 5.1 Identify the main roles and the general duties of a production team
 - 5.2 Work as part of a production team to compile a running order for a 30-minute radio show
-

Equivalent unit for Create a radio programme (F/505/5454)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Create a radio programme (J/601/2843)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit F/505/5454.

Unit 18 Music technology hardware and software (R/505/5457)

Unit summary	In this unit the learner will understand the commercial development of keyboard-based instruments, music technology equipment and understand industry standard brands of music technology equipment.
Guided learning hours	40
Credit value	4
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand the commercial development of keyboard-based instruments

The learner can:

- 1.1 Describe the development of keyboard-based instruments
- 1.2 Research the development of commercial keyboard instruments
- 1.3 List mass-produced keyboard-based instruments
- 1.4 Explain factors in the development of keyboard-based instruments

The learner will:

- 2 Understand the development of music technology equipment

The learner can:

- 2.1 Describe commercial factors influencing the development of music technology equipment
- 2.2 Research the design and functions of music technology equipment
- 2.3 Describe changes in music technology equipment functionality
- 2.4 Produce a timeline of music technology development relating to MIDI production equipment
- 2.5 List emerging technologies in music technology equipment

Unit 18 Music technology hardware and software (R/505/5457) (cont'd)

The learner will:

- 3 Understand industry standard brands of music technology equipment

The learner can:

- 3.1 List industry-standard brands of MIDI technology production equipment
 - 3.2 Research the uses of industry-standard brands of music technology equipment
 - 3.3 Describe the uses of MIDI technology production equipment
 - 3.4 List industry-standard brands of recording-studio-related technology equipment
-

Equivalent unit for Music technology hardware and software (R/505/5457)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Music technology hardware and software (M/601/3064)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit R/505/5457.

Unit 19 Digital photography (L/505/5456)

Unit summary	In this unit the learner will be able to investigate photographic equipment and techniques. The learner will also be able to plan, take and review photographs using a digital camera.
Guided learning hours	40
Credit value	5
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to investigate photographic equipment and techniques

The learner can:

- 1.1 Investigate the capabilities and limitations of different types of digital camera
 - 1.2 Describe good image composition and a range of the rules of photography
 - 1.3 Explore the techniques, exposure controls and lighting for particular subjects such as sports, portraits, landscapes, night
-

The learner will:

- 2 Be able to plan to take photographs

The learner can:

- 2.1 Identify client requirements based on their brief for a range of different styles of photographic assignment
 - 2.2 Produce a work plan for the photographic assignment, to include:
 - workflow
 - timescales
 - resources
 - 2.3 Plan the original photographs to be taken, including the location, composition and equipment for a range of assignments
 - 2.4 Identify camera settings and appropriate image file formats for photographic capture
 - 2.5 Identify any legal issues for all photographs to be taken
-

Unit 19 Digital photography (L/505/5456) (cont'd)

The learner will:

- 3 Be able to take photographs using a digital camera

The learner can:

- 3.1 Use identified photographic equipment and settings to take photographs to meet client requirements
 - 3.2 Check the photographs for image quality and suitability
 - 3.3 Transfer the photographs to a storage medium and save in planned formats
 - 3.4 Select the images for the final portfolios from the range of photographs taken
 - 3.5 Identify and rename the chosen images for each portfolio
 - 3.6 Create an asset list to include:
 - file names
 - descriptions
 - properties of photographic image files
-

The learner will:

- 4 Understand how to review the photographs taken

The learner can:

- 4.1 Critically review the chosen photographs with the client and record feedback
 - 4.2 Describe the quality of the chosen photographs
 - 4.3 Explain the fitness for purpose of the chosen photographs
 - 4.4 Identify parameters and constraints that influenced decisions made
 - 4.5 Produce accurate written records of relevant information about assets obtained such as:
 - source ownership
 - any restrictions on use
 - where they are located, filenames given
-

Equivalent unit for Digital photography (L/505/5456)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Digital photography (D/600/9303)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit L/505/5456.

Unit 20 Awareness of employment in the creative media sector (R/504/5186)

Unit summary	In this unit the learner will understand employment status, the creative media employment marketplace, and be able to promote themselves within the creative media sector.
Guided learning hours	40
Credit value	5
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know about employment status in the creative media sector

The learner can:

- 1.1 Identify the main types of employment status within the creative media sector
- 1.2 Outline the main implications of each employment status, in relation to job security, flexibility and working patterns

The learner will:

- 2 Understand the creative media employment marketplace

The learner can:

- 2.1 Identify a range of prospective employers and the profiles and products of these employers
- 2.2 Outline how to choose an employer in terms of own personal interests, knowledge, skills and job requirements

The learner will:

- 3 Be able to promote self

The learner can:

- 3.1 Create and present a high-standard CV, with examples of own work, relevant to a specific job application
- 3.2 Identify strengths and weaknesses in relation to own work and a specific job application

Unit 20 Awareness of employment in the creative media sector (R/504/5186) (cont'd)**Equivalent unit for Awareness of employment in the creative media sector (R/504/5186)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Awareness of employment in the creative media sector (L/600/8504)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit R/504/5186.

Unit 21 Developing a design for an interior (M/505/5465)

Unit summary	In this unit the learner will understand a design brief and be able to develop and present initial and finished ideas. The learner will also be able to produce a specification and review the design process.
Guided learning hours	40
Credit value	4
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand a design brief

The learner can:

- 1.1 Identify the essential requirements and constraints presented within a design brief
- 1.2 Identify any special requirements presented within the design brief

The learner will:

- 2 Be able to develop and present initial ideas

The learner can:

- 2.1 Undertake initial research to identify potential ideas, themes, media and materials
- 2.2 Present initial design ideas using appropriate media to convey initial design ideas to potential customers
- 2.3 Obtain and utilise feedback from potential customers to amend ideas

The learner will:

- 3 Be able to present finished ideas

The learner can:

- 3.1 Present final design ideas, using appropriate media, to potential customers

Unit 21 Developing a design for an interior (M/505/5465) (cont'd)

The learner will:

- 4 Be able to produce a specification

The learner can:

- 4.1 Produce a written specification to detail the requirements of the design
- 4.2 Produce drawings using appropriate drawing techniques and conventions to include information on:
- sizes
 - materials
 - scale
 - finishes
 - client details as appropriate
- 4.3 Produce a cutting list of materials needed
-

The learner will:

- 5 Be able to review the design process

The learner can:

- 5.1 Review the design process in terms of its effectiveness in meeting the design brief
- 5.2 Identify ways in which to improve the process
-

Equivalent unit for Developing a design for an interior (M/505/5465)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Developing a design for an interior (H/600/3101)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit M/505/5465.

Unit 22 Develop and adapt soft furnishing ideas creatively (D/505/5476)

Unit summary	In this unit the learner will be able to develop and adapt soft furnishings ideas creatively.
Guided learning hours	20
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to develop and adapt soft furnishing ideas creatively

The learner can:

- 1.1 Use ideas from a range of different sources to explore possible ways forward
- 1.2 Collate, record and present findings about sources to understand the context in which they were Made.
- 1.3 Use feedback and evaluation of own work to develop chosen soft furnishing ideas creatively
- 1.4 Try out and adapt soft furnishing ideas in response to circumstances and individual ways of working
- 1.5 Maintain a safe working environment

Equivalent unit for Develop and adapt soft furnishing ideas creatively (D/505/5476)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Develop and adapt soft furnishings ideas creatively (J/600/3673)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit D/505/5476.

Unit 23 Planning a multipage website (K/505/5478)

Unit summary	In this unit the learner will be able to investigate the purpose and features of websites and be able to plan a website to a specific brief.
Guided learning hours	20
Credit value	2
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to investigate the purpose and features of websites

The learner can:

- 1.1 Research a range of websites within the public domain, listing their purpose
- 1.2 Describe the technologies used to access web pages
- 1.3 Explore the component features used in websites and their purpose

The learner will:

- 2 Be able to plan a website to a specific brief

The learner can:

- 2.1 Identify client requirements based on their brief, to include the target audience
- 2.2 Create a work plan to produce an original website to include:
 - assets
 - resources
 - timescales
- 2.3 Create a site map
- 2.4 Create a detailed page layout plan
- 2.5 List copyright implications of any assets to be sourced

Unit 23 Planning a multipage website (K/505/5478) (cont'd) Equivalent unit for Planning a multipage website (K/505/5478)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Creating a multipage website (A/600/7719)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit K/505/5478.

Unit 24 Creating a multipage website (Y/505/5475)

Unit summary	In this unit the learner will be able to create, save and test a planned website. The learner will understand how to review the website against the original brief.
Guided learning hours	40
Credit value	5
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to create, save and test the planned website

The learner can:

- 1.1 Create a suitable folder structure
- 1.2 Create a master page as a template for the planned website
- 1.3 Source assets for use in the website
- 1.4 Create the planned web page structure with navigation links
- 1.5 Insert content in the planned web pages
- 1.6 Organise and save the web page and asset files using appropriate naming conventions
- 1.7 Develop and use a test plan to fully test the website
- 1.8 Correct any identified faults and apply improvements based on the test plan

The learner will:

- 2 Understand how to review the website against the original brief

The learner can:

- 2.1 Critically review the finished product and obtain client feedback
- 2.2 Describe the quality of the finished product
- 2.3 Explain the fitness for purpose of the finished product
- 2.4 Identify parameters and constraints that influenced decisions made
- 2.5 Produce accurate written records of relevant information about assets obtained such as:
 - source ownership
 - any restrictions on use
 - where they are located, filenames given

Unit 24 Creating a multipage website (Y/505/5475) (cont'd) Equivalent unit for Creating a multipage website (Y/505/5475)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Creating a multipage website (A/600/7719)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit Y/505/5475.

Unit 25 Communication skills for business (M/504/9357)

Unit summary	In this unit the learner will be able to write a formal letter, communicate effectively on the telephone and take part in a meeting.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to write a formal letter

The learner can:

- 1.1 Write a formal letter using standard layout
 - 1.2 Use standard business terminology
 - 1.3 Use appropriate language to convey the required information
-

The learner will:

- 2 Be able to communicate effectively on the telephone

The learner can:

- 2.1 Open the telephone conversation correctly
 - 2.2 Conduct the telephone conversation appropriately
-

The learner will:

- 3 Be able to take part in a meeting

The learner can:

- 3.1 Prepare notes for a proposed contribution on a point of a given agenda
 - 3.2 Make an appropriate contribution to a meeting
 - 3.3 Take account of the views of other participants in the meeting
-

**Unit 25 Communication skills for business (M/504/9357) (cont'd) Equivalent unit for
Communication skills for business (M/504/9357)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Developing communication skills for business (T/500/4792)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit M/504/9357.

Unit 26 Understanding office procedures (D/505/5459)

Unit summary	In this unit the learner will know how to handle mail and how to find and store routine documents in paper-based and computer systems.
Guided learning hours	30
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know how to handle mail

The learner can:

- 1.1 Explain the types of mail that can be dealt with
- 1.2 Detail how and why delivery is prioritised for each type of mail
- 1.3 State why it is important to record incoming and outgoing mail
- 1.4 Give examples of the problems arising from unrecorded mail
- 1.5 Identify ways in which mail could be badly prepared and describe the problems that could occur with each
- 1.6 List factors that might make an item suspicious and the steps to be taken
- 1.7 State how damaged items should be dealt with and why
- 1.8 Explain why the franking of mail should be programmed into the working day and how this is done
- 1.9 List recycling activities related to mail and estimate the amount that could be saved during a week

The learner will:

- 2 Know how to find and store routine documents in paper-based systems

The learner can:

- 2.1 State the types of document that can be stored in a paper-based filing system
- 2.2 Research types of filing equipment and compare the use of 3 of these
- 2.3 Explain the use of different filing classification systems and state when each is appropriate
- 2.4 List types of index system used in an office and state when each would be used

Unit 26 Understanding office procedures (D/505/5459) (cont'd)

- 2.5 Identify problems associated with insecure filing
 - 2.6 List ways of keeping files safe and state why this is important
 - 2.7 Outline the procedure if a file is missing
 - 2.8 List reasons for updating a file and explain how to do this
 - 2.9 List potential health and safety issues in relation to filing, storing and retrieving data
-

The learner will:

- 3 Know how to find and store routine documents in computer systems

The learner can:

- 3.1 State the types of document that may be stored in a computer system
 - 3.2 Outline how documents may be stored on a computer
 - 3.3 Outline how to save and name a file
 - 3.4 State how to retrieve a file which has been stored on a computer system
 - 3.5 Describe how to password protect a file
 - 3.6 State why data protection is important to an organisation
-

Equivalent unit for Understanding office procedures (D/505/5459)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Office procedures – mailing, recording and filing (R/503/3264)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit D/505/5459.

Unit 27 Carrying out office procedures (Y/505/5458)

Unit summary	In this unit the learner will be able to handle mail and find and store routine documents in paper-based and computer systems.
Guided learning hours	30
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to handle mail

The learner can:

- 1.1 Record incoming and outgoing mail
 - 1.2 Distribute incoming mail
 - 1.3 Prepare letters for dispatch
 - 1.4 Pack items for dispatch
 - 1.5 Use a franking machine
-

The learner will:

- 2 Be able to find and store routine documents in paper-based systems

The learner can:

- 2.1 Choose filing classification systems for different types of document and index these
 - 2.2 File the documents into the different types of filing system
 - 2.3 Show how to keep files safe
 - 2.4 Demonstrate how to find files from different filing systems
 - 2.5 Demonstrate how to update a file
-

The learner will:

- 3 Be able to find and store routine documents in computer systems

The learner can:

- 3.1 Find and open existing files
 - 3.2 Create new files
 - 3.3 Find specified information in different types of file
 - 3.4 Proofread and correct existing files, demonstrating the precautions to be taken when altering files
 - 3.5 Save and name the files, adding passwords
-

Unit 27 Carrying out office procedures (Y/505/5458) (cont'd) Equivalent unit for Carrying out office procedures (Y/505/5458)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Office procedures – mailing, recording and filing (R/503/3264)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit Y/505/5458.

Unit 28 Using email (D/505/3310)

Unit summary	In this unit the learner will be able to use email software to compose, send and manage incoming email effectively.
Guided learning hours	20
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to use email software tools and techniques to compose and send messages

The learner can:

- 1.1 Select and use software tools to compose and format email messages, including attachments
 - 1.2 Determine the message size and how it can be reduced
 - 1.3 Send email messages to individuals and groups
 - 1.4 Describe how to stay safe and respect others when using email
 - 1.5 Use an address book to organise contact information
-

The learner will:

- 2 Be able to manage incoming email effectively

The learner can:

- 2.1 Follow guidelines and procedures for using email
 - 2.2 Read and respond to email messages appropriately
 - 2.3 Use email software tools and techniques to automate responses
 - 2.4 Describe how to archive email messages, including attachments
 - 2.5 Organise, store and archive email messages effectively
 - 2.6 Respond appropriately to email problems
-

Unit 29 Word processing software (M/505/3313)

Unit summary	In this unit the learner will be able to use word processing software to create, edit, format and present word processing documents.
Guided learning hours	30
Credit value	4
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to enter and combine text and other information accurately within word processing documents

The learner can:

- 1.1 Identify what types of information are needed in documents
 - 1.2 Use appropriate techniques to enter text and other information accurately and efficiently
 - 1.3 Select and use appropriate templates for different purposes
 - 1.4 Identify when and how to combine and merge information from other software or other documents
 - 1.5 Select and use a range of editing tools to amend document content
 - 1.6 Combine information within a document from a range of sources
 - 1.7 Store and retrieve document and template files effectively, in line with local guidelines and conventions
-

The learner will:

- 2 Be able to create and modify layout and structures for word processing documents

The learner can:

- 2.1 Identify the document requirements for structure and style
 - 2.2 Identify what templates and styles are available and when to use them
 - 2.3 Create and modify columns, tables and forms to organise information
 - 2.4 Select and apply styles to text
-

Unit 29 Word processing software (M/505/3313) (cont'd)

The learner will:

- 3 Be able to use word processing software tools to format and present documents effectively to meet requirements

The learner can:

- 3.1 Identify how the document should be formatted to aid meaning
 - 3.2 Select and use appropriate techniques to format characters and paragraphs
 - 3.3 Select and use appropriate page and section layouts to present and print documents
 - 3.4 Describe quality problems that can occur in documents
 - 3.5 Check that documents meet needs, using IT tools and making corrections as necessary
 - 3.6 Respond appropriately to quality problems with documents so that outcomes meet needs
-

Unit 30 Reception, billing and cashier procedures for front office staff (Y/504/9448)

Unit summary	In this unit the learner will understand the role and function of front office, types of guest and how to deal with a guest on arrival. The learner will also understand how to allocate rooms, deal with 'overbooking', compile a guest's account and procedures for secure cash handling.
Guided learning hours	24
Credit value	3
Level	1
Mandatory/optional	Optional

The learner will:

- 1 Understand the important role and function of front office within an organisation

The learner can:

- 1.1 Describe the role of the front office within an organisation
- 1.2 Explain front office's importance in upholding:
 - security
 - the legal responsibilities of an organisation

The learner will:

- 2 Know the different types of guest that come into an organisation and their requirements

The learner can:

- 2.1 Describe the guest types that use the hospitality services provided by an organisation
 - 2.2 Describe the needs of each of these groups
-

Unit 30 Reception, billing and cashier procedures for front office staff (Y/504/9448) (cont'd)

The learner will:

- 3 Know how to deal with a guest on their arrival

The learner can:

- 3.1 Describe how to greet a guest upon their arrival
3.2 Describe techniques to use when selling a room to a prospective guest
3.3 Describe the importance of guest registration
3.4 Explain why there is a need to keep records of guest history
-

The learner will:

- 4 Understand how to allocate rooms and how to deal with 'overbooking'

The learner can:

- 4.1 Explain the differences between manual and computerised systems of allocating rooms
4.2 Explain 'overbooking'
4.3 Explain why it is widely used within the hospitality industry
-

The learner will:

- 5 Know how to compile a guest's account

The learner can:

- 5.1 List items that appear in a guest's bill
5.2 Describe how a guest's bill is compiled using:
 - a computerised system
 - a manual system
-

Unit 30 Reception, billing and cashier procedures for front office staff (Y/504/9448) (cont'd)

The learner will:

- 6 Understand procedures for secure cash handling

The learner can:

- 6.1 Describe the main systems and procedures used to ensure secure cash handling in the front office
-

Equivalent unit for Reception, billing and cashier procedures for front office staff (Y/504/9448)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Understanding reception, billing and cashier procedures for front office staff (Y/500/5482)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit Y/504/9448.

Unit 31 Business organisation structures (A/504/7823)

Unit summary	In this unit the learner will understand business structure and how an organisation's objectives can influence its structure. The learner will also understand the division of work and organisational charts in organisations.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand business structure

The learner can:

- 1.1 Explain the design of bureaucratic, flat and matrix structures
- 1.2 Give examples of organisations using each structure, giving possible reasons for their choice of structure

The learner will:

- 2 Understand how an organisation's objectives influence its structure

The learner can:

- 2.1 Summarise how an organisation's main objectives influence its structure

The learner will:

- 3 Understand the division of work in organisations

The learner can:

- 3.1 Describe the ways in which work is broken down into divisions in different organisations
- 3.2 Explain the advantages and disadvantages of taking a centralised or de-centralised approach to the division of work

Unit 31 Business organisation structures (A/504/7823) (cont'd)

The learner will:

- 4 Understand organisational charts illustrating functions and departments of an organisation

The learner can:

- 4.1 Interpret an organisational chart for a specific organisation, analysing its approach to departmentalisation
 - 4.2 Describe how an organisational chart can be used to identify strengths and weaknesses in an organisation structure
-

Unit 32 Cash up in a retail environment (A/505/2309)

Unit summary	In this unit the learner will be able to cash up accurately in a retail environment.
Guided learning hours	16
Credit value	2
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to cash up accurately in a retail environment

The learner can:

- 1.1 Cash up in line with the organisation's schedule for cashing up and organisational procedures for cashing up
- 1.2 Follow organisational procedures for maintaining security when cashing up, including the security of:
 - self
 - cash
 - cash equivalents
- 1.3 Use cashing up equipment to reconcile takings in line with organisational and/or manufacturer's instructions
- 1.4 Explain how to recognise till overages and shortages
- 1.5 Deal with till overages and shortages:
 - in line with organisational procedures
 - within the limits of own authority
- 1.6 Report till overages and shortages to the designated person when these are not within own authority to resolve

Unit 33 Keep stock on sale at required levels in a retail environment (J/505/2345)

Unit summary	In this unit the learner will understand the relationship between stock levels and demand for stock and quality of stock on sale. The learner will also be able to check the levels of stock and replenish levels of stock on sale in a retail environment.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand the relationship between stock levels and demand for stock

The learner can:

- 1.1 Explain the importance of having enough stock in the store to meet demand
 - 1.2 Describe the factors that can affect demand for stock
-

The learner will:

- 2 Understand the relationship between stock levels and the quality of stock on sale

The learner can:

- 2.1 Explain how stock rotation reduces the risk that stock will become unsaleable
 - 2.2 Describe the signs that stock is no longer saleable
-

Unit 33 Keep stock on sale at required levels in a retail environment (J/505/2345) (cont'd)

The learner will:

- 3 Be able to check the level of stock on sale in a retail environment

The learner can:

- 3.1 Calculate when to check stock levels, taking into account:
 - expected demand for stock
 - the time needed to order replacement stock
 - 3.2 Use the organisation's stock control system to assess:
 - current stock levels
 - the stock levels needed
 - any shortfalls in stock
 - 3.3 Describe the procedures for informing colleagues that stock needs replacing
-

The learner will:

- 4 Be able to replenish stock on sale in a retail environment

The learner can:

- 4.1 Order stock as needed to maintain required levels
 - 4.2 Prepare stock for sale within the time allowed
 - 4.3 Arrange for stock to be moved to the sales floor as needed
 - 4.4 Rotate stock:
 - in accordance with organisational procedures
 - with the least possible disturbance to other people
 - 4.5 Dispose of packaging waste in accordance with organisational procedures
 - 4.6 Update the stock control system in line with organisational procedures to reflect:
 - stock movements
 - any disposal of unsaleable stock
 - 4.7 Calculate expected changes in demand and the corresponding changes that need to be made to stock levels
-

Unit 34 Understanding security and loss prevention in a retail business (K/505/5464)

Unit summary	In this unit the learner will understand the range of security risks faced by a retail business and how security incidents should be dealt with. The learner will also understand the effect that crime may have on a retail business, and the actions that can be taken to prevent crime.
Guided learning hours	15
Credit value	2
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know the range of security risks faced by a retail business

The learner can:

- 1.1 Describe the types of criminal activity which commonly occur in retail businesses
 - 1.2 Identify the types of merchandise at greatest risk of theft and the reason for this
-

The learner will:

- 2 Understand the effect that crime has on a retail business and its staff

The learner can:

- 2.1 Describe how crime can affect the profits of a retail business
 - 2.2 Describe how crime can affect people working in retail
-

Unit 34 Understanding security and loss prevention in a retail business (K/505/5464) (cont'd)

The learner will:

- 3 Know what actions can be taken to prevent crime in a retail business

The learner can:

- 3.1 Outline actions and precautions typically taken to secure:
- stock
 - premises
 - cash
 - people
 - information
- 3.2 Outline actions and precautions that can be taken to reduce staff theft and the resulting loss of stock
-

The learner will:

- 4 Know how security incidents should be dealt with

The learner can:

- 4.1 Describe what action should be undertaken in the event of an observed or suspected theft
- 4.2 Describe the steps employees should take to safeguard their own personal security
- 4.3 State when security incidents should be referred to senior staff
-

Equivalent unit for Understanding security and loss prevention in a retail business (K/505/5464)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Understanding security and loss prevention in a retail business (K/502/5817)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit K/505/5464.

Unit 35 Process customer orders for goods in a retail environment (M/505/2341)

Unit summary	In this unit the learner will understand the importance of customer care and how to use customer information to process orders. The learner will be able to find out what customers want, checking the availability of goods and processing orders for customers.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand the importance of customer service in relation to processing customers' orders

The learner can:

- 1.1 Explain the importance of giving customers clear, accurate and complete information about the terms of supply
- 1.2 Explain the importance of keeping customers informed of the progress of their orders

The learner will:

- 2 Understand the correct use of customer information in relation to processing customers' orders

The learner can:

- 2.1 Describe the information that must be obtained from customers when they place orders
- 2.2 Explain why information is needed from customers when they place orders, including any information that is required by law
- 2.3 Outline the legal and organisational requirements relating to customer confidentiality
- 2.4 Explain the consequences of not keeping customer information confidential

Unit 35 Process customer orders for goods in a retail environment (M/505/2341) (cont'd)

The learner will:

- 3 Be able to find out what customers want to order

The learner can:

- 3.1 Ask questions to clarify customers' requirements
 - 3.2 Use product information to help customers who are unsure which exact products will best meet their requirements
-

The learner will:

- 4 Be able to check the availability of the goods customers want to order

The learner can:

- 4.1 Describe the available sources of supply
 - 4.2 Check the availability of goods and the terms and conditions of supply
 - 4.3 Offer alternative options to customers if the required goods are not currently in stock
-

The learner will:

- 5 Be able to process orders for customers

The learner can:

- 5.1 Check customer identity and credit status in accordance with legal and organisational procedures
 - 5.2 Prepare accurate and complete orders using the organisation's required format
 - 5.3 Communicate orders to those responsible for fulfilling them in line with organisational procedures
 - 5.4 Maintain the requisite level of confidentiality when storing, using and sharing customer information
-

Unit 36 Taking part in sport (Y/505/1331)

Unit summary	In this unit the learner will understand a sporting activity, the importance of physical preparation and be able to improve performance in a sporting activity.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand a sporting activity

The learner can:

- 1.1 Explain the benefits of sport
 - 1.2 Explain their choice of sporting activity
 - 1.3 Discuss the specific benefits of chosen sport
 - 1.4 Discuss rules for chosen sport
 - 1.5 Explain consequences of not adhering to health and safety for chosen sport
-

The learner will:

- 2 Understand the importance of physical preparation

The learner can:

- 2.1 Explain the basic physiological reasons for warming up before the sporting activity
 - 2.2 Produce a plan for a warm-up session
 - 2.3 Implement planned warm-up activities
-

The learner will:

- 3 Be able to improve performance in a sporting activity

The learner can:

- 3.1 Participate actively in a sporting activity over a period of time
 - 3.2 Demonstrate understanding of rules by leading a sporting activity
-

Unit 36 Taking part in sport (Y/505/1331) (cont'd)

The learner will:

- 4 Be able to improve own performance in a sporting activity

The learner can:

- 4.1 Identify personal strengths
 - 4.2 Identify personal weaknesses
 - 4.3 Set goals for improving progress
 - 4.4 Record progress towards improving performance
-

Equivalent unit for Taking part in sport (Y/505/1331)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Taking part in sport for personal improvement (Y/500/5594)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit Y/505/1331.

Unit 37 Personal physical fitness (H/505/1333)

Unit summary	In this unit the learner will understand how to assess their own physical fitness levels and be able to follow strategies for improvement.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand how to assess their own physical fitness levels

The learner can:

- 1.1 Produce own individual fitness profile
- 1.2 Review own physical fitness in relation to specific physical and sporting activities

The learner will:

- 2 Be able to follow strategies to improve own fitness

The learner can:

- 2.1 Design a personal training programme
- 2.2 Follow the programme
- 2.3 Keep a diary of effectiveness of exercises undertaken to improve fitness levels
- 2.4 Review the effectiveness of different forms of exercise

Equivalent unit for Personal physical fitness (H/505/1333)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Understanding personal physical fitness (T/500/5599)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit H/505/1333.

Unit 38 Understanding careers in leisure and tourism (J/505/3303)

Unit summary	In this unit the learner will understand the structure of occupations and the main employers within the industry. The learner will also understand trends, developments and issues in leisure and recreation in the UK and factors that affect people's choice of leisure and recreation opportunities.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know the structure of occupations within the leisure and tourism industry

The learner can:

- 1.1 Describe at least 3 jobs commonly available in the industry
- 1.2 Describe the qualifications and experience needed for 3 of the most common jobs in the industry
- 1.3 Describe the difference between casual, temporary and permanent employment and what each of these entail for the worker

The learner will:

- 2 Know the main employers in the industry

The learner can:

- 2.1 Identify 3 major employers in the industry
- 2.2 Describe the main business of the 3 major employers

The learner will:

- 3 Understand trends, developments and issues in leisure and recreation in the UK

The learner can:

- 3.1 Explain current trends and developments within the sector
- 3.2 Explain current key issues within the sector

Unit 38 Understanding careers in leisure and tourism (J/505/3303) (cont'd)

The learner will:

- 4 Understand the factors affecting people's choice of leisure and recreation opportunities

The learner can:

- 4.1 Explain the factors affecting people's choice:
- within the UK
 - travelling outside the UK
- 4.2 Identify 4 of the most popular choices made by UK residents:
- within the UK
 - travelling outside the UK
-

Unit 39 Understanding the leisure industry (K/504/9597)

Unit summary	In this unit the learner will know how to define the leisure industry, understand the diverse needs of leisure users and be aware of the range of facilities offered by leisure providers. The learner will also understand the importance of leisure to the local and national economy.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know how to define the leisure industry

The learner can:

- 1.1 Explain what is meant by the term 'leisure' and how this relates to the leisure industry
- 1.2 Explain the difference between active and passive leisure pursuits

The learner will:

- 2 Understand the diverse needs of leisure users from different social groups

The learner can:

- 2.1 Describe the diverse leisure needs of different groups in society
- 2.2 Explain how diverse needs are catered for by the leisure industry

The learner will:

- 3 Be aware of the range of facilities offered by leisure providers.

The learner can:

- 3.1 Identify types of providers within different sectors of the leisure industry
- 3.2 Describe the leisure provision offered within different sectors of the leisure industry

Unit 39 Understanding the leisure industry (K/504/9597) (cont'd)

The learner will:

- 4 Understand the importance of leisure to the local and national economy

The learner can:

- 4.1 Explain the impact leisure can have on a local economy
 - 4.2 Explain the impact leisure can have on the national economy
-

Unit 40 Understanding the tourism industry (H/505/3308)

Unit summary	In this unit the learner will understand the term 'tourism', the diverse needs of different social groups and the impact and importance of tourism developments to the economy. The learner will also understand the range of leisure opportunities within the tourism industry.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand what is meant by the term 'tourism'

The learner can:

- 1.1 Explain the term 'tourism'
- 1.2 Give 4 examples of 'leisure tourism' and 4 examples of 'business tourism'
- 1.3 Explain the difference between package and customised holidays

The learner will:

- 2 Understand the diverse needs of different social groups in relation to the leisure opportunities offered by the tourism industry

The learner can:

- 2.1 Describe the needs of a variety of different groups in society to include groups defined by:
 - age
 - gender
- 2.2 Describe the diverse needs of one particular group

Unit 40 Understanding the tourism industry (H/505/3308) (cont'd)

The learner will:

- 3 Understand the impact and importance of tourism development to the local, national and global economy

The learner can:

- 3.1 Describe how the economy and environment in a local area have been affected by the impact of tourism development
 - 3.2 Explain how the impact of tourism development has affected the national and global economy
 - 3.3 Explain with examples how tourism can affect the cultural identity of a popular tourist destination
-

The learner will:

- 4 Know the range of leisure opportunities offered by organisations within the tourism industry

The learner can:

- 4.1 Give examples of organisations operating within 3 different areas of the industry
 - 4.2 Explain the differences between the opportunities the organisations provide
-

Unit 41 Understanding airline and airport operations (K/504/8028)

Unit summary	In this unit the learner will understand the employment opportunities, customer check-in procedures, security and role and function of customs and immigration services at an airport.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know about employment opportunities within an airport

The learner can:

- 1.1 Describe the main jobs within a large airport
- 1.2 Describe the main personal qualities and qualifications needed for selected contrasting jobs

The learner will:

- 2 Understand the customer check-in procedure at a large airport

The learner can:

- 2.1 Describe the main stages in the standard check-in procedure with reference to the staff involved at each stage
- 2.2 Explain why particular groups of passengers may be exempt from all or part of this procedure

The learner will:

- 3 Understand the role and function of customs and immigration services at an airport

The learner can:

- 3.1 Describe the key functions of the customs and excise service at an airport
- 3.2 Describe the key functions of the immigration service at an airport
- 3.3 Explain why these services are important

Unit 41 Understanding airline and airport operations (K/504/8028) (cont'd)

The learner will:

- 4 Understand why security is important within an airport

The learner can:

- 4.1 Explain the main ways in which security is maintained at a large airport
 - 4.2 Explain, with examples, the consequences of inadequate security arrangements
-

Unit 42 Understanding the work of a resort representative (F/505/5471)

Unit summary	In this unit the learner will understand regulatory frameworks relevant to the travel industry, the scale of operations of tour operators and the role of the resort representative.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand regulatory frameworks relevant to the travel industry

The learner can:

- 1.1 Explain the importance of adhering to legal requirements of countries where operations take place
- 1.2 Describe the role and function of ABTA, IATA and ATOL

The learner will:

- 2 Understand the scale of operations of tour operators

The learner can:

- 2.1 For a specific tour operator, describe:
 - the leisure opportunities it offers to customers
 - the national or global spread of its operation
 - its comparative size in the national or global market

The learner will:

- 3 Understand the role of a resort representative

The learner can:

- 3.1 Describe the key responsibilities of the resort representative in:
 - customer service
 - providing information to customers
 - making bookings for customers
 - reporting on quality-related issues
 - resolution of customers' problems

Unit 42 Understanding the work of a resort representative (F/505/5471) (cont'd)

3.2 Describe the potential consequences of not meeting these responsibilities

Equivalent unit for Understanding the work of a resort representative (F/505/5471)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Understanding the work of a resort representative (Y/503/8109)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit F/505/5471.

Unit 43 Hotel reservations (L/504/9446)

Unit summary	In this unit the learner will understand about reservation systems, pricing methods for accommodation, monitoring systems used in reservations and the implications of contract law to hotel reservation transactions.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know about reservation systems currently in operation in the hospitality industry

The learner can:

- 1.1 Explain manual and automated reservation systems currently in use in the hospitality industry
- 1.2 Describe the relevance of each respective system for different contexts

The learner will:

- 2 Know about pricing methods that can be applied to accommodation

The learner can:

- 2.1 Explain the key differences in the main accommodation pricing methods used in the hospitality business
- 2.2 Identify key legal aspects involved in pricing accommodation

The learner will:

- 3 Know about the monitoring systems used in reservations

The learner can:

- 3.1 Describe systems that can be used in reservations to monitor:
 - sales
 - customer service standards

Unit 43 Hotel reservations (L/504/9446) (cont'd)

The learner will:

- 4 Know the main implications of contract law as applied to hotel reservation transactions

The learner can:

- 4.1 Explain the key aspects of relevant legislation in relation to reservation contracts
-

Equivalent unit for Hotel reservations (L/504/9446)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Understanding how to use hotel reservation systems (Y/500/5479)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit L/504/9446.

Unit 44 Shampoo and condition the hair and scalp (R/505/1859)

Unit summary	In this unit the learner will be able to prepare for and shampoo and condition the hair and scalp.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to prepare to shampoo and condition the hair and scalp

The learner can:

- 1.1 Prepare for shampoo and conditioning services
- 1.2 Identify the condition of the hair and scalp using suitable consultation techniques
- 1.3 Describe hair and scalp conditions and their causes
- 1.4 Describe the salon's requirements for client preparation, preparing themselves and the work area
- 1.5 Describe the different consultation techniques used
- 1.6 Describe different ranges of shampooing and conditioning products and equipment
- 1.7 Explain the importance of following manufacturers' instructions

The learner will:

- 2 Be able to shampoo and condition the hair and scalp

The learner can:

- 2.1 Communicate and behave in a professional manner
- 2.2 Select and use products, tools and equipment suitable for the client's hair and scalp condition
- 2.3 Use and adapt massage techniques to meet the needs of the client
- 2.4 Adapt the water temperature and flow to suit the needs of the client's hair, scalp and comfort, leaving hair clean and free of products
- 2.5 Disentangle hair without causing damage to hair or scalp
- 2.6 Follow safe and hygienic working practices
- 2.7 Provide suitable aftercare advice
- 2.8 Describe when and how to use products and equipment to treat different hair and scalp conditions
- 2.9 Explain how the pH value of shampoo and conditioning products used affects the hair structure
- 2.10 Describe the possible consequences of using incorrect shampooing and conditioning products

Unit 44 Shampoo and condition the hair and scalp (R/505/1859) (cont'd)

- 2.11 Describe the effects of massage techniques when shampooing and conditioning different lengths and densities of hair
 - 2.12 Describe how shampoo and water act together to cleanse the hair
 - 2.13 Describe how water temperature affects the hair structure
 - 2.14 Explain the importance of thoroughly rinsing hair to remove shampoos and conditioning products
 - 2.15 Explain the direction in which the hair cuticle lies and its importance when disentangling wet hair
 - 2.16 Outline safe and hygienic working practices
 - 2.17 Describe the aftercare advice that should be provided
 - 2.18 State how to communicate and behave within a salon environment
-

Unit 45 Apply skin tanning techniques (M/505/5479)

Unit summary	In this unit the learner will understand how to prepare and provide self-tanning techniques.
Guided learning hours	30
Credit value	4
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to prepare for self-tanning techniques

The learner can:

- 1.1 Prepare themselves, the client and work area for a self-tanning treatment
- 1.2 Use suitable consultation techniques to identify treatment objectives
- 1.3 Advise the client on how to prepare for the treatment
- 1.4 Identify influencing factors
- 1.5 Provide clear recommendations to the client based on factors
- 1.6 Describe salon's requirement for client preparation, preparing themselves and the work area
- 1.7 Identify different consultation techniques used to identify treatment objectives
- 1.8 Describe the factors that need to be considered when selecting techniques, products and equipment
- 1.9 Describe the environmental conditions suitable for self-tanning treatment
- 1.10 Describe the safety considerations that must be taken into account when providing self-tanning treatment
- 1.11 Identify the range of equipment used for self-tanning treatments
- 1.12 Identify products used and their key ingredients
- 1.13 Compare the benefits and effects of self-tanning treatments with UV tanning treatments
- 1.14 Describe the importance of regular disinfecting and sterilising of equipment between self-tanning sessions
- 1.15 Describe the effect self-tanning products have on the skin and the reasons the effect has limited duration
- 1.16 Describe contraindications that prevent or restrict self-tanning treatment

Unit 45 Apply skin tanning techniques (M/505/5479) (cont'd)

The learner will:

- 2 Be able to provide self-tanning techniques

The learner can:

- 2.1 Communicate and behave in a professional manner
 - 2.2 Position themselves and the client correctly throughout the treatment
 - 2.3 Select and use products and equipment taking into account identified factors
 - 2.4 Follow safe and hygienic working practices
 - 2.5 Identify contra-actions and take appropriate action during treatment
 - 2.6 Provide suitable aftercare advice
 - 2.7 Complete the treatment to the satisfaction of the client
 - 2.8 Assess the results of the treatment with the client
 - 2.9 Describe how to communicate and behave in a professional manner
 - 2.10 State the importance of positioning themselves and the client correctly throughout the treatment
 - 2.11 Describe safe and hygienic working practices
 - 2.12 Describe contra-actions which might occur during and following the treatment and how to respond
 - 2.13 Describe the aftercare advice that should be provided
 - 2.14 State the importance of completing the treatment to the satisfaction of the client
 - 2.15 State the methods of evaluating the effectiveness of the treatment
 - 2.16 Describe the structure and function of the skin
-

Equivalent unit for Apply skin tanning techniques (M/505/5479)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Apply skin tanning techniques (H/601/3563)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit M/505/5479.

Unit 46 Problem solving in the workplace (F/505/4675)

Unit summary	In this unit the learner will be able to identify problems, identify methods for solving problems and know how to select a problem-solving method in the workplace.
Guided learning hours	16
Credit value	2
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to identify problems that occur in the workplace

The learner can:

- 1.1 Define 3 common problems in the workplace
- 1.2 Describe why the 3 types of problem may arise

The learner will:

- 2 Be able to identify methods for solving problems in the workplace

The learner can:

- 2.1 Define 3 different problem-solving methods which may be used in the workplace
- 2.2 Describe factors which may influence the choice of problem-solving method
- 2.3 Assess sources of information or support available for the methods described

The learner will:

- 3 Know how to select a problem-solving method

The learner can:

- 3.1 Produce 2 action plans showing different potential solutions to a specified problem
- 3.2 Describe which of the 2 action plans they would choose to implement and why
- 3.3 Assess the advantages and disadvantages of the preferred solution

Unit 47 Working in a team (D/505/1508)

Unit summary	In this unit the learner will understand the advantages and disadvantages of team tasks and the behaviours needed for effective teamwork. The learner will also be able to recognise team skills, experience and agree roles and responsibilities for a given task. The learner will be able to work effectively as a team member and reflect on team performance.
Guided learning hours	24
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand the advantages and disadvantages of having a team complete a task

The learner can:

- 1.1 Assess the benefits and drawbacks of having a team complete a task
-

The learner will:

- 2 Understand the behaviours needed for effective teamwork

The learner can:

- 2.1 Explain the behaviours that contribute to effective team performance
 - 2.2 Explain likely consequences of team members not adhering to these behaviours
 - 2.3 Outline ways in which teams can encourage effective behaviours
-

Unit 47 Working in a team (D/505/1508) (cont'd)

The learner will:

- 3 Be able to recognise the strengths, skills and experiences of team members

The learner can:

- 3.1 Assess own strengths, skills and experiences, as relevant to a task being undertaken by a team
 - 3.2 Assess relevant strengths, skills and experiences of other team members
-

The learner will:

- 4 Be able to agree roles and responsibilities within the team in relation to a given task

The learner can:

- 4.1 Negotiate with other team members the roles and responsibilities of each member of the team
 - 4.2 Describe how each role contributes to the team's objectives and the completion of the team task
-

The learner will:

- 5 Be able to work positively as a member of a team

The learner can:

- 5.1 Contribute relevant ideas and identify relevant suggestions from others
 - 5.2 Contribute to a team plan to solve a problem
 - 5.3 Share skills and knowledge with others
 - 5.4 Offer help, support or advice to team members when appropriate
 - 5.5 Respond positively to advice and constructive criticism
 - 5.6 Follow an agreed plan to complete a task on time
-

Unit 47 Working in a team (D/505/1508) (cont'd)

The learner will:

- 6 Be able to reflect on the performance of a team

The learner can:

- 6.1 Explain how own performance contributed to the overall performance of the team
 - 6.2 Describe ways in which the team as a whole performed effectively
 - 6.3 Outline areas in which the team could improve its performance
-

Unit 48 Keep work areas clean in logistics operations (F/601/7913)

Unit summary	In this unit the learner will understand the requirements related to the cleaning of work areas in logistics operations and be able to carry out cleaning and post-cleaning procedures in logistics operations.
Guided learning hours	10
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know the requirements relating to the cleaning of work areas in logistics operations

The learner can:

- 1.1 Explain the relevant organisational policies and procedures for cleaning work areas in logistics operations that relate to:
 - health, safety and security
 - environmental factors
 - legal requirements
 - operating requirements
 - personal protective equipment
 - personal health and hygiene standards
 - replenishment
 - waste disposal
- 1.2 Describe different procedures to maintain cleanliness in different work areas
- 1.3 Explain the importance of keeping the workplace clean and tidy for health and safety purposes
- 1.4 Identify problems that can occur when maintaining the cleanliness of work areas
- 1.5 Explain appropriate action when dealing with the identified problems

The learner will:

- 2 Be able to carry out correct cleaning procedures in logistics operations

The learner can:

- 2.1 Use personal protective equipment correctly
- 2.2 Clean the work area thoroughly using the correct cleaning materials
- 2.3 Protect people in the work area from cleaning hazards during the cleaning process
- 2.4 Use the correct signage during the cleaning process
- 2.5 Follow operational procedures to ensure that other people are not inconvenienced during the cleaning process

Unit 48 Keep work areas clean in logistics operations (F/601/7913) (cont'd)

The learner will:

- 3 Be able to follow post-cleaning procedures in logistics operations

The learner can:

- 3.1 Dispose of any waste in accordance with organisational procedures
 - 3.2 Ensure any unused cleaning materials are stored correctly according to manufacturers' instructions
 - 3.3 Replenish used materials
-

Unit 49 Develop effective working relationships with colleagues in logistics operations (H/601/7919)

Unit summary	In this unit the learner will understand and be able to develop effective working relationships with colleagues in logistics operations.
Credit value	4
Guided learning hours	15
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know how to develop effective working relationships with colleagues in logistics operations

The learner can:

- 1.1 Explain the relevant organisational policies and procedures for developing effective working relationships in logistics operations that relate to:
 - health, safety and security
 - quality standards
 - confidentiality
 - equality and diversity
- 1.2 Describe own roles and responsibilities and those of colleagues
- 1.3 Explain the importance of good communication methods
- 1.4 Explain the importance of feedback to improve work performance
- 1.5 Explain how to identify learning needs and the opportunities for learning that are available
- 1.6 Explain how to deal constructively with misunderstandings and difficulties that can arise in working relationships

The learner will:

- 2 Be able to develop effective working relationships with colleagues in logistics operations

The learner can:

- 2.1 Communicate with colleagues effectively
- 2.2 Confirm tasks, priorities and responsibilities clearly and accurately with colleagues
- 2.3 Respond to requests from colleagues that fall within your responsibility
- 2.4 Report any circumstances that prevent the achievement of quality standards
- 2.5 Obtain information and assistance from colleagues
- 2.6 Seek relevant feedback on work achievements and performance from relevant people
- 2.7 Determine own learning needs based on feedback and observation of own performance
- 2.8 Agree a learning plan that outlines realistic development opportunities and timescales

Unit 50 Moving and/or handling goods in logistics operations (J/601/7914)

Unit summary	In this unit the learner will understand and be able to move and/or handle goods in logistics operations.
Credit value	4
Guided learning hours	15
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know how to move and/or handle goods in logistics operations

The learner can:

- 1.1 Explain the relevant organisational policies and procedures for moving and/or handling goods in logistics operations that relate to:
 - health safety and security
 - environmental factors
 - special requirements
 - legal requirements
 - operating requirements
 - personal protective equipment
- 1.2 Identify any specific hazards in relation to moving and/or handling the goods
- 1.3 Describe methods for moving and/or handling the goods safely
- 1.4 Explain circumstances when assistance is required to move and/or handle the goods and how this assistance is applied
- 1.5 Identify problems that can occur when moving and/or handling the goods
- 1.6 Explain appropriate action when dealing with identified problems

The learner will:

- 2 Be able to move and/or handle the goods in logistics operations

The learner can:

- 2.1 Identify the goods to be moved and/or handled
- 2.2 Use suitable handling methods to move the goods safely and correctly
- 2.3 Position and set down the goods in the required location
- 2.4 Place the goods so that they can be easily identified and accessed

Unit 51 Receive goods in logistics operations (K/601/7923)

Unit summary	In this unit the learner will understand and be able to receive goods in logistics operations.
Credit value	3
Guided learning hours	15
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know how to receive goods in logistics operations

The learner can

- 1.1 Explain the relevant organisational policies and procedures on the goods being received in logistics operations that relate to:
 - health, safety and security
 - environmental factors
 - special requirements
 - operational requirements
 - stock control
- 1.2 Describe the different sources and types of information required for receiving the goods
- 1.3 Describe the equipment and facilities required in the area receiving goods
- 1.4 Explain the correct handling methods for different types of goods
- 1.5 Explain the correct procedures for unloading vehicles
- 1.6 Identify problems that can occur when receiving goods
- 1.7 Explain appropriate action when dealing with identified problems

The learner will:

- 2 Be able to receive goods in logistics operations

The learner can:

- 2.1 Check the goods received match the specifications provided in the information
- 2.2 Check that any equipment to be used has been prepared correctly in accordance with manufacturers' instructions, work requirements, operational and organisational procedures and practices
- 2.3 Check that the area to be used for receiving the goods is clean and free from obstructions and hazards
- 2.4 Demonstrate the correct method for handling, moving and setting down the goods
- 2.5 Use the correct handling equipment for lifting, moving and setting down the goods in accordance with organisational procedures and practices
- 2.6 Check the goods have been unloaded safely in accordance with storage requirements
- 2.7 Complete all required documentation accurately

Unit 52 Pick goods in logistics operations (R/601/7916)

Unit summary	In this unit the learner will understand and be able to pick goods in logistics operations. The learner will also be able to prepare the goods for assembling orders in logistics operations.
Credit value	3
Guided learning hours	15
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know how to pick goods in logistics operations

The learner can:

- 1.1 Explain the relevant organisational policies and procedures picking goods in logistics operations that relate to:
 - health, safety and security requirements
 - environmental factors
 - special requirements
 - personal protective equipment
 - picking methods
- 1.2 Identify any specific hazards in relation to moving and handling the goods
- 1.3 Describe the types of equipment that can be used to pick the goods
- 1.4 Describe the correct handling methods for the goods
- 1.5 Describe the roles and responsibilities of colleagues in relation to picking goods
- 1.6 Identify problems that can occur when picking and handling the goods
- 1.7 Explain appropriate action when dealing with identified problems

The learner will:

- 2 Be able to pick the goods in logistics operations

The learner can:

- 2.1 Locate the goods to be picked
- 2.2 Apply correct picking methods/equipment for the type of goods and size of order
- 2.3 Use the correct handling methods and/or picking equipment to pick the goods

Unit 52 Pick goods in logistics operations (R/601/7916) (cont'd)

The learner will:

- 3 Be able to prepare the goods for assembling orders in logistics operations

The learner can:

- 3.1 Place the goods into the appropriate location, receptacle or onto pallets
 - 3.2 Position the picked goods ready for assembling orders
 - 3.3 Use the correct handling methods and/or equipment to place the goods correctly for Assembling orders
-

Unit 53 Keep stock at required levels in logistics operations (T/601/7911)

Unit summary	In this unit the learner will know how to and be able to maintain required stock levels in logistics operations.
Credit value	3
Guided learning hours	12
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know how to maintain required stock levels in logistics operations

The learner can:

- 1.1 Explain the relevant organisational policies and procedures, in relation to keeping stock at required levels in logistics operations, that relate to:
 - health, safety and security
 - legal requirements
 - operating requirements
 - rotation methods
- 1.2 Describe when to replenish stock
- 1.3 Describe how the regular or routine checks on stock levels are carried out
- 1.4 Explain the process for dealing with any damaged, faulty or out-of-date items
- 1.5 Describe the correct handling methods and/or equipment to move stock
- 1.6 Describe correct labelling procedures
- 1.7 Identify problems that can occur when maintaining stock levels
- 1.8 Explain appropriate action when dealing with the identified problems

The learner will:

- 2 Be able to maintain stock at required levels in logistics operations

The learner can:

- 2.1 Check the required stock level and the actual level of stock
- 2.2 Identify any damaged, faulty or out-of-date items and move them to the appropriate location
- 2.3 Use stock rotation methods to ensure the stock is utilised effectively
- 2.4 Replenish the stock
- 2.5 Handle the goods using safe and correct handling methods
- 2.6 Label stock accurately according to organisational requirements
- 2.7 Position the stock in the correct locations for further use
- 2.8 Update the stock records after replenishing stock levels according to organisational requirements

Unit 54 Wrap and pack goods in logistics operations (Y/601/7917)

Unit summary	In this unit the learner will understand how to prepare goods for wrapping and packing in logistics operations and be able to wrap and pack goods in logistics operations.
Credit value	3
Guided learning hours	12
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know how to prepare the goods for wrapping and packing in logistics operations

The learner can:

- 1.1 Explain the relevant organisational policies and procedures for packing the goods in logistics operations that relate to:
 - health, safety and security requirements
 - environmental factors
 - special requirements
 - personal protective equipment
 - waste minimisation and disposal
- 1.2 Describe the types of wrapping and packing materials to be used for packing the goods
- 1.3 Describe the tools and equipment to be used for packing the goods
- 1.4 Describe the roles and responsibilities of colleagues in relation to packing the goods
- 1.5 Identify problems that can occur when wrapping and packing the goods
- 1.6 Explain appropriate action when dealing with identified problems

The learner will:

- 2 Be able to wrap and pack the goods in logistics operations

The learner can:

- 2.1 Check that the goods being packed match the specifications provided in the information
- 2.2 Comply with all health, safety and security issues relating to wrapping and packing the goods
- 2.3 Schedule the packing of the goods according to agreed work instructions
- 2.4 Protect goods from damage while they are being packed
- 2.5 Use the appropriate tools and equipment safely in accordance with organisational procedures
- 2.6 Pack, wrap and seal goods using the correct type and quantity of packing materials
- 2.7 Minimise waste
- 2.8 Label the packages with the correct information for further use
- 2.9 Dispose of waste materials correctly and promptly

Unit 55 Improving productivity using IT (J/502/4156)

Unit summary	In this unit, the learner will understand how to plan, select and use appropriate IT systems and software for different purposes, review and adapt the ongoing use of IT tools and systems to make sure activities are successful, and develop and test solutions to improve the ongoing use of IT tools and systems.
Credit value	4
Guided learning hours	30
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Plan, select and use appropriate IT systems and software for different purposes

The learner can:

- 1.1 Describe the purpose for using IT
- 1.2 Describe the methods, skills and resources required to complete the task successfully
- 1.3 Plan how to carry out tasks using IT to achieve the required purpose and outcome
- 1.4 Describe any factors that may affect the task
- 1.5 Select and use IT systems and software applications to complete planned tasks and produce effective outcomes
- 1.6 Describe how the purpose and outcomes have been met by the chosen IT systems and software applications
- 1.7 Describe any legal or local guidelines or constraints that may apply to the task or activity

The learner will:

- 2 Review and adapt the ongoing use of IT tools and systems to make sure that activities are successful

The learner can:

- 2.1 Review ongoing use of IT tools and techniques and change the approach as needed
- 2.2 Describe whether the IT tools selected were appropriate for the task and purpose
- 2.3 Assess strengths and weaknesses of final work
- 2.4 Describe ways to make further improvements to work
- 2.5 Review outcomes to make sure they match requirements and are fit for purpose

Unit 55 Improving productivity using IT (J/502/4156) (cont'd)

The learner will:

- 3 Develop and test solutions to improve the ongoing use of IT tools and systems

The learner can:

- 3.1 Review the benefits and drawbacks of IT tools and systems used, in terms of productivity and efficiency
 - 3.2 Describe ways to improve productivity and efficiency
 - 3.3 Develop solutions to improve own productivity in using IT
 - 3.4 Test solutions to ensure that they work as intended
-

Unit 56 Spreadsheet software (F/502/4625)

Unit summary	In this unit, the learner will understand how to use a spreadsheet to enter, edit and organise numerical and other data, how to use appropriate formulas and tools to summarise and display spreadsheet information, and know how to select and use appropriate tools and techniques to present spreadsheet information effectively.
Credit value	4
Guided learning hours	30
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Use a spreadsheet to enter, edit and organise numerical and other data

The learner can:

- 1.1 Identify what numerical and other information is needed in the spreadsheet and how it should be structured
- 1.2 Enter and edit numerical and other data accurately
- 1.3 Combine and link data across worksheets
- 1.4 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available

The learner will:

- 2 Select and use appropriate formulas and data analysis tools to meet requirements

The learner can:

- 2.1 Identify which tools and techniques to use to analyse and manipulate data to meet requirements
- 2.2 Select and use a range of appropriate functions and formulas to meet calculation requirements
- 2.3 Use a range of tools and techniques to analyse and manipulate data to meet requirements

Unit 56 Spreadsheet software (F/502/4625) cont'd

The learner will:

- 3 Select and use appropriate tools and techniques to present and format spreadsheet information

The learner can:

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

Unit 57 Presentation software (M/502/4622)

Unit summary	In this unit, the learner will understand how to input and combine text and other information within presentation slides, how to use presentation software tools to structure, edit and format slide sequences, and how to prepare slideshows for presentation.
Credit value	4
Guided learning hours	30
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Input and combine text and other information within presentation slides

The learner can:

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

The learner will:

- 2 Use presentation software tools to structure, edit and format slide sequences

The learner can:

- 2.1 Identify what slide structure and themes to use
- 2.2 Select, change and use appropriate templates for slides
- 2.3 Select and use appropriate techniques to edit slides and presentations to meet needs
- 2.4 Select and use appropriate techniques to format slides and presentations
- 2.5 Identify what presentation effects to use to enhance the presentation
- 2.6 Select and use animation and transition effects appropriately to enhance slide sequences

Unit 57 Presentation software (M/502/4622) cont'd

The learner will:

- 3 Prepare slideshow for presentation

The learner can:

- 3.1 Describe how to present slides to meet needs and communicate effectively
 - 3.2 Prepare slideshow for presentation
 - 3.3 Check presentation meets needs, using IT tools and making corrections as necessary
 - 3.4 Identify and respond to any quality problems with presentations to ensure that presentations meet needs
-

Section 3

Assessment and quality assurance

Assessment and quality assurance

How these qualifications are assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Level 2 Occupational Studies in the Workplace qualifications are internally assessed.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 21).

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the [Internal assessment writing and delivery: Guide for centres](#) on our website.

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 4

General information

General information

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in our employment practices and in access to qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Reasonable adjustments and Special Considerations Policy

This policy is aimed at anyone who uses our products and services and who submits requests for reasonable adjustments and special considerations. Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor.

For more information on the Reasonable Adjustments and Special Considerations Policy, please visit the Policies & Documents page on the NCFE website.

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