



## CCEA Level 1 and 2 Qualifications in Occupational Studies

For first teaching from September 2013

For first assessment from Summer 2014  
For first award in Summer 2014

# occupational studies

*business and services*



## Foreword

This publication contains the specification for CCEA's Level 1 and Level 2 qualifications in Occupational Studies for first teaching from September 2013. We have designed these qualifications to meet the requirements of the following:

- the National Qualifications Framework (NQF) at Level 1 and Level 2; and
- Common Criteria for all Qualifications.

The following grades are available:

NQF	Occupational Studies Grades
Level 2	Distinction* Distinction Merit Pass
Level 1	Distinction Merit Pass
	Unclassified

For more information on the NQF, see [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

The specification for Occupational Studies consists of six occupational areas and their associated units:

- Business and Services;
- Construction;
- Design and Creativity;
- Engineering and Engineering Services;
- Environment and Society; and
- Technology and Innovation.

To achieve a qualification, learners must take two units from an occupational area. It is possible to obtain up to six Occupational Studies qualifications, one in each area. Each qualification enables learners to demonstrate their knowledge, understanding and skills within a context related to employability.

Each of the qualifications consists of 140 guided learning hours.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

The specification on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

Level 1/2 (Business and Services)	QAN 600/8774/2
Level 1/2 (Construction)	600/8652/X
Level 1/2 (Design and Creativity)	600/8186/7
Level 1/2 (Engineering and Engineering Services)	600/8655/5
Level 1/2 (Environment and Society)	600/8653/1
Level 1/2 (Technology and Innovation)	600/8775/4
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## A Introduction

This specification sets out the content and assessment details for our Level 1 and Level 2 qualifications in Occupational Studies. First teaching begins from September 2013, and we will make the first awards for this specification in summer 2014. You can view and download the latest version of the specification on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

We have designed this specification to be accessible to a wide range of learners of all abilities. It is also intended to provide coherent, flexible programmes rooted in practical and occupational contexts. Occupational Studies will appeal to learners who are better suited to developing their skills in a more practical, occupationally orientated environment.

The world of work is constantly changing. It is increasingly unlikely that a single occupation will take employees from the beginning to the end of their working lives, so transferability and adaptability are important skills. This specification is uniquely structured with this in mind. Learners have the opportunity to learn for work, through work and about work, with real outcomes that will give them skills for life.

Occupational Studies can provide a hands-on approach to learning. What makes it different is its focus on particular kinds of knowledge, understanding and skills, providing the potential for learning in important 'out-of-school' contexts.

Centres should ensure that learners will have access to any tools, equipment and materials they will need to complete the practical tasks. In offering and designing courses to support this qualification, they need to take account of the facilities and resources they have available, as well as the career planning decisions of their learners.

It is neither expected nor intended that pupils should become competent or trained in the occupational area they are studying. Competence-based training programmes are available post-16 and can offer suitable progression opportunities.

### A.1 Aims and learning outcomes

Occupational Studies encourages learners to be motivated and inspired by following a broad, coherent and satisfying course of study. It gives them opportunities to sample work-related learning within coherent occupational contexts and to develop their skills in literacy, numeracy and ICT. It should also prepare learners to make informed decisions about further learning opportunities and careers.

Occupational Studies should enable learners to:

- develop the knowledge, understanding and skills they need to undertake work-based tasks;
- engage actively in work-based learning within coherent occupational contexts;
- reflect on their learning;
- develop an appreciation of the progression/career opportunities that exist through the study of Occupational Studies;
- develop an appreciation of the environmental impacts of the practical tasks they carry out within occupational contexts; and
- develop an awareness of general and specific health and safety issues arising from activities within occupational contexts.

## A.2 Key features

The Occupational Studies specification:

- has an occupational and employability focus;
- enables progression to other courses, training and employment;
- helps to raise levels of achievement, since learners are likely to be more motivated to achieve success through applying their knowledge in practical, work-related situations and contexts; and
- emphasises learning by doing, which will help learners to develop the transferable skills necessary in a changing and dynamic working environment.

We have devised this specification in consultation with Sector Skills Councils, teachers in schools, teachers/lecturers in further and higher education colleges, and employers.

Learners and providers can, therefore, be confident that the specification is up to date and reflects sector priorities.

## A.3 Prior attainment and progression

Learners taking a course in Occupational Studies do not need to have any previous experience in their chosen occupational area.

Occupational Studies allows progression from Key Stage 3 of the Northern Ireland Curriculum. Learners achieving a Level 2 qualification in Occupational Studies will be equipped to progress to courses at post-16 in the relevant subject areas.

## A.4 Permitted unit combinations and entries

Within Occupational Studies there are six individual qualifications. Each of these relates to a general occupational area and includes a range of optional units (see Section 2 for details). To achieve a qualification, learners must complete two units from the same occupational area. The qualification will include the title from the relevant area, for example: Occupational Studies: Technology and Innovation Level 2 Pass.

Some units, shown in the table in Section 2 in bold type, are available within more than one occupational area. This flexibility is to allow learners greater choice.

However, learners cannot submit any unit towards a qualification more than once. They may not resit a unit unless they were recorded as absent the first time the unit was taken.

Learners may not enter for the same qualification more than once. Those who achieved a qualification based on a previous version of the Occupational Studies specification cannot take another qualification in the same occupational area.

# Foreword

## B Specification at a Glance

The table below summarises the structure of each of the six Occupational Studies qualifications.

Occupational Area	Assessment	Weighting	Availability
Business and Services (15 units available)	Internal assessment.	50% for each unit	Every January (beginning in 2015)  Every Summer (beginning in 2014)
Construction (8 units available)	Learners complete two units from their chosen occupational area.		
Design and Creativity (12 units available)	They carry out tasks to gather the required assessment evidence in a portfolio for each unit.		
Engineering and Engineering Services (11 units available)	Tasks include answering questions, carrying out practical activities and evaluating their own performance.		
Environment and Society (9 units available)	The teacher/lecturer assesses the portfolio of evidence, and we carry out external moderation.		
Technology and Innovation (9 units available)			

Please check online for the most up-to-date list and versions of units. Units in bold type are available in two different occupational areas.

<b>Business and Services</b>	<b>Construction</b>	<b>Design and Creativity</b>	<b>Engineering and Engineering Services</b>	<b>Environment and Society</b>	<b>Technology and Innovation</b>
Childcare: the Play Environment Communication in an Office or Business Environment <b>Contemporary Cuisine</b> <b>Creative Styling</b> <b>Using Blow-Drying Techniques</b> Customer Service Facial Skincare Logistics and Transport Manicure and Nail Art Modern Office Procedures Modern Retailing <b>Patisserie and Baking</b> Shampooing and Conditioning Treatments The Physical Care of Babies Using Office Technology <b>Vehicle Servicing and Valeting Operations</b>	<b>Bench Joinery</b> Brick and Block Work <b>Carpentry and Joinery</b> Hard Landscaping Painting and Decorating Plastering <b>Plumbing</b> Tiling	<b>Contemporary Cuisine</b> Creative Hair Styling on Long Hair Creative Hair Styling Setting Techniques <b>Creative Styling</b> <b>Using Blow-Drying Techniques</b> Enterprise Crafts Graphic Design Interior Design <b>Patisserie and Baking</b> Specialised Crafts Textile and Fashion Design Total Beauty Website Development	Basic Fast-Fit Operations Basic Vehicle Body Components and Fitting <b>Computer Aided Design</b> Electronic Circuit Construction Electrical Wiring Installation Maintenance of Land-Based Machinery <b>Manufacturing Techniques – Hand Fitting</b> <b>Manufacturing Techniques – Sheet Metal</b>	Animal Care Horticulture: Caring for Plants and Flowers Horticulture: Growing Plants in a Sustainable Way Reminiscence with Individuals in a Care Environment Running a Leisure Event Sports Leadership Tour Guiding Working in a Care Environment Working in Tourism	<b>Bench Joinery</b> <b>Carpentry and Joinery</b> <b>Computer Aided Design</b> Digital Imaging Digital Music <b>Manufacturing Techniques – Hand Fitting</b> <b>Manufacturing Techniques – Sheet Metal</b> Sound Production TV and Film Production
<b>15 units</b>	<b>8 units</b>	<b>12 units</b>	<b>11 units</b>	<b>9 units</b>	<b>9 units</b>

## C Scheme of Assessment

### C.1 Assessment opportunities

This specification is available for assessment twice a year, in January and summer. See Section 2 for more details.

### C.2 Assessment objectives

Below are the assessment objectives for this specification. Learners must:

- recall knowledge and understanding of the specified content (AO1);
- apply their knowledge, understanding and skills in occupational contexts through undertaking relevant tasks (AO2); and
- analyse and evaluate their work and make judgements about their performance, indicating where improvements could be made (AO3).

In the unit content you will find separate assessment criteria for each assessment objective in individual units. We have provided descriptors relating to the various levels of achievement for each of the assessment criteria.

### C.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each unit.

Assessment Objective	Weighting in Each Unit
AO1	20%
AO2	60%
AO3	20%

Each qualification consists of two units. Each unit is equally weighted and is worth 50 percent of the overall qualification.

The table below sets out the assessment objective weighting for the overall qualification:

Assessment Objective	Unit Weighting		Overall Qualification Weighting
	First Unit	Second Unit	
AO1	10%	10%	20%
AO2	30%	30%	60%
AO3	10%	10%	20%
Total	50%	50%	100%

## C.4 Reporting and grading

### Unit results

Learner performance in a unit is reported as a mark out of 100.

### Overall qualification results

We award Occupational Studies qualifications at either Level 1 or Level 2 on the National Qualifications Framework. Where performance is below the requirements for Level 1, we report the results as unclassified (U).

To achieve a full qualification, learners must complete two units. We will award a final grade based on the combined scores of the two units as follows:

Level 2	Level 1
Distinction* = 180–200 marks	Distinction = 100–119 marks
Distinction = 160–179 marks	Merit = 80–99 marks
Merit = 140–159 marks	Pass = 40–79 marks
Pass = 120–139 marks	
Unclassified = 0–39 marks	

## D Performance Descriptors

Within each unit, there are detailed performance descriptors relating to the specific skills and knowledge required (see unit content). Teachers/Lecturers should use these when allocating marks. They should also refer to the following table, which helps to define the performance descriptors.

Examples of learner evidence will be available at agreement trials and on the CCEA microsite for Occupational Studies at [www.ccea.org.uk](http://www.ccea.org.uk)

Performance Descriptor	Explanation
<b>Excellent</b>	<p>In relation to the occupational area and where appropriate, learners can:</p> <ul style="list-style-type: none"><li>• recall, select and communicate detailed knowledge and thorough understanding of the relevant skills and materials;</li><li>• demonstrate comprehensive understanding of relevant health and safety and environmental issues;</li><li>• demonstrate in-depth knowledge of related career opportunities;</li><li>• demonstrate highly developed skills confidently when planning and identifying all appropriate tools, equipment and materials for a task;</li><li>• carry out tasks consistently with a high degree of precision and sustained application of the required health and safety legislation and practices;</li><li>• work with a high level of independence to produce a final outcome which is of a professional standard;</li><li>• present thorough analysis and evaluation of their own performance in practical tasks, making fully developed and reasoned judgements; and</li><li>• present highly appropriate and self-reflective statements about the learning process in the unit.</li></ul>
<b>Very good</b>	<p>In relation to the occupational area and where appropriate, learners can:</p> <ul style="list-style-type: none"><li>• recall, select and communicate accurate knowledge and detailed understanding of the relevant skills and materials;</li><li>• demonstrate detailed understanding of relevant health and safety and environmental issues;</li><li>• demonstrate well developed knowledge of related career opportunities;</li><li>• demonstrate effective skills when planning and identifying all appropriate tools, equipment and materials for a task;</li><li>• carry out tasks accurately with a significant degree of precision and suitable application of the required health and safety legislation and practices;</li><li>• work, often independently, to produce a final outcome which is of a high standard;</li><li>• present a well-developed analysis and evaluation of their own performance in practical tasks, making sound judgements; and</li><li>• present detailed, self-reflective statements about the learning process in the unit.</li></ul>

Performance Descriptor	Explanation
<b>Good</b>	<p>In relation to the occupational area and where appropriate, learners can:</p> <ul style="list-style-type: none"> <li>• recall, select and communicate clear knowledge and understanding of the relevant skills and materials;</li> <li>• demonstrate consistent and clear understanding of relevant health and safety and environmental issues;</li> <li>• demonstrate significant knowledge of related career opportunities;</li> <li>• demonstrate a range of appropriate skills when planning and identifying all appropriate tools, equipment and materials for a task;</li> <li>• carry out tasks effectively, with some precision and suitable application of the required health and safety legislation and practices;</li> <li>• work, sometimes independently, to produce a final outcome which is of a suitable standard;</li> <li>• present clear and effective analysis and evaluation of their own performance in practical tasks, making realistic judgements; and</li> <li>• present straightforward, self-reflective statements about the learning process in the unit.</li> </ul>
<b>Satisfactory</b>	<p>In relation to the occupational area and where appropriate, learners can:</p> <ul style="list-style-type: none"> <li>• recall, select and communicate some appropriate knowledge and understanding of the relevant skills and materials;</li> <li>• demonstrate satisfactory understanding of relevant health and safety and environmental issues;</li> <li>• demonstrate relevant knowledge of related career opportunities;</li> <li>• demonstrate some appropriate skills when planning and identifying all appropriate tools, equipment and materials for a task;</li> <li>• carry out tasks appropriately, with acceptable application of the required health and safety legislation and practices;</li> <li>• work, often with support, to produce a final outcome which is of an acceptable standard;</li> <li>• present some relevant analysis and evaluation of their own performance in practical tasks, making some appropriate judgements; and</li> <li>• present some appropriate self-reflective statements about the learning process in the unit.</li> </ul>
<b>Basic</b>	<p>In relation to the occupational area and where appropriate, learners can:</p> <ul style="list-style-type: none"> <li>• recall, select and communicate limited knowledge and understanding of minimal skills and materials;</li> <li>• demonstrate limited understanding of relevant health and safety and environmental issues;</li> <li>• demonstrate minimal knowledge of related career opportunities;</li> <li>• demonstrate limited skills to plan and identify all appropriate tools, equipment and materials for a task;</li> <li>• carry out tasks with a limited degree of accuracy and do not always apply the required health and safety legislation and practices;;</li> <li>• work, mostly with support, to produce a final outcome which is either incomplete or of a limited standard;</li> <li>• present minimal analysis and evaluation of their own performance in practical tasks; and</li> <li>• present limited self-reflective statements about the learning process in the unit.</li> </ul>
<p>• Award [0] for work unworthy of credit.</p>	

## E Guidance on Assessment

### E.1 The portfolio of evidence

Teachers/Lecturers should plan practical occupational tasks to collect evidence of learning for each unit. These tasks must give learners opportunities to demonstrate the knowledge, understanding and skills described in the unit content (see Section 7). For each unit, learners must present their evidence for assessment in a portfolio.

The portfolio of evidence for each unit **must** contain the following:

- **Evidence of knowledge and understanding (AO1)**  
This may take the form of written answers to questions or, where more appropriate, a record of oral responses to questions. It must cover the range of knowledge and understanding set out in the unit content.
- **Evidence of application of knowledge, understanding and skills (AO2)**  
Teachers/Lecturers must assess all activities to occupational standards by observing learners' performance in practical tasks.
- **Evidence of analysis and evaluation of their work (AO3)**  
Learners should carry out an evaluation for each assessment task within each unit. It should consist of self-reflective statements that analyse and evaluate their performance and indicate how they could make improvements. They should also present an end-of-unit evaluation. This should reflect their new level of knowledge and understanding in the specialist area and the impact it may have on their progression and career opportunities.
- **A diary of activities undertaken**  
The diary must be signed and dated during each lesson by the learner and teacher/lecturer and record all activities the learner has carried out as part of the unit.
- **A record of all the assessment evidence**  
The record indicates where each piece of assessment evidence can be found.

Evidence in learners' portfolios may be written, photographic or video recorded. Where the evidence includes photographs or videos, centres should obtain permission from parents/guardians first.

Centres should label the evidence and store it securely so that they can make it available for moderators to review later.

We will provide centres with candidate record sheets, which teachers/lecturers must use to record learners' overall marks for each unit.

See unit content for specific assessment guidance for each unit.

### E.2 Stretch and challenge

Teachers/Lecturers should identify opportunities for stretch and challenge by incorporating, for example:

- a wider range of question types to address different skills, for example case studies and open-ended questions;
- practical tasks that are more challenging; and
- extended writing within evaluations, where appropriate.

## **E.3 Internal standardisation**

Where more than one teacher/lecturer has been involved in marking for a qualification, there must be a process of internal standardisation to ensure that there is consistent application of the marking criteria.

As a result of internal standardisation, it may be necessary to adjust the marking of an individual teacher/lecturer. This is to bring assessments into line with others in the centre and to match the standards established at the agreement trial. Where adjustment is necessary, the total/final mark recorded on the candidate record sheet should be amended.

Teachers/Lecturers must use the TAC2 form available at [www.ccea.org.uk](http://www.ccea.org.uk) to show that internal standardisation has taken place both within **and** across units.

If your centre is part of a consortium, it will be the lead centre's responsibility to ensure that the internal standardisation process includes all teachers/lecturers from all centres involved in the consortium.

## **E.4 External moderation**

Marks awarded by the centre will be subject to external moderation, which we carry out. We issue full instructions before moderation takes place in January and May each year on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which marks and samples have to be submitted to us.

Centres should keep all assessment materials and related documentation for 12 months after they submit marks, as this work may form part of an enquiry or appeal.

## F Links, Resources and Support

### F.1 Support

We provide the following resources to support this specification:

- our website at [www.ccea.org.uk](http://www.ccea.org.uk); and
- a subject microsite for Occupational Studies within our website.

We are expanding our range of support to include the following:

- Principal Moderator's reports;
- exemplar pieces of work;
- templates for learner diaries and records;
- agreement trials;
- a resource list;
- exemplification of standards; and
- centre support visits.

### F.2 Curriculum objectives

The specification addresses and builds upon the broad objectives of the Northern Ireland Curriculum. In particular, it enables learners to:

- develop as individuals and contributors to society, the economy and the environment, by providing opportunities to explore topics such as health, media awareness and work in the local and global economy;
- develop personal skills, such as:
  - self-awareness, active listening, and time management (Personal Development);
  - mutual understanding, managing conflict, and participation (Citizenship);
  - presentation and self-marketing, target setting, and career planning (Employability);
- develop an understanding of social, economic and cultural issues, by providing opportunities to explore topics such as health and safety legislation, recycling of materials, the use of sustainable and environmentally friendly materials, the disposal of waste materials, and costing and resourcing of materials;
- develop vocational skills that will enhance employability, by providing opportunities to select and use appropriate materials, components and hand tools, and to gain an overview of the roles and responsibilities of various occupations;
- make effective use of technology, for example by providing opportunities to create computer aided drawings and source information through the internet; and
- demonstrate creativity and initiative when developing ideas and following them through.

### F.3 Key skills

Occupational Studies provides learners with opportunities to develop and generate assessment evidence for the following nationally recognised key skills:

- **Application of Number** – for example by:
  - interpreting information from two different sources;
  - using information to carry out calculations; and
  - interpreting the results of calculations and presenting findings in at least two different ways;
- **Communication** – for example by:
  - taking part in a group discussion;
  - reading and summarising information from at least two documents;
  - giving a talk of at least four minutes; and
  - writing two types of document, each giving different information;
- **Information and Communication Technology** – for example by:
  - finding and selecting information based on judgements of relevance and quality;
  - entering and bringing together information using formats that help development; and
  - developing a presentation so that it is accurate, clear and presented consistently;
- **Working with Others** – for example by:
  - identifying what needs to be achieved together as a group;
  - showing confirmation of the arrangements made for working together; and
  - showing how progress was checked and advice sought from an appropriate person when needed;
- **Problem Solving** – for example by:
  - identifying a problem and accurately describing its main features;
  - planning what needs to be done and identifying which methods and resources to use; and
  - showing that they have successfully solved the problem using the methods given; and
- **Improving Own Learning and Performance** – for example by:
  - providing information to help set realistic targets for what is to be achieved;
  - identifying how to get the support needed and the arrangements for reviewing progress; and
  - identifying what has been learned and how this learning has been used in another task.

### F.4 Entries and registration

Entry codes for this subject and details on how to register are available in our Qualifications Administration Handbook, which you can access at [www.ccea.org.uk](http://www.ccea.org.uk)

Alternatively, you can telephone our Entries, Results and Certification team using the contact details provided in this section.

## **F.5 Equality and inclusion**

We have considered the requirements of equality legislation in developing this specification.

These qualifications require the assessment of a broad range of knowledge, understanding and skills. This is because they prepare learners for a wide range of occupations and higher level courses.

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate barriers.

Reasonable adjustments are made for learners with disabilities. For this reason very few learners, if any, should have difficulty accessing the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications' document Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications, available at [www.jcq.org.uk](http://www.jcq.org.uk)

## **F.6 Health and safety**

As with all work-related programmes, centres must ensure compliance with all relevant health and safety legislation with regard to facilities, equipment and staff training, as well as current legislation under the Children (Northern Ireland) Order 1995. Schools' level of insurance and available resources may restrict the choice of units that they are able to offer.

Please note that learners under the age of 16 are not permitted to work with external clients in hairdressing and beauty units, nor are they permitted to work with children. Teachers/Lecturers must supervise learners when they are using specialist tools, equipment and materials.

## F.7 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Nuala Braniff  
(telephone: (028) 9026 1200, extension 2292, email: nbraniff@ccea.org.uk)
- Officer with Subject Responsibility: Dawn Agnew  
(telephone: (028) 9026 1200, email: dagnew@ccea.org.uk)
- Entries, Results and Certification  
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Distribution (support materials)  
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration  
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)  
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Moderation  
(telephone: (028) 9026 1200, extension 2236, email: aatmoderation@ccea.org.uk)

## Appendix 1

### Glossary of terms

Term	Definition
Centres	Centres are organisations accountable to an awarding body (such as CCEA) for the organisation of assessment arrangements leading to a unit or qualification.
Essential Skills	Nationally accredited adult qualifications available throughout Northern Ireland in Entry Level Literacy, Entry Level Numeracy, Level 1 and 2 Communication, and Level 1 and 2 Application of Number. Essential Skills are designed to help individuals improve their performance in a variety of contexts.
External moderators	External moderators are appointed, trained and monitored by CCEA and are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards.
Internal assessment	The process by which teachers/lecturers in a centre assess learners' achievement of the learning outcomes of the unit(s) making up a qualification.
Internal standardisation	Where more than one teacher/lecturer has been involved in marking units in an occupational area (for example Business and Services), the centre must review samples assessed by each marker within and across units to ensure that they have applied the performance descriptors consistently to learners' work and make adjustments to marks if necessary.
Key Skills	<p>Key Skills underpin our ability to carry out successfully a wide range of tasks in education, employment and whenever and wherever we continue to learn. The six Key Skills are Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance, and Problem Solving.</p> <p>All CCEA qualifications provide opportunities for generating evidence towards achievement of some, or all, of the Key Skills.</p>

Term	Definition
National Occupational Standards	These set out what a person needs to know, understand and do in relation to identified skills and competences required for the relevant industrial sector. They form the basis of National Vocational Qualifications (NVQs) and vocationally-related qualifications.
National Qualifications Framework (NQF)	A framework of levels and categories of qualifications, which have been accredited by the Regulatory Authorities and which enable recognition of achievement and facilitate career progression.
Qualifications Administration Handbook	An online document produced by CCEA that contains all the information a centre requires regarding the procedures and policies necessary for the smooth administration of CCEA's qualifications.
Register of Regulated Qualifications	An online database of units and qualifications that have been accredited by the Regulatory Authorities.
Unit/Learning Outcome	Each qualification is made up of a number of units. Each unit consists of a number of sections which outline its learning outcomes. Learning outcomes consist of the knowledge, skills and understanding a learner must successfully demonstrate and evaluate in order to achieve the qualification.



This unit will introduce learners to working with children in a childcare environment. It focuses on the importance of play and children's development. It is suitable for those who are interested in child development and who would like to work with children in the future.

This unit includes:

- children's physical, linguistic, intellectual, emotional and social development;
- the importance of play and children's learning and development;
- books, poems, rhymes and games for the age group of your choice;
- communication difficulties;
- role of the children's care worker in various settings and related career opportunities;
- consideration of health and safety issues within the unit;
- consideration of environmental issues within the unit; and
- a review and evaluation of performance.



# Childcare: the Play Environment

## Learning Outcomes

### Section 1 Play and Language Development

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- identify the expected patterns of children's development;
- identify the stages of language development;
- identify common communication difficulties;
- identify the stages of play;
- identify suitable books, toys and games for each stage of development;
- provide examples of suitable experiences which encourage language development;
- demonstrate knowledge of the importance of health, safety and environmental issues;
- outline the role of the childcare worker and career opportunities in this area; and
- evaluate their own performance in practical tasks.

### Section 2 Reading with Children

Learners should be able to:

- read books and poems to children;
- demonstrate how to present rhymes and finger play;
- make and use visual aids to complement stories, poems and rhymes using recycled materials;
- set up a book area; and
- evaluate their own performance in practical tasks.

### Section 3 Play Games with Children

Learners should be able to:

- identify suitable games for different stages of development;
- identify how games encourage learning;
- make a game for a particular age group using recycled materials;
- prepare the rules for the game;
- identify how the game helps children's development;
- demonstrate how to adapt the game to enable participation by children with particular needs;
- identify health, safety and environmental issues of using and recycling materials with young children;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

## Assessment Guidance

A number of activities should be carried out to judge the learner's knowledge of patterns of child development, language development, play and working with children with communication difficulties.

All activities must be carried out in a simulated scenario/role play situation set up by the teacher/lecturer and will include:

- providing lists of suitable activities for children at different stages of development;
- providing experiences and equipment which will encourage talking and listening;
- demonstrating the role of the childcare worker in the use of the equipment; and
- producing a detailed map/room plan which will include adaptations for the inclusion of all children.

The learner will produce a suitable story, poem or rhyme which will be read to a group of peers who will take on the role of children of a particular age. Visual aids to support this talking and listening activity will be designed and made. Examples of visual aids include:

- objects or characters featured in the story, rhyme or poem;
- hand or finger puppets;
- hats; and
- other character props and pictures.

The activity will be observed by the teacher/lecturer and witness testimony produced. The learners could produce video evidence of their performance.

The learner will give examples of children's tabletop games and make a simple board game or card game, which could be played with children. Examples of tabletop activities include simple board games for number recognition, card games to promote memory skills, matching games, threading and beading activities. The chosen game will be played in a simulated situation and its effectiveness assessed. This activity will be observed by the teacher/lecturer. The importance of health and safety and the role of the childcare worker will be included in all activities.

Learners should consider environmental issues and cost implications, for example the use of recycled materials when making visual aids and games.

**Two** practical assessment tasks should be completed as in the examples below.



# Childcare: the Play Environment

## Exemplar Assessments

### Assessment 1

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- draw a room plan which shows the position of a book corner;
- choose a suitable story, poem or rhyme to read to children;
- make a visual aid to complement the story, poem or rhyme chosen;
- carry out a talking and listening activity, reading a story, poem or rhyme, using the visual aid; and
- evaluate their own performance in the practical activity.

### Assessment 2

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- plan and make a game for children of an age group of their choice to be suitable for a range of abilities;
- prepare a set of rules for the game;
- play the game with a group of their peers;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

### Performance Descriptors: Childcare: the Play Environment

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

#### AO1

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO1	<p><b>Health and safety, environment, and related careers</b></p> <p><b>Materials and related skills and knowledge</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate excellent understanding of health, safety and environmental issues</li> <li>• Demonstrate excellent knowledge of career opportunities in this area</li> <li>• Demonstrate excellent understanding of stages of play highlighting suitable books, games and toys for each stage of development</li> <li>• Demonstrate excellent understanding of children’s physical, linguistic, intellectual, emotional and social development</li> <li>• Demonstrate excellent understanding of communication difficulties</li> <li>• Demonstrate excellent understanding of the role of the childcare worker</li> <li>• Demonstrate excellent knowledge of books, poems and rhymes which reflect society and are suitable for different stages of development</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate very good understanding of health, safety and environmental issues</li> <li>• Demonstrate very good knowledge of career opportunities in this area</li> <li>• Demonstrate very good understanding of stages of play highlighting suitable books, games and toys for each stage of development</li> <li>• Demonstrate very good understanding of children’s physical, linguistic, intellectual, emotional and social development</li> <li>• Demonstrate very good understanding of communication difficulties</li> <li>• Demonstrate very good understanding of the role of the childcare worker</li> <li>• Demonstrate very good knowledge of books, poems and rhymes which reflect society and are suitable for different stages of development</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate good understanding of health, safety and environmental issues</li> <li>• Demonstrate good knowledge of career opportunities in this area</li> <li>• Demonstrate good understanding of stages of play highlighting suitable books, games and toys for each stage of development</li> <li>• Demonstrate good understanding of children’s physical, linguistic, intellectual, emotional and social development</li> <li>• Demonstrate good understanding of communication difficulties</li> <li>• Demonstrate good understanding of the role of the childcare worker</li> <li>• Demonstrate good knowledge of books, poems and rhymes which reflect society and are suitable for different stages of development</li> </ul>

## AO1

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO1	<p><b>Health and safety, environment, and related careers</b></p> <p><b>Materials and related skills and knowledge</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate satisfactory understanding of health, safety and environmental issues</li> <li>• Demonstrate satisfactory knowledge of career opportunities in this area</li> <li>• Demonstrate satisfactory understanding of stages of play highlighting suitable books, games and toys for each stage of development</li> <li>• Demonstrate satisfactory understanding of children’s physical, linguistic, intellectual, emotional and social development</li> <li>• Demonstrate satisfactory understanding of communication difficulties</li> <li>• Demonstrate satisfactory understanding of the role of the childcare worker</li> <li>• Demonstrate satisfactory knowledge of books, poems and rhymes which reflect society and are suitable for different stages of development</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic understanding of health, safety and environmental issues</li> <li>• Demonstrate basic knowledge of career opportunities in this area</li> <li>• Demonstrate basic understanding of stages of play highlighting suitable books, games and toys for each stage of development</li> <li>• Demonstrate basic understanding of children’s physical, linguistic, intellectual, emotional and social development</li> <li>• Demonstrate basic understanding of communication difficulties</li> <li>• Demonstrate basic understanding of the role of the childcare worker</li> <li>• Demonstrate basic knowledge of books, poems and rhymes which reflect society and are suitable for different stages of development</li> </ul>

### AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p><b>Language development</b></p> <p><b>Equipment and activities which encourage use of language</b></p> <p><b>Reading skills</b></p> <p><b>Prepare visual aids for a story, poem or rhyme of choice</b></p> <p><b>Set up a book corner</b></p> <p><b>Create a game</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate excellent ability to provide suitable experiences which encourage language development</li> <li>• Demonstrate excellent ability to provide equipment and activities which encourage language development</li> <li>• Demonstrate an excellent practical ability when reading books, poems, rhymes and finger play</li> <li>• Demonstrate excellent ability to make and use visual aids to complement stories, poems and rhymes</li> <li>• Demonstrate excellent ability to set up a book corner</li> <li>• Demonstrate excellent ability to plan and make a game for a particular age group using recycled material</li> <li>• Demonstrate excellent ability to prepare and use rules for the game</li> <li>• Demonstrate excellent ability to adapt the game to enable children of all abilities to participate</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate very good ability to provide suitable experiences which encourage language development</li> <li>• Demonstrate very good ability to provide equipment and activities which encourage language development</li> <li>• Demonstrate a very good practical ability when reading books, poems, rhymes and finger play</li> <li>• Demonstrate very good ability to make and use visual aids to complement stories, poems and rhymes</li> <li>• Demonstrate very good ability to set up a book corner</li> <li>• Demonstrate very good ability to plan and make a game for a particular age group using recycled material</li> <li>• Demonstrate very good ability to prepare and use rules for the game</li> <li>• Demonstrate very good ability to adapt the game to enable children of all abilities to participate</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate good ability to provide suitable experiences which encourage language development</li> <li>• Demonstrate good ability to provide equipment and activities which encourage language development</li> <li>• Demonstrate a good practical ability when reading books, poems, rhymes and finger play</li> <li>• Demonstrate good ability to make and use visual aids to complement stories, poems and rhymes</li> <li>• Demonstrate good ability to set up a book corner</li> <li>• Demonstrate good ability to plan and make a game for a particular age group using recycled material</li> <li>• Demonstrate good ability to prepare and use rules for the game</li> <li>• Demonstrate good ability to adapt the game to enable children of all abilities to participate</li> </ul>

## AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	<p><b>Language development</b></p> <p><b>Equipment and activities which encourage use of language</b></p> <p><b>Reading skills</b></p> <p><b>Prepare visual aids for a story, poem or rhyme of choice</b></p> <p><b>Set up a book corner</b></p> <p><b>Create a game</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate satisfactory ability to provide suitable experiences which encourage language development</li> <li>• Demonstrate satisfactory ability to provide equipment and activities which encourage language development</li> <li>• Demonstrate a satisfactory practical ability when reading books, poems, rhymes and finger play</li> <li>• Demonstrate satisfactory ability to make and use visual aids to complement stories, poems and rhymes</li> <li>• Demonstrate satisfactory ability to set up a book corner</li> <li>• Demonstrate satisfactory ability to plan and make a game for a particular age group using recycled material</li> <li>• Demonstrate satisfactory ability to prepare and use rules for the game</li> <li>• Demonstrate satisfactory ability to adapt the game to enable children of all abilities to participate</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic ability to provide suitable experiences which encourage language development</li> <li>• Demonstrate basic ability to provide equipment and activities which encourage language development</li> <li>• Demonstrate a basic practical ability when reading books, poems, rhymes and finger play</li> <li>• Demonstrate basic ability to make and use visual aids to complement stories, poems and rhymes</li> <li>• Demonstrate basic ability to set up a book corner</li> <li>• Demonstrate basic ability to plan and make a game for a particular age group using recycled material</li> <li>• Demonstrate basic ability to prepare and use rules for the game</li> <li>• Demonstrate basic ability to adapt the game to enable children of all abilities to participate</li> </ul>

### AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of an excellent evaluation for each practical assessment task</li> <li>Produce excellent self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a very good evaluation for each practical assessment task</li> <li>Produce very good self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a good evaluation for each practical assessment task</li> <li>Produce good self-reflective statements about the learning process in this unit</li> </ul>

### AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of a satisfactory evaluation for each practical assessment task</li> <li>Produce satisfactory self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a basic evaluation for each practical assessment task</li> <li>Produce basic self-reflective statements about the learning process in this unit</li> </ul>

## Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
<b>A01</b>						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
<b>A02</b>						
Language development						
Equipment and activities which encourage use of language						
Reading skills						
Prepare visual aids for a story, poem or rhyme of choice						
Set up book corner						
Create a game						
<b>A03</b>						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
My Record completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 in the Specification.

# Communication in an Office or Business Environment

## UNIT 2

This unit provides learners with a basic knowledge and understanding of administration practice together with the skills necessary to pursue careers as secretaries, administrators, receptionists or call centre personnel. Learners will have an opportunity to develop the effective communication skills required to establish good working relationships in an office or business environment.

Learners should be encouraged to minimise waste in resources, such as paper, time and electricity, and to consider how their actions reduce health and safety risks in the office environment. Learners should demonstrate a clear understanding of career opportunities in an office or business environment.

This unit includes:

- communicating effectively with customers;
- effective customer service in a business;
- meeting customer needs and dealing with queries and complaints;
- preparing and handling routine business documents;
- working as part of a team in a business;
- consideration of environmental issues in a business environment;
- consideration of career opportunities for customer service staff;
- consideration of health and safety issues in an office or business environment; and
- a review and evaluation of performance.

# UNIT 2

## Communication in an Office or Business Environment

### Learning Outcomes

#### Section 1 Meeting Customers' Needs

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- explain what is meant by 'customer' and understand the difference between internal and external customers;
- identify and deal with a range of different customers and their specific needs, for example older people, young people, or someone with a disability;
- explain why effective customer service is important to the business world;
- demonstrate how to deal effectively with basic queries and complaints;
- demonstrate the importance of teamwork to help meet the needs of the customer; and
- evaluate their own performance in practical tasks.

#### Section 2 Communicating with Customers

Learners should be able to:

- demonstrate how to communicate effectively with people by, for example:
  - talking face-to-face;
  - talking on the telephone;
  - projecting a positive image; or
  - dealing with customers politely and promptly;
- demonstrate the impact of body language, tone of voice and appearance on customers;
- explain the importance of personal appearance and good hygiene in an office or business environment;
- describe how to identify and deal with any problems using tact and diplomacy;
- describe three different industries that provide career opportunities for customer service staff; and
- evaluate their own performance in practical tasks.

### Learning Outcomes (cont.)

#### Section 3 Communicating in Writing

Learners should be able to:

- demonstrate an awareness of the basic legal requirements of the Data Protection Act 1998;
- identify the different types of external written communication, for example a business letter, an email or text messaging;
- identify the different types of internal written communication, for example memo, notice, poster, report or email;
- demonstrate how to send text messages from a computer to a mobile phone;
- demonstrate how to lay out routine documents:
  - simple information sheets/posters;
  - business letters;
  - memos; and
  - emails;
- demonstrate how to identify and extract the main points from written and oral communication;
- use different methods to check documents for errors, for example proofreading, spell checkers, or dictionaries, and understand their limitations;
- identify methods for recycling paper and reducing waste in an office environment;
- analyse the environmental policy of a business;
- store electronic and hard copies of documents safely;
- evaluate their own performance in the practical tasks; and
- carry out an end-of-unit evaluation.

# UNIT 2

## Communication in an Office or Business Environment

### Assessment Guidance

Assessment for this unit should, as far as is practical, take place in a realistic working environment. Case studies of differing customer service situations may be used to encourage learners to consider the effects of good and bad customer service. Learners also need to be aware of the effects of written, verbal and non-verbal communication on customer service. Role play could be used to demonstrate the learners' ability to communicate verbally and non-verbally with customers. Learners will demonstrate their competence in producing a variety of word-processed documents used in dealing with customer queries, requests and problems, for example a business letter or an email. All documents must be produced following specified guidelines and be accurate, well presented and of an acceptable business standard. Teachers/Lecturers should assess the learners' ability to work safely when using machinery.

Teachers/Lecturers should use observation or video evidence of learners dealing with internal and external customers and samples of learners' work to assess learner outcomes.

To show learners' knowledge and understanding of specific areas, teachers/lecturers can use oral and written questions or witness testimonies from third parties, such as the school secretary, to assist with the assessment of learners' work.

Where possible, learners should be encouraged to act as if they are at work. It is important that learners recognise the importance of customers to an organisation and the effect of the learners' actions when dealing with a customer. Realistic customer service role-play should be used to assess the learners' ability to deal effectively with routine and non-routine problems. Where visiting real working environments is not possible, teachers/lecturers may set up simulated working environments in the classroom. Visiting speakers/industry visits are recommended.

Learners' own experiences of the service they have received as customers should be explored. They should be encouraged to evaluate the effect the service had on them.

As the assessment for this unit involves using equipment, and moving around the work environment to collect evidence, learners should be aware of the health and safety issues involved.

Learners should evaluate their own performance throughout the unit and identify opportunities for improvement.

The following exemplar assessment contains a number of activities that could provide evidence for the requirements of this unit.

### Exemplar Assessment

**Brief:** you work as a receptionist in a local car showroom and service department. Your job is to deal with customers looking at new cars and those requiring servicing of their vehicles. Teamwork is very important as you are the link between customers, sales, parts and after-sales services.

#### Learners:

- answer questions and demonstrate knowledge and understanding requirements;
- demonstrate customer service, using role play to show the interaction between customers, receptionist and sales staff, meeting customers' specific needs, for example a customer requesting a test drive in a new car;
- use role play to demonstrate the interaction between receptionist, customer and after-sales staff, when a customer complains by telephone that a new car purchased last week has no spare tyre;
- follow up the conversation by emailing the supervisor, detailing what happened and preparing, saving, printing and proofreading a letter to the customer offering them a free service;
- design letterheaded stationery for the company;
- issue a memo to all sales staff explaining that all new cars must be checked to ensure that spare tyres have been included;
- produce a poster for customers offering the first service free with all new cars bought during December;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

# UNIT 2

## Communication in an Office or Business Environment

### Performance Descriptors: Communication in an Office or Business Environment

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

#### AO1

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO1	<p><b>Health and safety, environment, and related careers</b></p> <p><b>Material and related skills and knowledge</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate excellent knowledge of health and safety and environmental issues in an office or business environment</li> <li>• Show excellent analysis of the environmental policy of a business</li> <li>• Demonstrate excellent knowledge of career opportunities for customer service staff</li> <li>• Demonstrate excellent understanding of effective communication in an office or business environment</li> <li>• Demonstrate excellent awareness of the basic legal requirements of the Data Protection Act 1998</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate very good knowledge of health and safety and environmental issues in an office or business environment</li> <li>• Show very good analysis of the environmental policy of a business</li> <li>• Demonstrate very good knowledge of career opportunities for customer service staff</li> <li>• Demonstrate very good understanding of effective communication in an office or business environment</li> <li>• Demonstrate very good awareness of the basic legal requirements of the Data Protection Act 1998</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate good knowledge of health and safety and environmental issues in an office or business environment</li> <li>• Show good analysis of the environmental policy of a business</li> <li>• Demonstrate good knowledge of career opportunities for customer service staff</li> <li>• Demonstrate good understanding of effective communication in an office or business environment</li> <li>• Demonstrate good awareness of the basic legal requirements of the Data Protection Act 1998</li> </ul>

# Communication in an Office or Business Environment

## UNIT 2

### AO1

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO1	<p><b>Health and safety, environment, and related careers</b></p> <p><b>Materials and related skills and knowledge</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate satisfactory knowledge of health and safety and environmental issues in an office or business environment</li> <li>• Show satisfactory analysis of the environmental policy of a business</li> <li>• Demonstrate a satisfactory knowledge of career opportunities for customer service staff</li> <li>• Demonstrate satisfactory understanding of effective communication in an office or business environment</li> <li>• Demonstrate satisfactory awareness of the basic legal requirements of the Data Protection Act 1998</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic knowledge of health and safety and environmental issues in an office or business environment</li> <li>• Show basic analysis of the environmental policy of a business</li> <li>• Demonstrate a basic knowledge of career opportunities for customer service staff</li> <li>• Demonstrate basic understanding of effective communication in an office or business environment</li> <li>• Demonstrate basic awareness of the basic legal requirements of the Data Protection Act 1998</li> </ul>

## AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p><b>Dealing with customers' needs</b></p> <p><b>Dealing with customers' queries and complaints</b></p> <p><b>Telephone communication</b></p> <p><b>Communication through use of computer</b></p> <p><b>External written methods of communication</b></p> <p><b>Internal written methods of communication</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate an excellent ability to communicate with different customers, meeting their specific needs appropriately</li> <li>• Demonstrate an excellent ability to communicate with customers who have queries or complaints politely and promptly, using tact and diplomacy</li> <li>• Demonstrate an excellent ability to communicate using the telephone politely and promptly, using tact and diplomacy</li> <li>• Demonstrate an excellent ability to send an email in response to a customer query or complaint</li> <li>• Demonstrate an excellent ability to compile a business letter and notice relating to a customer query or complaint</li> <li>• Design and produce a leaflet, flyer or poster of an excellent standard for mailing to customers</li> <li>• Produce a memo of an excellent standard to circulate to all sales staff</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a very good ability to communicate with different customers, meeting their specific needs appropriately</li> <li>• Demonstrate a very good ability to communicate with customers who have queries or complaints politely and promptly, using tact and diplomacy</li> <li>• Demonstrate a very good ability to communicate using the telephone politely and promptly, using tact and diplomacy</li> <li>• Demonstrate a very good ability to send an email in response to a customer query or complaint</li> <li>• Demonstrate a very good ability to compile a business letter and notice relating to a customer query or complaint</li> <li>• Design and produce a leaflet, flyer or poster of a very good standard for mailing to customers</li> <li>• Produce a memo of a very good standard to circulate to all sales staff</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a good ability to communicate with different customers, meeting their specific needs appropriately</li> <li>• Demonstrate a good ability to communicate with customers who have queries or complaints politely and promptly, using tact and diplomacy</li> <li>• Demonstrate a good ability to communicate using the telephone politely and promptly, using tact and diplomacy</li> <li>• Demonstrate a good ability to send an email in response to a customer query or complaint</li> <li>• Demonstrate a good ability to compile a business letter and notice relating to a customer query or complaint</li> <li>• Design and produce a leaflet, flyer or poster of a good standard for mailing to customers</li> <li>• Produce a memo of a good standard to circulate to all sales staff</li> </ul>

# Communication in an Office or Business Environment

## UNIT 2

### A02

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
A01	<p><b>Dealing with customers' needs</b></p> <p><b>Dealing with customers' queries and complaints</b></p> <p><b>Telephone communication</b></p> <p><b>Communication through use of computer</b></p> <p><b>External written methods of communication</b></p> <p><b>Internal written methods of communication</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate a satisfactory ability to communicate with different customers, meeting their specific needs appropriately</li> <li>• Demonstrate a satisfactory ability to communicate with customers who have queries or complaints politely and promptly, using tact and diplomacy</li> <li>• Demonstrate a satisfactory ability to communicate using the telephone politely and promptly, using tact and diplomacy</li> <li>• Demonstrate a satisfactory practical ability to send an email in response to a customer query or complaint</li> <li>• Demonstrate a satisfactory ability to compile a business letter and notice relating to a customer query or complaint</li> <li>• Design and produce a poster of a satisfactory standard for mailing to customers</li> <li>• Produce a memo of a satisfactory standard to circulate to all sales staff</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a basic ability to communicate with different customers, meeting their specific needs appropriately</li> <li>• Demonstrate a basic ability to communicate with customers who have queries or complaints politely and promptly, using tact and diplomacy</li> <li>• Demonstrate a basic practical ability to communicate using the telephone politely and promptly, using tact and diplomacy</li> <li>• Demonstrate a basic ability to send an email in response to a customer query or complaint</li> <li>• Demonstrate a basic ability to compile a business letter and notice relating to a customer query or complaint</li> <li>• Design and produce a poster of a basic standard for mailing to customers</li> <li>• Produce a memo of a basic standard to circulate to all sales staff</li> </ul>

# UNIT 2

## Communication in an Office or Business Environment

### AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of an excellent evaluation for each practical assessment task</li> <li>Produce excellent self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a very good evaluations for each practical assessment task</li> <li>Produce very good self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a good evaluation for each practical assessment task</li> <li>Produce good self-reflective statements about the learning process in this unit</li> </ul>

### AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of a satisfactory evaluation for each practical assessment task</li> <li>Produce satisfactory self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a basic evaluation for each practical assessment task</li> <li>Produce basic self-reflective statements about the learning process in this unit</li> </ul>

# Communication in an Office or Business Environment

## UNIT 2

### Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
<b>AO1</b>						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
<b>AO2</b>						
Dealing with customers' needs						
Dealing with customers' queries and complaints						
Telephone communication						
Communication through use of computer						
External written methods of communication						
Internal written methods of communication						
<b>AO3</b>						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
My Record completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.



This unit provides learners with some of the basic cooking principles required by cooks and chefs in the catering industry when preparing and cooking a range of starters, main courses and desserts. Learners will apply legislative requirements when handling food and learn how to work safely and hygienically in the catering kitchen. They will learn how to select and use appropriate equipment correctly and will develop creative skills in the finishing and presentation of products for service. The unit also offers an opportunity to understand the scope of the catering industry, including career opportunities.

This unit includes:

- food hygiene and personal hygiene standards for food handlers;
- consideration of career opportunities in the catering industry;
- consideration of safe use of equipment and other health and safety issues in the catering industry;
- preparation, cooking and finishing of four starters, four mains and four desserts;
- safe storage of foods and recycling of packaging;
- healthy eating alternatives;
- consideration of environmental issues in the catering industry; and
- a review and evaluation of performance.

## Learning Outcomes

### Section 1 Health and Safety in Catering

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- identify a range of local catering outlets;
- describe three career opportunities in the catering industry;
- wear the required uniform correctly and maintain high standards of personal health and hygiene when handling food;
- identify hazards in the kitchen and know how to deal with them correctly and when to report them to the teacher/lecturer;
- keep the work area clean and hygienic;
- use electrical equipment safely following manufacturers' instructions;
- understand the correct temperature to hold products at for service and to store them at safely, if not for immediate use;
- prepare and cook food safely, preventing cross-contamination and keeping necessary records up to date;
- select the correct tools and equipment to carry out the necessary preparation and cooking methods, conserving energy where possible;
- safely use the appropriate equipment when preparing the selected dishes; and
- evaluate their own performance in practical tasks.

### Section 2 Starters

Learners should be able to:

- check that the ingredients meet their requirements;
- prepare, cook and finish four different starters, including at least one soup, at least one cold starter and one hot starter;
- use a range of foods in the starters selected, to include chicken, cheese and either fish or meat, with at least one starter suitable for a vegetarian;
- correctly carry out the relevant cooking methods;
- ensure the dish is the correct flavour, colour, texture and quantity;
- use their creative skills to present the dishes in a manner suitable for service in a modern restaurant, including garnishing, portioning and presentation;
- understand portion control, how to minimise waste and dispose of leftover food correctly and consider use of fair trade and organic products;
- understand the importance of sourcing local products and using foods which are in season;
- identify food packaging that can be recycled;
- understand healthy eating options for the selected starters; and
- evaluate their own performance in two assessed practical tasks.

### Learning Outcomes (cont.)

#### Section 3 Mains

Learners should be able to:

- check that the ingredients meet their requirements;
- prepare, cook and finish four different mains dishes;
- use a range of foods in the selection of the above dishes to include chicken, cheese and either fish or meat, with at least one dish suitable for a vegetarian;
- correctly carry out four of the following cooking methods according to the dish requirements: grilling, frying, boiling, steaming, roasting or microwaving;
- understand the importance of sourcing local products and using foods that are in season;
- use finishing methods and creative skills to present the dishes in a manner suitable for service in a modern restaurant, including garnishing, portioning and presentation;
- ensure the dish is the correct flavour, texture, consistency and quantity;
- understand healthy eating options for the selected dishes;
- understand portion control, how to minimise waste and dispose of leftover food correctly and consider use of fair trade and organic products; and
- evaluate their own performance in two assessed practical tasks.

#### Section 4 Desserts

Learners should be able to:

- check that the ingredients meet their requirements;
- prepare, cook and finish four different desserts, two of which should be hot and two cold;
- use a range of foods in the above dishes to include fresh and pre-prepared fruit, an egg-based dessert and a biscuit-based dessert;
- safely use the appropriate equipment when preparing the dishes;
- ensure the dessert is the correct colour, flavour, texture and finish;
- use finishing methods and creative skills to present the dishes in a manner suitable for service in a modern restaurant, including garnishing, piping, portioning, glazing and slicing;
- understand healthy eating options for the selected desserts;
- evaluate their own performance in two assessed practical tasks; and
- carry out an end-of-unit evaluation.

## Assessment Guidance

Good personal hygiene procedures are essential throughout this unit. The following aspects should be covered:

- wearing appropriate uniforms;
- hand washing and wearing disposable gloves when appropriate;
- covering cuts and grazes;
- caring for hair during work; and
- reporting illnesses and infection.

Learners should experience all aspects of the unit and should provide evidence of having prepared a range of dishes from each of Sections 2, 3 and 4. Learners should prepare and cook four dishes from each of Sections 2, 3 and 4, but only **two** products from each section will be formally observed and assessed. Learners should record in their diaries evidence of having prepared a range of dishes.

Examples of soups could include: potato, leek and onion soup; fish chowder; roast squash and sweet potato soup; or Thai chicken noodle soup.

Examples of cold starters could include: chicken, tomato, feta and lemon salad; carrot and avocado salad; chicken Waldorf salad; or beetroot, goats' cheese and redcurrant salad.

Examples of hot starters could include: rocket pesto filled mushrooms with Camembert; honey chilli prawns with ciabatta toasts; or goats' cheese and caramelised onion tartlet.

Examples of mains dishes could include: sausage and spinach pasta bake; salmon with sticky chilli sauce; Thai vegetable curry; chicken and mushroom carbonara; noodles with pork and ginger; beef in black bean sauce; vegetable chilli; beef stroganoff; or tuna burger with basil and lime mayonnaise.

Examples of desserts could include: mango trifle shots; chocolate peanut butter cheesecake; fruit tart/tartlets; fruit pancakes with hazelnut cream; strawberry and almond crumble; or crème caramel.

Teachers/Lecturers should consider costs and using seasonal and local produce when choosing the food products for the dishes.

There will be formal observational assessment of **two** products from each of **Sections 2, 3 and 4**. Each section will have structured written questions to check the learner's understanding of the content, including aspects of Section 1. The learner can answer questions orally. The teacher must validate the learner's answers by providing a written record.

Practical activities should reflect industrial standards, for example in the operation of a restaurant to produce a meal for parents or staff during the course. Where learners cannot experience industrial practice, it is essential that they have the opportunity to visit a working restaurant. Photographic evidence of the learner's work will reinforce the teacher's assessment of performance. Photographs should be validated by dates and the signatures of both the learner and the teacher/lecturer.

### Exemplar Assessment

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- wear the correct uniform and apply all required personal hygiene standards when handling food;
- follow all health and safety procedures in the kitchen;
- select and use correct equipment safely when preparing and cooking the selected dish;
- demonstrate skills when preparing and cooking the selected dish;
- demonstrate skills and creative flair in the finishing and presentation of the selected dish;
- ensure the selected dish is the correct flavour, texture, colour and quantity;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.



### AO1

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO1	<p><b>Health and safety, environment, and related careers</b></p> <p><b>Materials and related skills and knowledge</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate satisfactory understanding of safe and hygienic practices in the kitchen</li> <li>• Demonstrate satisfactory understanding of energy efficiency and recycling opportunities in the kitchen</li> <li>• Demonstrate satisfactory understanding of local catering outlets and employment opportunities in the industry</li> <li>• Show a satisfactory knowledge of cooking methods, use of equipment and choice of ingredients</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic understanding of safe and hygienic practices in the kitchen</li> <li>• Demonstrate basic understanding of energy efficiency and recycling opportunities in the kitchen</li> <li>• Demonstrate basic understanding of local catering outlets and employment opportunities in the industry</li> <li>• Show a basic knowledge of cooking methods, use of equipment and choice of ingredients</li> </ul>

## AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p><b>Personal hygiene</b></p> <p><b>Food hygiene and safety procedures</b></p> <p><b>Use of appropriate equipment</b></p> <p><b>Preparation and cooking skills</b></p> <p><b>Finishing and presentation skills</b></p> <p><b>End product</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate excellent standards of personal hygiene when handling food</li> <li>• Demonstrate an excellent adherence to hygiene and safety procedures when handling food</li> <li>• Select and use the correct equipment safely and to an excellent standard</li> <li>• Show excellent skills in preparing and cooking the dish</li> <li>• Finish and present the dish to an excellent standard</li> <li>• Create a product with an excellent standard of flavour, texture, colour and portion size</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate very good standards of personal hygiene when handling food</li> <li>• Demonstrate a very good adherence to hygiene and safety procedures when handling food</li> <li>• Select and use the correct equipment safely and to a very good standard</li> <li>• Show very good skills in preparing and cooking the dish</li> <li>• Finish and present the dish to a very good standard</li> <li>• Create a product with a very good standard of flavour, texture, colour and portion size</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate good standards of personal hygiene when handling food</li> <li>• Demonstrate a good adherence to hygiene and safety procedures when handling food</li> <li>• Select and use the correct equipment safely and to a good standard</li> <li>• Show good skills in preparing and cooking the dish</li> <li>• Finish and present the dish to a good standard</li> <li>• Create a product with a good standard of flavour, texture, colour and portion size</li> </ul>

### AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	<p><b>Personal hygiene</b></p> <p><b>Food hygiene and safety procedures</b></p> <p><b>Use of appropriate equipment</b></p> <p><b>Preparation and cooking skills</b></p> <p><b>Finishing and presentation skills</b></p> <p><b>End product</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate satisfactory standards of personal hygiene when handling food</li> <li>• Demonstrate a satisfactory adherence to hygiene and safety procedures when handling food</li> <li>• Select and use the correct equipment safely and to a satisfactory standard</li> <li>• Show satisfactory skills in preparing and cooking the dish</li> <li>• Finish and present the dish to a satisfactory standard</li> <li>• Create a product with a satisfactory standard of flavour, texture, colour and portion size</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic standards of personal hygiene when handling food</li> <li>• Demonstrate a basic adherence to hygiene and safety procedures when handling food</li> <li>• Select and use the correct equipment safely and to a basic standard</li> <li>• Show basic skills in preparing and cooking the dish</li> <li>• Finish and present the dish to a basic standard</li> <li>• Create a product with a basic standard of flavour, texture, colour and portion size</li> </ul>

## AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of an excellent evaluation for each practical assessment task</li> <li>Produce excellent self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a very good evaluation for each practical assessment task</li> <li>Produce very good self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a good evaluation for each practical assessment task</li> <li>Produce good self-reflective statements about the learning process in this unit</li> </ul>

## AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of a satisfactory evaluation for each practical assessment task</li> <li>Produce satisfactory self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a basic evaluation for each practical assessment task</li> <li>Produce basic self-reflective statements about the learning process in this unit</li> </ul>

### Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10-9	8-7	6-5	4-3	2-1	0
<b>AO1</b>						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
<b>AO2</b>						
Personal hygiene						
Food hygiene and safety procedures						
Use of appropriate equipment						
Preparation and cooking skills						
Finishing and presentation skills						
End product						
<b>AO3</b>						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
My Record completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.



# Creative Styling Using Blow-Drying Techniques

## UNIT 4

This unit is designed to provide learners with a basic understanding of blow-drying techniques within hairdressing. It will provide learners with an opportunity to learn how to carry out a client consultation, and to provide suitable advice and guidance on hair design. Learners will develop knowledge and skill in a range of hairstyling techniques on both long and short hair. Learners will acquire experience in the use of a range of styling tools, brushes and styling products, and will create a range of hairstyles. They will also gain an understanding of the importance of health and safety within the industry. Learners will develop an understanding of the range of careers within the hairdressing industry.

This unit includes:

- consideration of health and safety issues within hairdressing;
- communicating with clients;
- preparation of work area and clients;
- styling and blow-drying techniques for short and long hair;
- consideration of career opportunities within hairdressing;
- consideration of environmental issues within hairdressing; and
- a review and evaluation of performance.

# UNIT 4

## Creative Styling Using Blow-Drying Techniques

### Learning Outcomes

#### Section 1 Client Consultation

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- demonstrate a consultation with a client, taking into account the following factors – lifestyle, dress sense, age and personality;
- identify the client's face shape, hair type, hair condition, growth patterns, texture and their requirements;
- refer any problems or contraindications that are identified during consultation to the teacher/lecturer;
- advise the client on a style you think would be most suitable for them;
- demonstrate communication with the client in a professional manner and total awareness of their requirements; and
- evaluate their own performance in the practical tasks.

#### Section 2 Preparation of Work Area and Client

Learners should be able to:

- prepare self, work area and client in order to meet all salon requirements in relation to health and safety regulations;
- demonstrate how all equipment, materials and products chosen meet the client's requirements and how the work area is prepared prior to commencing blow-drying;
- position the client to meet the needs of the service without causing them discomfort;
- ensure that their own posture and position whilst working minimises fatigue and the risk of injury;
- demonstrate that all products used are environmentally friendly, where possible, and ensure the manufacturers' instructions are followed;
- demonstrate how the client's hair is prepared to achieve the required look; and
- evaluate their own performance in the practical tasks.

### Learning Outcomes (cont.)

#### Section 3 Blow-Drying the Hair

Learners should be able to:

- demonstrate their knowledge of products suitable for different hair types and textures;
- use a range of flat and round brushes to achieve different styles;
- demonstrate how the correct styling products and equipment are used to achieve the desired result;
- demonstrate how hair is divided into sections to suit the size of the brush and how hair is controlled effectively during styling to achieve the desired result;
- demonstrate how the air flow and the temperature of the hand dryer is controlled throughout the blow-dry;
- demonstrate how the client's comfort is maintained throughout the blow-drying process;
- demonstrate how to complete the styling by use of finishing products;
- provide suitable aftercare advice and recommendations to the client;
- obtain client feedback on service and treatment provided;
- describe three career opportunities within the hairdressing industry;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

# UNIT 4

## Creative Styling Using Blow-Drying Techniques

### Assessment Guidance

Evidence of skills should be demonstrated through practical tasks. Two assessments are required which should include two different styles, one for long straight hair and one for short hair with volume or body. The assessments must involve client consultations and the use of the correct tools and brushes for styles.

Practical demonstrations can be supported by oral and/or written questioning to ensure the learner has full knowledge and understanding of how to prepare the hair using the blow-dry techniques that need to be used.

It is extremely important that all relevant Personal Protective Equipment (PPE) is worn during the styling process and health and safety regulations are followed at all times during practical assessments. In addition learners should be encouraged to consider environmental issues, choosing to use fair trade and organic products, where possible.

### Exemplar Assessments

#### Assessment 1

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- carry out a consultation with the client to plan treatment for a style suitable for long straight hair;
- prepare the work area and client safely and appropriately;
- carry out the styling process in a professional manner;
- advise the client on aftercare;
- obtain feedback from the client on the service provided; and
- evaluate their own performance in the practical task.

#### Assessment 2

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- carry out a consultation with the client to plan treatment for a style suitable for short hair with body;
- prepare the work area and client safely and appropriately;
- carry out the styling process in a professional manner;
- advise the client on aftercare;
- obtain feedback from the client on the service provided;
- evaluate their own performance in the practical task; and
- carry out an end-of-unit evaluation.



# UNIT 4

## Creative Styling Using Blow-Drying Techniques

### AO1

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO1	<p><b>Health and safety, environment, and related careers</b></p> <p><b>Materials and related skills and knowledge</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate satisfactory understanding of the importance of health and safety in relation to personal appearance, client consultation and salon policies and procedures</li> <li>• Demonstrate satisfactory understanding of related environmental issues</li> <li>• Demonstrate a satisfactory knowledge of career opportunities in this area</li> <li>• Show satisfactory understanding of factors that may affect the blow-dry process and client's style requirements in relation to use of styling products, tools and equipment, taking into account environmental issues</li> <li>• Demonstrate satisfactory understanding of the structure of the hair and how it will be affected by the blow-drying process and humidity and what can be done to minimise the effects of humidity on the hair</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic understanding of the importance of health and safety in relation to personal appearance, client consultation and salon policies and procedures</li> <li>• Demonstrate basic understanding of related environmental issues</li> <li>• Demonstrate a basic knowledge of career opportunities in this area</li> <li>• Show basic understanding of factors that may affect the blow-dry process and client's style requirements in relation to use of styling products, tools and equipment, taking into account environmental issues</li> <li>• Demonstrate basic understanding of the structure of the hair and how it will be affected by the blow-drying process and humidity and what can be done to minimise the effects of humidity on the hair</li> </ul>

# Creative Styling Using Blow-Drying Techniques

## UNIT 4

### AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p><b>Application of health, safety and environmental issues</b></p> <p><b>Consultation and treatment planning</b></p> <p><b>Preparation of self, client and work area</b></p> <p><b>Select appropriate tools, products and equipment</b></p> <p><b>Treatment and service carried out in a methodical and professional manner</b></p> <p><b>Aftercare advice and client feedback</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate excellent skills when following all health and safety regulations and salon policies, in relation to products, tools and equipment, while completing the blow-drying process</li> <li>• Demonstrate excellent skills while carrying out client consultation and take consultation factors into account while completing a treatment plan</li> <li>• Carry out preparation of self, client and work area to an excellent standard</li> <li>• Demonstrate excellent ability to select appropriate tools, products and equipment needed to achieve the finished style before beginning treatment</li> <li>• Demonstrate excellent skills in the correct, effective and safe use of tools to ensure client comfort is maintained throughout the blow-drying process while still ensuring requested style is achieved with minimal damage to the hair</li> <li>• Provide client with excellent aftercare advice and encourage client feedback on service and treatment</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate very good skills when following all health and safety regulations and salon policies, in relation to products, tools and equipment, while completing the blow-drying process</li> <li>• Demonstrate very good skills while carrying out client consultation and take consultation factors into account while completing a treatment plan</li> <li>• Carry out preparation of self, client and work area to a very good standard</li> <li>• Demonstrate very good ability to select appropriate tools, products and equipment needed to achieve the finished style before beginning treatment</li> <li>• Demonstrate very good skills in the correct, effective and safe use of tools to ensure client comfort is maintained throughout the blow-drying process while still ensuring requested style is achieved with minimal damage to the hair</li> <li>• Provide client with very good aftercare advice and encourage client feedback on service and treatment</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate good skills when following all health and safety regulations and salon policies, in relation to products, tools and equipment, while completing the blow-drying process</li> <li>• Demonstrate good skills while carrying out client consultation and take consultation factors into account while completing a treatment plan</li> <li>• Carry out preparation of self, client and work area to a good standard</li> <li>• Demonstrate good ability to select appropriate tools, products and equipment needed to achieve the finished style before beginning treatment</li> <li>• Demonstrate good skills in the correct, effective and safe use of tools to ensure client comfort is maintained throughout the blow-drying process while still ensuring requested style is achieved with minimal damage to the hair</li> <li>• Provide client with good aftercare advice and encourage client feedback on service and treatment</li> </ul>

# UNIT 4

## Creative Styling Using Blow-Drying Techniques

### AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4-3	Performance Descriptor Basic 2-1
AO2	<p><b>Application of health, safety and environmental issues</b></p> <p><b>Consultation and treatment planning</b></p> <p><b>Preparation of self, client and work area</b></p> <p><b>Select appropriate tools, products and equipment</b></p> <p><b>Treatment and service carried out in a methodical and professional manner</b></p> <p><b>Aftercare advice and client feedback</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate satisfactory skills when following all health and safety regulations and salon policies, in relation to products, tools and equipment, while completing the blow-drying process</li> <li>• Demonstrate satisfactory skills while carrying out client consultation and take consultation factors into account while completing a treatment plan</li> <li>• Carry out preparation of self, client and work area to a satisfactory standard</li> <li>• Demonstrate satisfactory ability to select appropriate tools, products and equipment needed to achieve the finished style before beginning treatment</li> <li>• Demonstrate satisfactory skills in the correct, effective and safe use of tools to ensure client comfort is maintained throughout the blow-drying process while still ensuring requested style is achieved with minimal damage to the hair</li> <li>• Provide client with satisfactory aftercare advice and encourage client feedback on service and treatment</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic skills when following all health and safety regulations and salon policies, in relation to products, tools and equipment, while completing the blow-drying process</li> <li>• Demonstrate basic skills while carrying out client consultation and take consultation factors into account while completing a treatment plan</li> <li>• Carry out preparation of self, client and work area to a basic standard</li> <li>• Demonstrate basic ability to select appropriate tools, products and equipment needed to achieve the finished style before beginning treatment</li> <li>• Demonstrate basic skills in the correct, effective and safe use of tools to ensure client comfort is maintained throughout the blow-drying process while still ensuring requested style is achieved with minimal damage to the hair</li> <li>• Provide client with basic aftercare advice and encourage client feedback on service and treatment</li> </ul>

# Creative Styling Using Blow-Drying Techniques

## UNIT 4

### AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of an excellent evaluation for each practical assessment task</li> <li>Produce excellent self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a very good evaluation for each practical assessment task</li> <li>Produce very good self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a good evaluation for each practical assessment task</li> <li>Produce good self-reflective statements about the learning process in this unit</li> </ul>

### AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of a satisfactory evaluation for each practical assessment task</li> <li>Produce satisfactory self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a basic evaluation for each practical assessment task</li> <li>Produce basic self-reflective statements about the learning process in this unit</li> </ul>

# UNIT 4

## Creative Styling Using Blow-Drying Techniques

### Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
<b>A01</b>						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
<b>A02</b>						
Application of health, safety and environmental issues						
Consultation and treatment planning						
Preparation of self, client and work area						
Select appropriate tools, products and equipment						
Treatment and service carried out in a methodical and professional manner						
Aftercare advice and client feedback						
<b>A03</b>						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
My Record completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.

This unit provides learners with a basic understanding of promoting themselves and their organisation by providing excellent customer care, dealing with all types of customers and how to plan for improvements to customer service in an organisation. Learners will reflect on their own attitude and skills and how they can be improved to become more successful in building positive relationships with customers and working effectively as part of a team. Learners will study the importance of customer care within a range of employment sectors.

They will also be aware of legislation covering the rights of employees and customers and the importance of using customer opinions to plan improvements to customer service in an organisation.

This unit includes:

- consideration of legislation relating to health and safety in the workplace and customers' rights;
- creating an excellent first impression;
- communicating with customers and responding to enquiries;
- dealing with customers' needs and complaints;
- obtaining customer feedback;
- developing plans to improve customer service;
- consideration of careers in customer service;
- consideration of environmental issues in customer service; and
- a review and evaluation of performance.

## Learning Outcomes

### Section 1 Creating a Positive First Impression

Learners should be able to:

- understand the importance of creating a positive first impression for an organisation;
- understand how to create a positive image of themselves and their organisation;
- create a positive first impression of themselves and their organisation;
- demonstrate how to communicate with customers in a polite and professional manner, both face-to-face and on the telephone; and
- evaluate their own performance in practical tasks.

### Section 2 Dealing with Different Customers' Needs

Learners should be able to:

- demonstrate understanding of the implications of the Health and Safety at Work Act (HASAWA) 1974;
- demonstrate understanding of legislation related to customers' rights to include the Trade Descriptions Act 1972, the Supply of Goods and Services Act 1982 and the relevant equality legislation;
- recognise different customer needs and expectations;
- deal with different customer needs promptly and professionally;
- resolve customer queries and complaints on their own;
- refer customer queries and complaints to their line manager when they cannot resolve them on their own;
- recognise the importance of teamwork in the work place; and
- evaluate their own performance in practical tasks.

### Section 3 Improving Customer Service in an Organisation

Learners should be able to:

- describe three career opportunities in customer service and identify the personal skills and qualities related to them;
- understand the importance of good customer service;
- use different methods to seek customer opinion on the services offered by an organisation;
- analyse customer feedback to highlight areas for improvement in an organisation;
- report customer feedback to their line manager;
- develop an action plan for improving customer service in an organisation;
- identify environmental issues related to customer service and understand how to deal with them;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

## Assessment Guidance

Assessment should be linked, if possible, to another occupational studies unit such as Manicure and Nail Art or Modern Retailing. If this is the case, the learner can be assessed through means of observation for Section 1. Alternatively, a mock interview could be used to assess learner performance. This gives the learner an opportunity to create a positive first impression and show how best to promote themselves and their abilities in an interview with a prospective employer.

Role-play may be used to demonstrate good and bad customer service in the work place. This may be videoed or photographed to show good and bad practice. Group discussion on personal examples of good and bad practice in a retail environment may be useful. Learners could describe how they felt when they were on the receiving end of poor customer service. They could include this in their portfolios as video evidence. Case studies or witness testimony of personal experience could also be used as evidence.

Learners could produce a checklist, outlining best practice guidelines for staff. This should include personal appearance, hygiene, uniform, and attitude.

Learners could work in teams to research the best method to gather customer feedback about a service offered at their school or college. This would provide an opportunity to gather evidence that they could then use to develop an action plan on how customer service may be improved. If the school/college does not have any facilities to carry out research, learners could use an outside organisation, for example a clothes retailer or food outlet and discuss and grade its customer service, making suggestions about how to improve it. The written report/action plan should be a minimum of 400 words and should provide a brief description of good practice already in place, areas where feedback suggests there could be improvements and recommendations on how customer service could be improved.

Teachers/Lecturers should plan to ensure that this unit is as practical as possible. This ensures learners stay motivated and engaged.

Teachers/Lecturers should provide learners with a well-planned scenario/brief so that they can generate evidence of performance for the requirements for AO2. The following exemplar assessment task could provide all the evidence requirements for this unit.

### Exemplar Assessment

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- consider personal appearance and presentation when dealing with customers;
- demonstrate excellent communication skills when dealing with customers and responding to enquiries;
- demonstrate how to deal appropriately with customer complaints;
- gather customers' opinions on a service and analyse the findings;
- use customer feedback to plan improvements to customer service;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.



### AO1

		<b>Performance Descriptor Satisfactory 4–3</b>	<b>Performance Descriptor Basic 2–1</b>
<b>AO1</b>	<p><b>Health and safety, environment, and related careers</b></p> <p><b>Materials and related skills and knowledge</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate satisfactory understanding of health and safety issues relating to customer service</li> <li>• Demonstrate satisfactory understanding of environmental issues and how these are relevant to an organisation</li> <li>• Demonstrate satisfactory understanding of careers in customer service</li> <li>• Demonstrate a satisfactory understanding of the importance of personal appearance and presentation skills in jobs in the customer service industry</li> <li>• Demonstrate satisfactory understanding of the importance of good customer service skills in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic understanding of health and safety issues relating to customer service</li> <li>• Demonstrate basic understanding of environmental issues and how these are relevant to an organisation</li> <li>• Demonstrate basic understanding of careers in customer service</li> <li>• Demonstrate a basic understanding of the importance of personal appearance and presentation skills in jobs in the customer service industry</li> <li>• Demonstrate basic understanding of the importance of good customer service skills in the workplace</li> </ul>

## AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p><b>Personal appearance and presentation</b></p> <p><b>Communication skills</b></p> <p><b>Dealing with customer needs</b></p> <p><b>Dealing with customer complaints</b></p> <p><b>Methods of gathering feedback</b></p> <p><b>Using customer feedback to plan improvements to customer service</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate excellent standards of personal appearance and interpersonal skills when working in a customer service industry</li> <li>• Demonstrate excellent verbal and non-verbal communication skills</li> <li>• Demonstrate excellent skills when answering the telephone and dealing with customers' enquiries</li> <li>• Demonstrate excellent skills when recording written information</li> <li>• Demonstrate excellent skills when meeting the needs of a range of different customers</li> <li>• Demonstrate excellent ability to deal efficiently and effectively with customer complaints</li> <li>• Demonstrate excellent ability to gather customer feedback on the services offered in a business</li> <li>• Demonstrate excellent ability to use customer feedback to plan improvements to customer service</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate very good standards of personal appearance and interpersonal skills when working in a customer service industry</li> <li>• Demonstrate very good verbal and non-verbal communication skills</li> <li>• Demonstrate very good skills when answering the telephone and dealing with customers' enquiries</li> <li>• Demonstrate very good skills when recording written information</li> <li>• Demonstrate very good skills when meeting the needs of a range of different customers</li> <li>• Demonstrate very good ability to deal efficiently and effectively with customer complaints</li> <li>• Demonstrate very good ability to gather customer feedback on the services offered in a business</li> <li>• Demonstrate very good ability to use customer feedback to plan improvements to customer service</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate good standards of personal appearance and interpersonal skills when working in a customer service industry</li> <li>• Demonstrate good verbal and non-verbal communication skills</li> <li>• Demonstrate good skills when answering the telephone and dealing with customers' enquiries</li> <li>• Demonstrate good skills when recording written information</li> <li>• Demonstrate good skills when meeting the needs of a range of different customers</li> <li>• Demonstrate good ability to deal efficiently and effectively with customer complaints</li> <li>• Demonstrate good ability to gather customer feedback on the services offered in a business</li> <li>• Demonstrate good ability to use customer feedback to plan improvements to customer service</li> </ul>

### A02

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
A02	<p><b>Personal appearance and presentation</b></p> <p><b>Communication skills</b></p> <p><b>Dealing with customer needs</b></p> <p><b>Dealing with customer complaints</b></p> <p><b>Methods of gathering feedback</b></p> <p><b>Using customer feedback to plan improvements to customer service</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate satisfactory standards of personal appearance and interpersonal skills when working in a customer service industry</li> <li>• Demonstrate satisfactory verbal and non-verbal communication skills</li> <li>• Demonstrate satisfactory skills when answering the telephone and dealing with customers' enquiries</li> <li>• Demonstrate satisfactory skills when recording written information</li> <li>• Demonstrate satisfactory skills when meeting the needs of a range of different customers</li> <li>• Demonstrate satisfactory ability to deal efficiently and effectively with customer complaints</li> <li>• Demonstrate satisfactory ability to gather customer feedback on the services offered in a business</li> <li>• Demonstrate satisfactory ability to use customer feedback to plan improvements to customer service</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic standards of personal appearance and interpersonal skills when working in a customer service industry</li> <li>• Demonstrate basic verbal and non-verbal communication skills</li> <li>• Demonstrate basic skills when answering the telephone and dealing with customers' enquiries</li> <li>• Demonstrate basic skills when recording written information</li> <li>• Demonstrate basic skills when meeting the needs of a range of different customers</li> <li>• Demonstrate basic ability to deal efficiently and effectively with customer complaints</li> <li>• Demonstrate basic ability to gather customer feedback on the services offered in a business</li> <li>• Demonstrate basic ability to use customer feedback to plan improvements to customer service</li> </ul>

## AO3

		<b>Performance Descriptor Excellent 10–9</b>	<b>Performance Descriptor Very Good 8–7</b>	<b>Performance Descriptor Good 6–5</b>
<b>AO3</b>	<b>Task evaluation</b>	<ul style="list-style-type: none"> <li>Show evidence of an excellent evaluation for each practical assessment task</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a very good evaluation for each practical assessment task</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a good evaluation for each practical assessment task</li> </ul>
	<b>Final evaluation</b>	<ul style="list-style-type: none"> <li>Produce excellent self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Produce very good self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Produce good self-reflective statements about the learning process in this unit</li> </ul>

## AO3

	<b>Assessment Criteria</b>	<b>Performance Descriptor Satisfactory 4–3</b>	<b>Performance Descriptor Basic 2–1</b>
<b>AO3</b>	<b>Task evaluation</b>	<ul style="list-style-type: none"> <li>Show evidence of a satisfactory evaluation for each practical assessment task</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a basic evaluation for each practical assessment task</li> </ul>
	<b>Final evaluation</b>	<ul style="list-style-type: none"> <li>Produce satisfactory self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Produce basic self-reflective statements about the learning process in this unit</li> </ul>

### Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
<b>AO1</b>						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
<b>AO2</b>						
Personal appearance and presentation						
Communication skills						
Dealing with customer needs						
Dealing with customer complaints						
Methods of gathering feedback						
Using customer feedback to plan improvement to customer service						
<b>AO3</b>						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
My Record completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.



This unit is designed to develop learners' knowledge and practical skills in facial skincare. Learners will carry out consultations with clients and agree a treatment plan to meet the clients' requirements.

This unit includes:

- consideration of health and safety procedures in the beauty salon;
- analysis of skin types and conditions;
- carrying out client consultations to identify appropriate treatment plans;
- application of facial skincare products in a safe and professional manner;
- giving aftercare advice to clients and obtaining client feedback;
- consideration of recycling, minimising waste and the use of environmentally friendly products;
- consideration of career opportunities in beauty therapy; and
- a review and evaluation of performance.

## Learning Outcomes

### Section 1 Client Consultation

Learners should be able to:

- wear appropriate Personal Protective Equipment (PPE) and maintain a high standard of personal hygiene;
- recognise potential hazards in the beauty salon;
- follow accident procedures should an incident happen in the beauty salon;
- understand the health and safety procedures relating to the application of facial skincare products;
- demonstrate understanding of salon policies relating to health and safety, including the Health and Safety at Work Act (HASAWA) 1974, Electricity at Work Regulations (Northern Ireland) 1991 and Control of Substances Hazardous to Health Regulations (COSHH) 2002;
- carry out a detailed consultation with a client in a polite and friendly manner;
- maintain client confidentiality in line with the Data Protection Act 1998;
- study the clients' skin through skin analysis and oral questioning techniques;
- use different types of communication, verbal, non-verbal and written, during the client consultation;
- identify products that are suitable for different skin types;
- consider the client's skin type and condition and take these into account when recommending suitable treatments and products;
- recognise contraindications and contra-actions;
- identify problems that may occur and be able to deal with them or refer them to the teacher/lecturer;
- analyse all evidence and put together a treatment plan to meet the client's skincare needs;
- record the evidence during consultation and agree a treatment plan with the client and teacher/lecturer;
- describe three career opportunities in beauty therapy; and
- evaluate their own performance in practical tasks.

### Section 2 Preparation of Treatment Area and Client

Learners should be able to:

- select appropriate resources for the facial skincare treatment such as towels, equipment and products;
- set up the work area to meet legal, hygiene and treatment requirements;
- position equipment and materials for ease and safety of use;
- ensure client comfort;
- understand the importance of correctly preparing the skin for the facial skincare treatment;
- understand the importance of using environmentally friendly products; and
- evaluate their own performance in practical tasks.

### Learning Outcomes (cont.)

#### Section 3 Improving Skin Condition

Learners should be able to:

- effectively disinfect their hands prior to facial treatments;
- use facial skincare products and equipment correctly, following the manufacturers' instructions;
- clean all tools and equipment using the correct methods and materials in a methodical sequence;
- identify types of eye cleansing products, cleansers, toners, exfoliators, massage, mask and moisturising products available and demonstrate how to use them;
- apply facial skincare products in a professional manner, minimising discomfort to the client;
- maintain the client's modesty and privacy at all times;
- understand the function of blood and its role in improving skin and muscle condition;
- identify specific muscles and bones of the face when using skincare products;
- apply suitable massage techniques, for example effleurage, petrissage and tapotement, and mask treatments accurately to meet the client's needs;
- provide aftercare and advice and recommendations accurately and constructively;
- ensure the finished result meets the client's needs, accurately recording feedback received;
- discuss the need for minimising waste, waste disposal, recycling, the use of fair trade and organic products;
- dispose of waste materials safely and correctly, recycling packaging where possible;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

## Assessment Guidance

This unit needs to be delivered in a fully operational working environment with real clients, for example peers. When required, parental consent should be obtained.

Performance must be demonstrated consistently with the different examples of practical activity being carried out. Photographic evidence should be used with parental consent.

Learners should carry out two assessment tasks, using two different clients. An example of one task is given below.

Oral questioning and practical demonstrations are recommended. These are considered the most appropriate for this qualification. The learners will have knowledge of a safe working environment. Learners should be aware of the safe use of electrical equipment, for example magnifying lamps.

It is very important for learners to adhere to all health and safety regulations and occupational standards and to wear the relevant protective clothing.

### Exemplar Assessment

Each facial should take approximately 45 minutes.

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- prepare the work area and the client safely and appropriately;
- carry out a detailed consultation with the client;
- agree a suitable facial skincare treatment plan with the client;
- record and confirm the agreed treatment plan with the teacher/lecturer;
- apply suitable facial skincare products in a safe and professional manner to meet the client's needs;
- advise the client on aftercare;
- receive feedback from the client on the treatment/service provided;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.





### AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p><b>Application of health and safety procedures</b></p> <p><b>Client consultation</b></p> <p><b>Preparation of client and work area</b></p> <p><b>Selection of equipment and products</b></p> <p><b>Treatment/Service</b></p> <p><b>Aftercare advice and client feedback</b></p>	<ul style="list-style-type: none"> <li>Apply health and safety procedures throughout treatment/service to an excellent level</li> <li>Display an excellent manner towards the client during the consultation</li> <li>Present excellent evidence of necessary information obtained from client during consultation</li> <li>Provide excellent treatment/service objectives, agreed with the client during the consultation</li> <li>Prepare the work area and client to an excellent standard</li> <li>Demonstrate excellent ability to select equipment and products for facial treatment</li> <li>Demonstrate excellent skills in the methodical application of facial skincare products</li> <li>Demonstrate excellent client interaction and professionalism throughout the treatment/service</li> <li>Provide excellent constructive aftercare recommendations to the client</li> <li>Present excellent records of client feedback on the treatment service provided</li> </ul>	<ul style="list-style-type: none"> <li>Apply health and safety procedures throughout treatment/service to a very good level</li> <li>Display a very good manner towards the client during the consultation</li> <li>Present very good evidence of necessary information obtained from client during consultation</li> <li>Provide very good treatment/service objectives, agreed with the client during the consultation</li> <li>Prepare the work area and client to a very good standard</li> <li>Demonstrate very good ability to select equipment and products for facial treatment</li> <li>Demonstrate very good skills in the methodical application of facial skincare products</li> <li>Demonstrate very good client interaction and professionalism throughout the treatment/service</li> <li>Provide very good constructive aftercare recommendations to the client</li> <li>Present very good records of client feedback on the treatment service provided</li> </ul>	<ul style="list-style-type: none"> <li>Apply health and safety procedures throughout treatment/service to a good level</li> <li>Display a good manner towards the client during the consultation</li> <li>Present good evidence of necessary information obtained from client during consultation</li> <li>Provide good treatment/service objectives, agreed with the client during the consultation</li> <li>Prepare the work area and client to good standard</li> <li>Demonstrate good ability to select equipment and products for facial treatment</li> <li>Demonstrate good skills in the methodical application of facial skincare products</li> <li>Demonstrate good client interaction and professionalism throughout the treatment/service</li> <li>Provide good constructive aftercare recommendations to the client</li> <li>Present good records of client feedback on the treatment service provided</li> </ul>

## AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	<p><b>Application of health and safety procedures</b></p> <p><b>Client consultation</b></p> <p><b>Preparation of client and work area</b></p> <p><b>Selection of equipment and products</b></p> <p><b>Treatment/Service</b></p> <p><b>Aftercare advice and client feedback</b></p>	<ul style="list-style-type: none"> <li>Apply health and safety procedures throughout treatment/service to a satisfactory level</li> <li>Display a satisfactory manner towards the client during the consultation</li> <li>Present satisfactory evidence of necessary information obtained from client during consultation</li> <li>Provide satisfactory treatment/service objectives, agreed with the client during the consultation</li> <li>Prepare the work area and client to a satisfactory standard</li> <li>Demonstrate satisfactory ability to select equipment and products for facial treatment</li> <li>Demonstrate satisfactory skills in the methodical application of facial skincare products</li> <li>Demonstrate satisfactory client interaction and professionalism throughout the treatment/service</li> <li>Provide satisfactory constructive aftercare recommendations to the client</li> <li>Present satisfactory records of client feedback on the treatment service provided</li> </ul>	<ul style="list-style-type: none"> <li>Apply health and safety procedures throughout treatment/service to a basic level</li> <li>Display a basic manner towards the client during the consultation</li> <li>Present basic evidence of necessary information obtained from client during consultation</li> <li>Provide basic treatment/service objectives, agreed with the client during the consultation</li> <li>Prepare the work area and client to a basic standard</li> <li>Demonstrate basic ability to select equipment and products for facial treatment</li> <li>Demonstrate basic skills in the methodical application of facial skincare products</li> <li>Demonstrate basic client interaction and professionalism throughout the treatment/service</li> <li>Provide basic constructive aftercare recommendations to the client</li> <li>Present basic records of client feedback on the treatment service provided</li> </ul>

### AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of an excellent evaluation for each practical assessment task</li> <li>Produce excellent self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a very good evaluation for each practical assessment task</li> <li>Produce very good self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a good evaluation for each practical assessment task</li> <li>Produce good self-reflective statements about the learning process in this unit</li> </ul>

### AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of a satisfactory evaluation for each practical assessment task</li> <li>Produce satisfactory self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a basic evaluation for each practical assessment task</li> <li>Produce basic self-reflective statements about the learning process in this unit</li> </ul>

## Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
<b>A01</b>						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
<b>A02</b>						
Application of health and safety procedures						
Client consultation						
Preparation of client and work area						
Selection of equipment and products						
Treatment/Service						
Aftercare advice and client feedback						
<b>A03</b>						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
My Record completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.

This unit is designed to give learners an appreciation of the importance of the logistics and transport sectors to the development of the local economy and the ability to trade. Learners will acquire an insight into the framework within which transport must operate and will be introduced to the characteristics of the various modes of transport systems. The unit will also create an awareness of the environmental impacts of transport, how it contributes to social inclusion and how accessibility and sustainable travel can be promoted.

This unit includes:

- identification of logistics and transport activities;
- consideration of organisations and job roles within logistics and transport;
- consideration of the impact of transport on the economy and environment;
- undertaking traffic/travel surveys, analysis of data and presentation of findings;
- consideration of health and safety issues within logistics and transport; and
- a review and evaluation of performance.



# Logistics and Transport

## Learning Outcomes

### Section 1 Investigate Logistics and Passenger Transport

Learners should be able to:

- identify the reasons why people travel, for example for social, work and leisure purposes;
- identify the logistics activities and supply chain issues of a local supermarket;
- understand the role of logistics and passenger transport developments on the national economy;
- describe three job roles in logistics and passenger transport industries; and
- evaluate their own performance in practical tasks.

### Section 2 Moving People and Freight

Learners should be able to:

- interpret maps and timetables to plan a journey between two specific locations;
- explain how public transport can aid social inclusion such as free travel for certain groups of people and connecting timetables between rural and city locations;
- identify the range of freight transport options available for specific journeys;
- research how local organisations, with a logistics/transport function, could improve their environmental performance, for example the types of vehicles used and how they reduce fuel consumption;
- use spreadsheets to help calculate journey costs;
- develop a school travel questionnaire (hard copy or digital);
- undertake a baseline survey which details how pupils and staff travel to school;
- use spreadsheets and software, for example Microsoft Excel, to analyse data and present findings; and
- evaluate their own performance in practical tasks.

### Section 3 The Relationship between Road Infrastructure, Road Users, the Environment and Health and Safety

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- understand the importance of security regulations in the sector;
- identify hazards, for example objects falling from a height in a warehouse;
- assess risks and plan safety control measures that could be implemented to make the workplace safer;
- plan and carry out a traffic speed survey, for example calculating traffic speed using a stopwatch ( $\text{Speed} = \frac{\text{Distance}}{\text{Time}}$ );
- use computer spreadsheets to analyse the collected data;
- research a local road traffic issue using local media reports/articles and a range of other information sources, including the internet;
- analyse the information gathered and present their findings;
- evaluate their own performance in all practical tasks; and
- carry out an end-of-unit evaluation.

### Assessment Guidance

Learners should demonstrate that they have gained an understanding of the types of organisations that operate in logistics and passenger transport within their area and the job roles in the logistics and passenger transport industries (road, rail, air and sea). A description of the job roles could be presented as a newspaper or magazine interview.

Learners should understand the importance of transport and logistics to the development of the national economy and transport infrastructure. Learners will come to appreciate the importance of passenger transport in encouraging social inclusion, broadening accessibility and reducing adverse environmental impacts. They will learn about the extent of freight movement around the world and how it impacts on our day-to-day lives.

Examples include:

- the worldwide sourcing of raw materials;
- fresh fruit and vegetables which are often out-of-season; and
- the associated food miles.

Evidence for assessment could include an information leaflet or flyer to show an understanding of a company's operations, markets, vehicles and infrastructure, as well as the environmental impact. Emphasis will also be placed on the importance of public transport as an alternative mode of travel to the private car, and the role that a good walking and cycling infrastructure plays in encouraging sustainable travel.

Learners need to understand how health, safety and security concerns impact on transport operations. Evidence for assessment could include a risk assessment based on observations made during a company site visit. Learners will also develop an appreciation for an integrated approach in promoting road safety; including the enforcement of appropriate speed limits to ensure road safety and efficient traffic flow, and the impact of congestion on business operations and efficiencies.

Many local companies are willing and interested in hosting visiting groups and some have specific facilities to host such visits or presentations. The list includes transport providers, but also companies who rely on transport such as factories and supermarkets. Visiting speakers can also provide valuable information and support.

The assessments for this unit could be a series of mini projects that could be used to fulfil the criteria and enable the learner to assimilate background information about the industry. Learners should undertake the six projects as outlined in the exemplar assessment below.

### Exemplar Assessment

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- carry out a presentation of the logistics activities and supply chain issues of a local supermarket;
- plan and cost a journey for any mode of travel, using maps and timetables and showing how environmental impacts could be reduced;
- carry out a school travel survey and present findings;
- carry out a risk assessment and plan for the implementation of relevant safety control measures;
- carry out a traffic speed survey and present findings;
- research a local traffic issue and present findings;
- evaluate their own performance in each of the activities; and
- carry out an end-of-unit evaluation.





## AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p><b>Logistics activities and supply chain issues</b></p> <p><b>Route planning and environmental and cost constraints</b></p> <p><b>School travel survey</b></p> <p><b>Risk assessment and safety measures</b></p> <p><b>Traffic speed survey</b></p> <p><b>Local road traffic issue</b></p>	<ul style="list-style-type: none"> <li>• Show an excellent understanding of the range of logistics activities and supply chain issues of a local supermarket</li> <li>• Show excellent ability to plan routes and choose modes of transport which reduce environmental impact and costs</li> <li>• Demonstrate excellent ability to design and produce a questionnaire for use in a school travel survey</li> <li>• Demonstrate excellent skills to carry out a school travel survey, analyse dates and present findings</li> <li>• Demonstrate excellent ability to identify hazards, assess risks and plan safety control measures in the workplace</li> <li>• Demonstrate excellent ability to plan and carry out a traffic speed survey and analyse the data collected</li> <li>• Demonstrate excellent ability to research and present findings on a local road traffic issue</li> </ul>	<ul style="list-style-type: none"> <li>• Show a very good understanding of the range of logistics activities and supply chain issues of a local supermarket</li> <li>• Show very good ability to plan routes and choose modes of transport which reduce environmental impact and costs</li> <li>• Demonstrate very good ability to design and produce a questionnaire for use in a school travel survey</li> <li>• Demonstrate very good skills to carry out a school travel survey, analyse dates and present findings</li> <li>• Demonstrate very good ability to identify hazards, assess risks and plan safety control measures in the workplace</li> <li>• Demonstrate very good ability to plan and carry out a traffic speed survey and analyse the data collected</li> <li>• Demonstrate very good ability to research and present findings on a local road traffic issue</li> </ul>	<ul style="list-style-type: none"> <li>• Show a good understanding of the range of logistics activities and supply chain issues of a local supermarket</li> <li>• Show good ability to plan routes and choose modes of transport which reduce environmental impact and costs</li> <li>• Demonstrate good ability to design and produce a questionnaire for use in a school travel survey</li> <li>• Demonstrate good skills to carry out a school travel survey, analyse dates and present findings</li> <li>• Demonstrate good ability to identify hazards, assess risks and plan safety control measures in the workplace</li> <li>• Demonstrate good ability to plan and carry out a traffic speed survey and analyse the data collected</li> <li>• Demonstrate good ability to research and present findings on a local road traffic issue</li> </ul>

### AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	<p><b>Logistics activities and supply chain issues</b></p> <p><b>Route planning and environmental and cost constraints</b></p> <p><b>School travel survey</b></p> <p><b>Risk assessment and safety measures</b></p> <p><b>Traffic speed survey</b></p> <p><b>Local road traffic issue</b></p>	<ul style="list-style-type: none"> <li>• Show a satisfactory understanding of the range of logistics activities and supply chain issues of a local supermarket</li> <li>• Show satisfactory ability to plan routes and choose modes of transport which reduce environmental impact and costs</li> <li>• Demonstrate satisfactory ability to design and produce a questionnaire for use in a school travel survey</li> <li>• Demonstrate satisfactory skills to carry out a school travel survey, analyse dates and present findings</li> <li>• Demonstrate satisfactory ability to identify hazards, assess risks and plan safety control measures in the workplace</li> <li>• Demonstrate satisfactory ability to plan and carry out a traffic speed survey and analyse the data collected</li> <li>• Demonstrate satisfactory ability to research and present findings on a local road traffic issue</li> </ul>	<ul style="list-style-type: none"> <li>• Show a basic understanding of the range of logistics activities and supply chain issues of a local supermarket</li> <li>• Show basic ability to plan routes and choose modes of transport which reduce environmental impact and costs</li> <li>• Demonstrate basic ability to design and produce a questionnaire for use in a school travel survey</li> <li>• Demonstrate basic skills to carry out a school travel survey, analyse dates and present findings</li> <li>• Demonstrate basic ability to identify hazards, assess risks and plan safety control measures in the workplace</li> <li>• Demonstrate basic ability to plan and carry out a traffic speed survey and analyse the data collected</li> <li>• Demonstrate basic ability to research and present findings on a local road traffic issue</li> </ul>

## AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of an excellent evaluation for each practical assessment task</li> <li>Produce excellent self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a very good evaluation for each practical assessment task</li> <li>Produce very good self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a good evaluation for each practical assessment task</li> <li>Produce good self-reflective statements about the learning process in this unit</li> </ul>

## AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of a satisfactory evaluation for each practical assessment task</li> <li>Produce satisfactory self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a basic evaluation for each practical assessment task</li> <li>Produce basic self-reflective statements about the learning process in this unit</li> </ul>

### Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
<b>AO1</b>						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
<b>AO2</b>						
Logistics activities and supply chain issues						
Route planning and environmental and cost constraints						
School travel survey						
Risk assessment and safety measures						
Traffic speed survey						
Local road traffic issue						
<b>AO3</b>						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
My Record completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.



This unit is designed to give the learner an understanding of manicure treatments and nail art techniques. It is suitable for learners who wish to pursue a career in the beauty industry. Learners will carry out consultations with clients and provide appropriate manicure and nail art treatments.

This unit includes:

- consideration of the role of the beauty therapist and career opportunities;
- consideration of health and safety procedures necessary in the beauty salon;
- communicating with clients during consultations to plan treatment;
- providing manicure treatments;
- providing nail polishing treatments and nail decoration;
- consideration of environmental issues relating to the use and disposal of products; and
- a review and evaluation of performance.



# Manicure and Nail Art

## Learning Outcomes

### Section 1 Client Consultation

Learners should be able to:

- meet accepted industry requirements for personal hygiene, protection and appearance;
- recognise the hazards likely to happen during practical work in the beauty salon;
- follow accident procedures should an incident happen in the beauty salon;
- understand health and safety requirements relevant to the salon environment to include – Personal Protective Equipment (PPE), the Health and Safety at Work Act (HASAWA) 1974, Electricity at Work Regulations (Northern Ireland) 1991 and Control of Substances Hazardous to Health (COSHH) (Northern Ireland);
- use consultation techniques in a polite and friendly manner and accurately record the information obtained;
- analyse various skin types and conditions and take these into account when planning the client's manicure and nail art treatment;
- study clients' nails through nail analysis and oral questioning techniques;
- recognise contraindications and contra-actions;
- identify types of products and nail designs that are suitable for various nail types;
- analyse all evidence and record a treatment plan to meet the client's nail care needs;
- ensure the client's records are accurate, easy to read and signed by the client and learner;
- understand the importance of the correct storage of clients' records in relation to the Data Protection Act 1998; and
- evaluate their own performance in practical tasks.

### Section 2 Preparation of Treatment Area and Client

Learners should be able to:

- ensure that all tools and equipment are sterilised using the correct methods;
- select and correctly position suitable equipment, materials and products for the nail service;
- ensure client is in a comfortable and relaxed position that permits access and minimises the risk of injury;
- correctly prepare the skin and nails for the intended manicure and nail art treatment;
- follow manufacturers' instructions when using all products;
- dispose of waste materials safely and correctly to meet local authority requirements and the industry Code of Practice for Nail Services; and
- evaluate their own performance in practical tasks.

### Learning Outcomes (cont.)

#### Section 3 Improving Skin and Nail Condition and Use of Nail Art Techniques

Learners should be able to:

- sanitise their hands prior to treatment;
- identify types of manicure and nail art products available and demonstrate how to use them;
- use appropriate tools, equipment and materials in a methodical sequence;
- carry out hand and nail treatments in a professional manner;
- apply a range of nail finishes to include:
  - light colour;
  - dark colour;
  - French manicure; and
  - buffing;
- apply a range of nail art services to include:
  - coloured polishes;
  - rhinestones;
  - polish secures;
  - painting techniques;
  - base coats;
  - glitters;
  - blending; and
  - topcoats;
- check that the finished result is to the client's satisfaction and meets the agreed service plan;
- give aftercare advice and recommendations accurately and constructively;
- obtain feedback from client on the treatment/service provided;
- discuss the need for minimising waste, recycling, the use of fair trade products and the use of organic products;
- dispose of waste materials safely and correctly;
- leave the work area and equipment in a condition suitable for further treatments;
- discuss three career opportunities in the beauty industry;
- review and evaluate their own performance in the practical tasks; and
- carry out an end-of-unit evaluation.



# Manicure and Nail Art

## Assessment Guidance

The manicure and nail art unit needs to be delivered in a fully operational working environment with clients. Clients could be from within the peer group and parental consent should be obtained if required.

Two assessments are required for this unit. One assessment should demonstrate manicure skills and the second assessment should demonstrate nail enamelling skills and nail art design techniques.

The obligation to have a safe working environment includes the prevention of infection by sterilising all equipment including towels and working surfaces. The safe use of electrical equipment and the temperature of the water should be taken into consideration.

It is extremely important that all relevant PPE is worn and that all health and safety regulations and occupational standards are adhered to. In addition, learners should be encouraged to discuss environmental issues like recycling, minimising waste, the use of fair trade products and the use of organic products.

## Exemplar Assessments

### Assessment 1

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- prepare the work area and client safely and appropriately;
- carry out a detailed consultation with client;
- record and agree with client and teacher/lecturer a treatment plan to meet the client's specific needs;
- carry out the manicure in a safe and professional manner;
- advise client on aftercare;
- receive feedback from client on the treatment/service provided; and
- evaluate their own performance in the practical activity.

### Assessment 2

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- prepare the work area and client safely and appropriately;
- carry out a detailed consultation with client;
- record and agree with client and teacher/lecturer a treatment plan to meet the client's specific needs;
- apply nail enamelling techniques and nail art design to meet the client's requirements.
- advise client on aftercare;
- receive feedback from client on the treatment/service provided;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.





### AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p><b>Application of health and safety procedures</b></p> <p><b>Client consultation</b></p> <p><b>Preparation of client and work area</b></p> <p><b>Selection of equipment and products</b></p> <p><b>Treatment/Service</b></p> <p><b>Aftercare advice and client feedback</b></p>	<ul style="list-style-type: none"> <li>Apply health and safety procedures throughout treatment/service to an excellent level</li> <li>Display an excellent manner towards the client during the consultation</li> <li>Present excellent evidence of necessary information obtained from client during consultation</li> <li>Provide excellent treatment/service objectives, agreed with the client during the consultation</li> <li>Prepare the work area to an excellent standard</li> <li>Prepare the client's skin and nails to an excellent standard</li> <li>Demonstrate excellent selection of equipment and products for manicure treatment and nail art design</li> <li>Demonstrate excellent skills in the methodical application of manicure and nail art products</li> <li>Excellent client interaction and professionalism displayed throughout the treatment/service</li> <li>Provide excellent aftercare advice and recommendations following treatment/service</li> <li>Present excellent records of client feedback on the treatment and service provided</li> </ul>	<ul style="list-style-type: none"> <li>Apply health and safety procedures throughout treatment/service to a very good level</li> <li>Display a very good manner towards the client during the consultation</li> <li>Present very good evidence of necessary information obtained from client during consultation</li> <li>Provide very good treatment/service objectives, agreed with the client throughout the consultation</li> <li>Prepare the work area to a very good standard</li> <li>Prepare the client's skin and nails to a very good standard</li> <li>Demonstrate very good selection of equipment and products for manicure treatment and nail art design</li> <li>Demonstrate very good skills in the methodical application of manicure and nail art products</li> <li>Very good client interaction and professionalism displayed throughout the treatment/service</li> <li>Provide very good aftercare advice and recommendations following treatment/service</li> <li>Present very good records of client feedback on the treatment and service provided</li> </ul>	<ul style="list-style-type: none"> <li>Apply health and safety procedures throughout treatment/service to a good level</li> <li>Display a good manner towards the client during the consultation</li> <li>Present good evidence of necessary information obtained from client during consultation</li> <li>Provide good treatment/service objectives, agreed with the client throughout the consultation</li> <li>Prepare the work area to a good standard</li> <li>Prepare the client's skin and nails to a good standard</li> <li>Demonstrate good selection of equipment and products for manicure treatment and nail art design</li> <li>Demonstrate good skills in the methodical application of manicure and nail art products</li> <li>Good client interaction and professionalism displayed throughout the treatment/service</li> <li>Provide good aftercare advice and recommendations following treatment/service</li> <li>Present good records of client feedback on the treatment and service provided</li> </ul>

## AO2

	<b>Assessment Criteria</b>	<b>Performance Descriptor Satisfactory 4-3</b>	<b>Performance Descriptor Basic 2-1</b>
<b>AO2</b>	<p><b>Application of health and safety procedures</b></p> <p><b>Client consultation</b></p> <p><b>Preparation of client and work area</b></p> <p><b>Selection of equipment and products</b></p> <p><b>Treatment/Service</b></p> <p><b>Aftercare advice and client feedback</b></p>	<ul style="list-style-type: none"> <li>• Apply health and safety procedures throughout treatment/service to a satisfactory level</li> <li>• Display a satisfactory manner towards the client during the consultation</li> <li>• Present satisfactory evidence of necessary information obtained from client during consultation</li> <li>• Provide satisfactory treatment/service objectives, agreed with the client during the consultation</li> <li>• Prepare the work area to a satisfactory standard</li> <li>• Prepare the client's skin and nails to a satisfactory standard</li> <li>• Demonstrate satisfactory selection of equipment and products for manicure treatment and nail art design</li> <li>• Demonstrate satisfactory skills in the methodical application of manicure and nail art products</li> <li>• Satisfactory client interaction and professionalism displayed throughout the treatment/service</li> <li>• Provide satisfactory aftercare advice and recommendations following treatment/service</li> <li>• Present satisfactory records of client feedback on the treatment and service provided</li> </ul>	<ul style="list-style-type: none"> <li>• Apply health and safety procedures throughout treatment/service to a basic level</li> <li>• Display a basic manner towards the client during the consultation</li> <li>• Present basic evidence of necessary information obtained from client during consultation</li> <li>• Provide basic treatment/service objectives, agreed with the client during the consultation</li> <li>• Prepare the work area to a basic standard</li> <li>• Prepare the client's skin and nails to a basic standard</li> <li>• Demonstrate basic selection of equipment and products for manicure treatment and nail art design</li> <li>• Demonstrate basic skills in the methodical application of manicure and nail art products</li> <li>• Basic client interaction and professionalism displayed throughout the treatment/service</li> <li>• Provide basic aftercare advice and recommendations following treatment/service</li> <li>• Present basic records of client feedback on the treatment and service provided</li> </ul>

### AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	Task evaluation	<ul style="list-style-type: none"> <li>Show evidence of an excellent evaluation for each practical assessment task</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a very good evaluation for each practical assessment task</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a good evaluation for each practical assessment task</li> </ul>
	Final evaluation	<ul style="list-style-type: none"> <li>Produce excellent self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Produce very good self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Produce good self-reflective statements about the learning process in this unit</li> </ul>

### AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	Task evaluation	<ul style="list-style-type: none"> <li>Show evidence of a satisfactory evaluation for each practical assessment task</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a basic evaluation for each practical assessment task</li> </ul>
	Final evaluation	<ul style="list-style-type: none"> <li>Produce satisfactory self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Produce basic self-reflective statements in the learning process in this unit</li> </ul>

## Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
<b>A01</b>						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
<b>A02</b>						
Application of health and safety procedures						
Client consultation						
Preparation of client and work area						
Selection of equipment and products						
Treatment/Service						
Aftercare advice and client feedback						
<b>A03</b>						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
My Record completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.

This unit provides learners with a basic knowledge and understanding of administration practice together with the skills necessary to pursue careers as secretaries, administrators, receptionists or call centre personnel. Learners should be aware of environmental issues and the need to use resources wisely.

Learners will have the opportunity to develop their skills in communication, organisation, planning, problem-solving, and using technology in a simulated modern business environment.

This unit includes:

- consideration of career opportunities in office management;
- handling and sorting mail;
- filing and storage systems;
- handling manual and electronic diaries;
- reducing and recycling waste paper;
- consideration of health and safety issues and policies in an office environment; and
- a review and evaluation of performance.

## Learning Outcomes

### Section 1 Handling Mail

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- understand the difference between incoming and outgoing mail, and internal and external mail;
- identify procedures for receiving, distributing and dispatching mail;
- discuss the importance of deadlines and strict time limits in the business world;
- demonstrate how to receive, sort and distribute mail;
- demonstrate how and where to record mail;
- identify the need for confidentiality when dealing with incoming and outgoing mail;
- understand the procedures involved in dealing with suspicious or damaged items;
- demonstrate how to prepare mail for dispatch, for example check and seal, pack items, address mail, and be aware of postage charges;
- demonstrate how to calculate postage charges and use a franking machine, if available;
- identify how a business recycles envelopes, waste paper, card and stamps and finds alternative uses for waste paper; and
- evaluate their own performance in practical tasks.

### Section 2 Find and Store Routine Documents in Paper-Based Systems

Learners should be able to:

- demonstrate how to use a filing system;
- identify the stationery used in filing, for example file folders, document wallets, suspension files or lever arch files;
- understand the main filing classification systems, for example alphabetical, numerical, geographical or chronological;
- use indexes, where appropriate;
- demonstrate how to keep files safe and be aware of the need for confidentiality;
- demonstrate how to retrieve files;
- demonstrate how to update and store files;
- identify health and safety issues in relation to using filing equipment when storing and retrieving data;
- identify and understand the role of an office manager; and
- evaluate their own performance in practical tasks.

### Learning Outcomes (cont.)

#### Section 3 Find and Store Routine Documents in Computer Systems

Learners should be able to:

- demonstrate how to open a file;
- demonstrate an awareness of the basic legal requirements for storing data on a computer system (Data Protection Act 1998);
- demonstrate how to input data (words and numbers) accurately to a current file and identify and correct any mistakes;
- demonstrate how to delete and amend data in the file;
- demonstrate an awareness of how to find data in a file/record, for example sorting data or filtering data;
- demonstrate how to save a file sent as an email attachment;
- evaluate the health and safety policy of a business; and
- evaluate their own performance in practical tasks.

#### Section 4 Handling Manual and Electronic Diary Entries

Learners should be able to:

- understand the importance of time management in an office;
- demonstrate an awareness of the procedures and formats for recording appointments;
- create a manual diary for one week and enter and amend data;
- enter data into an existing electronic diary;
- amend and delete entries in an electronic diary;
- explain the procedure to follow if appointments clash;
- inform clients if appointments need to be changed;
- identify the benefits/disadvantages of using manual and electronic diaries;
- identify and analyse an ICT-related career in a business environment;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

## Assessment Guidance

Assessment for this unit should, as far as is practicable, take place in a realistic working environment. Learners will demonstrate their ability to meet deadlines for the effective and efficient distribution of incoming and outgoing mail. Learners will also demonstrate their skills in filing, updating, retrieving, and archiving information, using both manual and computerised filing systems. Learners will use manual and electronic diaries to record appointments, reminders, to-do lists, etc.

Teachers/Lecturers should use observation and samples of learners' work to assess learner outcomes.

To show learners' knowledge and understanding of specific areas, teachers/lecturers can use oral and written questions or witness statements from third parties, such as the school secretary, to assist with the assessment of learners' work.

Realistic work situations should be incorporated into the learning experience. Where using real working environments is not possible, teachers/lecturers may set up simulated working environments in the classroom. Visiting speakers and industry visits are recommended.

Learners should be encouraged to suggest solutions to routine and non-routine problems. Learners should recognise the importance of conserving resources and the consequences of waste. As the assessment for this unit involves using equipment, and moving around the work environment to collect evidence, learners should be aware of the health and safety issues involved.

The exemplar assessment task below could provide all of the evidence for the requirements of this unit.

### Exemplar Assessment

**Brief:** learners take on the role of an administration manager in a local estate agent.

**Learners:**

- answer questions to demonstrate knowledge and understanding requirements;
- collect information on houses for sale from a range of sources, including brochures, the internet and newspapers;
- create a database of 20 houses using appropriate fields and email a copy to the teacher/lecturer;
- effectively manipulate and amend the database (for example change prices, carry out searches, add and delete records) and print a hard copy of the database and file it in an appropriate place;
- effectively use mail merge to inform customers of some new listings and save and manually file a hard copy;
- keep both a manual and electronic diary of all changes;
- design and create a company name and logo for a range of stationery products;
- receive, sort, distribute and dispatch internal and external mail appropriately;
- evaluate their performance in the practical activity; and
- carry out an end-of-unit evaluation.

### Performance Descriptors: Modern Office Procedures

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

#### AO1

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
	<p><b>Health and safety, environment, and related careers</b></p> <p><b>Materials and related knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate excellent knowledge of health and safety and environmental issues when working in a modern office</li> <li>• Demonstrate excellent knowledge of career opportunities in this area</li> <li>• Demonstrate excellent knowledge and understanding of practical office procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate very good knowledge of health and safety and environmental issues when working in a modern office</li> <li>• Demonstrate very good knowledge of career opportunities in this area</li> <li>• Demonstrate very good knowledge and understanding of practical office procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate good knowledge of health and safety and environmental issues when working in a modern office</li> <li>• Demonstrate good knowledge of career opportunities in this area</li> <li>• Demonstrate good knowledge and understanding of practical office procedures</li> </ul>

## AO1

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO1	<p><b>Health and safety, environment, and related careers</b></p> <p><b>Materials and related knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate satisfactory knowledge of health and safety and environmental issues when working in a modern office</li> <li>• Demonstrate satisfactory knowledge of career opportunities in this area</li> <li>• Demonstrate satisfactory knowledge and understanding of practical office procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic knowledge of health and safety and environmental issues when working in a modern office</li> <li>• Demonstrate basic knowledge of career opportunities in this area</li> <li>• Demonstrate basic knowledge and understanding of practical office procedures</li> </ul>

### AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p><b>Internal and external mail</b></p> <p><b>Manual filing system</b></p> <p><b>Electronic database</b></p> <p><b>Create and use a manual diary</b></p> <p><b>Create and use an electronic diary</b></p> <p><b>Company logo and letterheaded stationery</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate excellent skills in carrying out mailing activities</li> <li>• Demonstrate excellent skills when filing and retrieving data from a manual filing system</li> <li>• Demonstrate excellent skills in collating information and setting up a database to input, sort, filter and delete data</li> <li>• Demonstrate excellent skills in creating and using a manual diary confidentially</li> <li>• Demonstrate excellent skills in creating and using an electronic diary</li> <li>• Demonstrate excellent skills in designing and creating a company logo and stationery</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate very good skills in carrying out mailing activities</li> <li>• Demonstrate very good skills when filing and retrieving data from a manual filing system</li> <li>• Demonstrate very good skills in collating information and setting up a database to input, sort, filter and delete data</li> <li>• Demonstrate very good skills in creating and using a manual diary confidentially</li> <li>• Demonstrate very good skills in creating and using an electronic diary</li> <li>• Demonstrate very good skills in designing and creating a company logo and stationery</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate good skills in carrying out mailing activities</li> <li>• Demonstrate good skills when filing and retrieving data from a manual filing system</li> <li>• Demonstrate good skills in collating information and setting up a database to input, sort, filter and delete data</li> <li>• Demonstrate good skills in creating and using a manual diary confidentially</li> <li>• Demonstrate good skills in creating and using an electronic diary</li> <li>• Demonstrate good skills in designing and creating a company logo and stationery</li> </ul>

## AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	<p><b>Internal and external mail</b></p> <p><b>Manual filing system</b></p> <p><b>Electronic database</b></p> <p><b>Create and use a manual diary</b></p> <p><b>Create and use an electronic diary</b></p> <p><b>Company logo and letterheaded stationery</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate satisfactory skills in carrying out mailing activities</li> <li>• Demonstrate satisfactory skills when filing and retrieving data from a manual filing system</li> <li>• Demonstrate satisfactory skills in collating information and setting up a database to input, sort, filter and delete data</li> <li>• Demonstrate satisfactory skills in creating and using a manual diary confidentially</li> <li>• Demonstrate satisfactory skills in creating and using an electronic diary</li> <li>• Demonstrate satisfactory skills in designing and creating a company logo and stationery</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic skills in carrying out mailing activities</li> <li>• Demonstrate basic skills when filing and retrieving data from a manual filing system</li> <li>• Demonstrate basic skills in collating information and setting up a database to input, sort, filter and delete data</li> <li>• Demonstrate basic skills in creating and using a manual diary confidentially</li> <li>• Demonstrate basic skills in creating and using an electronic diary</li> <li>• Demonstrate basic skills in designing and creating a company logo and stationery</li> </ul>

### AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of an excellent evaluation for each practical assessment task</li> <li>Produce excellent self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a very good evaluation for each practical assessment task</li> <li>Produce very good self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a good evaluation for each practical assessment task</li> <li>Produce good self-reflective statements about the learning process in this unit</li> </ul>

### AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of a satisfactory evaluation for each practical assessment task</li> <li>Produce satisfactory self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a basic evaluation for each practical assessment task</li> <li>Produce basic self-reflective statements about the learning process in this unit</li> </ul>

## Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
<b>A01</b>						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
<b>A02</b>						
Internal and external mail						
Manual filing system						
Electronic database						
Create and use a manual diary						
Create and use an electronic diary						
Company logo and letterheaded stationery						
<b>A03</b>						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
My Record completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.

Retailing is one of the largest employing sectors in Northern Ireland and this unit is designed to allow the learner to gain an understanding of occupations available in the retail industry. Learners will be encouraged to develop their skills in handling customer enquiries and will learn how to deal with stock. Health and safety issues will be an important aspect of the unit.

This unit includes:

- understanding the scope of the retail industry;
- consideration of career opportunities in the retail industry;
- handling customer enquiries and complaints;
- receiving customer payments;
- merchandising skills;
- consideration of health and safety and security issues in the retail industry;
- consideration of environmental issues within the retail industry; and
- a review and evaluation of performance.

## Learning Outcomes

### Section 1 Job Opportunities within Retailing

Learners should be able to:

- give examples of each of the following retail outlets in the local area:
  - independent retailers;
  - multiple retailers;
  - superstores;
  - specialist shops;
  - department stores;
  - convenience shops;
  - discount stores;
  - wholesalers; and
  - charity shops;
- select a local retail outlet and describe three different job roles and career pathways; and
- evaluate their own performance in practical tasks.

### Section 2 Retailing Skills

Learners should be able to:

- understand the importance of good communication skills in the retail industry;
- demonstrate how to handle customer enquiries and complaints;
- demonstrate how to receive customer payments, for example cash payments and Electronic Point of Sales (EPOS) payments;
- demonstrate good merchandising skills, for example how to responsibly stock shelves with perishable and non-perishable goods in an attractive display;
- demonstrate personal safety and hygiene skills involved in stock movement; and
- evaluate their own performance in practical tasks.

### Learning Outcomes (cont.)

#### Section 3 Legal Responsibilities within the Retail Industry

Learners should be able to:

- identify common hazards that occur in retail outlets and show an awareness of how to effectively deal with them;
- identify procedures for reducing the risk of stock theft;
- identify procedures for reducing the risk of accepting counterfeit money;
- identify the retail assistant's responsibilities in relation to each of the following pieces of legislation:
  - the Health and Safety at Work Regulations Act (HASAWA) 1974;
  - the Control of Substances Hazardous to Health (COSHH) (Northern Ireland);
  - the Manual Handling Operations Regulations (Northern Ireland) 1992;
  - the Food Hygiene Regulations (Northern Ireland) 1995; and
  - the Disability Discrimination Act (Northern Ireland) Order 2006;
- identify environmental issues relating to the retail industry such as:
  - disposal of packaging and waste;
  - use of organic products;
  - carbon footprint related to products such as fruit and vegetables which are available all year round; and
  - the use of plastic bags;
- specify a range of age-restricted products such as tobacco, alcohol, fireworks, lottery tickets, video recordings/ DVDs/games;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

## Assessment Guidance

This unit introduces the learner to modern retailing.

Practical activities will form the main focus of this unit. Learners will engage in role-play by handling customer complaints and receiving payments. They should have access to the latest technology for detecting fraudulent payments. If this is not possible, learners should be able to observe staff using this technology in retail outlets.

Visits to large, medium and small retail outlets and talks by guest speakers from the retail industry are recommended. During their visits the learner will observe:

- the interaction between assistants and customers;
- the merchandising of goods;
- payment methods; and
- health and safety issues.

The learner should engage in setting up and selling products, for example greeting cards for all occasions or flowers for Valentine's day to demonstrate their practical ability in retailing skills. They must also demonstrate their ability to check the retailing environment for hazards.

The main teaching room should be set out as a retail outlet, where possible.

The following exemplar assessment task could provide evidence for the requirements of this unit.

### Exemplar Assessment

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- set up a small retail outlet within the school or college;
- demonstrate interpersonal skills;
- demonstrate how to handle customer enquiries and complaints;
- demonstrate procedure for receiving payments;
- demonstrate how to display goods appropriately and move stock safely;
- check for hazards in the environment and follow appropriate procedures;
- demonstrate how to reduce risks of theft;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.





### AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p><b>Interpersonal skills</b></p> <p><b>Handling customer enquiries and complaints</b></p> <p><b>Receiving payments</b></p> <p><b>Merchandising skills</b></p> <p><b>Moving stock</b></p> <p><b>Security measures relating to stock</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate excellent interpersonal skills</li> <li>• Demonstrate excellent ability to handle customer enquiries and complaints</li> <li>• Demonstrate excellent skills when receiving different types of payments from customers</li> <li>• Demonstrate excellent skills when merchandising goods</li> <li>• Demonstrate excellent skills in personal safety and hygiene when moving stock</li> <li>• Demonstrate excellent ability to follow procedures for reducing stock theft both internally and externally as well as spotting counterfeit money</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate very good interpersonal skills</li> <li>• Demonstrate very good ability to handle customer enquiries and complaints</li> <li>• Demonstrate very good skills when receiving different types of payments from customers</li> <li>• Demonstrate very good skills when merchandising goods</li> <li>• Demonstrate very good skills in personal safety and hygiene when moving stock</li> <li>• Demonstrate very good ability to follow procedures for reducing stock theft both internally and externally as well as spotting counterfeit money</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate good interpersonal skills</li> <li>• Demonstrate good ability to handle customer enquiries and complaints</li> <li>• Demonstrate good skills when receiving different types of payments from customers</li> <li>• Demonstrate good skills when merchandising goods</li> <li>• Demonstrate good skills in personal safety and hygiene when moving stock</li> <li>• Demonstrate good ability to follow procedures for reducing stock theft both internally and externally as well as spotting counterfeit money</li> </ul>

## AO2

	<b>Assessment Criteria</b>	<b>Performance Descriptor Satisfactory 4–3</b>	<b>Performance Descriptor Basic 2–1</b>
<b>AO2</b>	<p><b>Interpersonal skills</b></p> <p><b>Handling customer enquiries and complaints</b></p> <p><b>Receiving payments</b></p> <p><b>Merchandising skills</b></p> <p><b>Moving stock</b></p> <p><b>Security measures relating to stock</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate satisfactory interpersonal skills</li> <li>• Demonstrate satisfactory ability to handle customer enquiries and complaints</li> <li>• Demonstrate satisfactory skills when receiving different types of payments from customers</li> <li>• Demonstrate satisfactory skills when merchandising goods</li> <li>• Demonstrate satisfactory skills in personal safety and hygiene when moving stock</li> <li>• Demonstrate satisfactory ability to follow procedures for reducing stock theft both internally and externally as well as spotting counterfeit money</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic interpersonal skills</li> <li>• Demonstrate basic ability to handle customer enquiries and complaints</li> <li>• Demonstrate basic skills when receiving different types of payments from customers</li> <li>• Demonstrate basic skills when merchandising goods</li> <li>• Demonstrate basic skills in personal safety and hygiene when moving stock</li> <li>• Demonstrate basic ability to follow procedures for reducing stock theft both internally and externally as well as spotting counterfeit money</li> </ul>

### AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of an excellent evaluation for each practical assessment task</li> <li>Produce excellent self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a very good evaluation for each practical assessment task</li> <li>Produce very good self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a good evaluation for each practical assessment task</li> <li>Produce good self-reflective statements about the learning process in this unit</li> </ul>

### AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of a satisfactory evaluation for each practical assessment task</li> <li>Produce satisfactory self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a basic evaluation for each practical assessment task</li> <li>Produce basic self-reflective statements about the learning process in this unit</li> </ul>

## Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
<b>A01</b>						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
<b>A02</b>						
Interpersonal skills						
Handling customer enquiries and complaints						
Receiving payments						
Merchandising skills						
Moving stock						
Security measures relating to stock						
<b>A03</b>						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
My Record completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.

This unit provides learners with some of the basic baking principles required by pastry chefs in the catering industry. Learners will apply legislative requirements when handling food and learn how to work safely and hygienically in the catering kitchen. They will learn how to select and use appropriate equipment correctly and will develop the creative skills to decorate and present products for service. The unit also offers an opportunity to understand the breadth of the catering industry, including career opportunities.

This unit includes:

- food hygiene and personal hygiene standards for food handlers;
- using equipment safely and considering the health and safety issues in the catering industry;
- preparing, cooking and finishing bread, scones, cakes, biscuits and pastry products to reflect industry standards;
- recycling, energy conservation and environmental issues in the catering industry;
- employment opportunities in the catering industry; and
- a review and evaluation of performance.

## Learning Outcomes

### Section 1 Health and Safety in Catering

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- identify a range of local catering outlets;
- describe three career opportunities in the catering industry;
- wear the required uniform correctly and maintain high standards of personal health and hygiene when handling food;
- identify hazards in the kitchen and know how to deal with them correctly and when to report them to the teacher/lecturer;
- use electrical equipment safely following the manufacturers' instructions;
- understand how to maximise the use of the oven to conserve energy;
- select the correct tools and equipment to carry out the necessary preparation and baking methods; and
- recognise how food packaging can be recycled.

### Section 2 Bread and Scones

Learners should be able to:

- check that the ingredients meet their requirements;
- prepare, bake and finish four different products, two of these should be breads (one of which should use yeast dough), for example wheaten bread, soda bread, sun-dried tomato and herb focaccia, or naan, and two should be scones, for example cherry, raspberry and chocolate or apple and cinnamon;
- identify when bread and scones have the correct colour, flavour, texture and finish;
- use glazing, icing, filling and decorating methods to finish the products;
- understand the correct temperature to keep products at for service and to store them at safely, if not for immediate use;
- present each of the products as if for sale in one of these ways:
  - in a bakery;
  - in individual portions; or
  - at a coffee morning;
- understand healthy eating options when making bread and scones; and
- evaluate their own performance in practical tasks.

### Learning Outcomes (cont.)

#### Section 3 Cakes and Biscuits

Learners should be able to:

- check that the ingredients meet their requirements;
- prepare, bake and decorate four different cake and biscuit products, using the creaming, whisking, rubbing-in and melting methods, for example cakes may include cupcakes, chocolate gateau, strawberry swiss roll or carrot cake and biscuits may include caramel shortbread or chocolate and ginger oat biscuits;
- identify when products have the correct flavour, colour, texture and finish;
- use spreading and basic piping techniques to develop creative skills when decorating the cakes/biscuits using icing, cream and/or chocolate;
- understand the correct temperatures to keep products at for service and to store them at safely if not for immediate use;
- understand how portion control affects the presentation of products and kitchen profits;
- present each of the products as if for sale in one of these ways:
  - in a bakery;
  - as individual portions; or
  - at an afternoon tea;
- understand healthy eating options when making cakes; and
- evaluate their own performance in practical tasks.

#### Section 4 Pastry Products

Learners should be able to:

- check that the ingredients meet their requirements;
- prepare, bake and finish four different products, such as fruit tartlets, chocolate éclairs or filo fruit wraps, using the following types of pastry: short crust, sweet short crust, choux and convenience puff or filo sheets;
- select and use the correct techniques to make each product to meet their requirements;
- identify when products have the correct flavour, colour, texture and finish;
- use the following preparation and cooking methods: weighing/measuring, sifting, rubbing-in, resting, creaming, piping, lining, trimming, cutting, shaping and baking;
- understand how to store pastry products after preparation and cooking;
- present each of the products as if for sale in one of these ways:
  - in a bakery;
  - as individual portions; or
  - at an afternoon tea;
- understand healthy eating options when making pastry products;
- evaluate own performance in practical tasks; and
- carry out an end-of-unit evaluation.

## Assessment Guidance

Personal hygiene procedures are essential throughout the unit. Learners should understand the need to:

- wear a uniform;
- wash their hands and wear disposable gloves, when appropriate;
- cover cuts and grazes;
- care for their hair during work; and
- report illnesses and infection.

Learners should participate in all aspects of the unit and should provide evidence of having prepared a range of products from each of Sections 2, 3 and 4. Changes can be made to the named dishes, as these are only suggestions.

Teachers/Lecturers should consider the cost when selecting the products. They should also consider using seasonal and local produce. Learners should prepare and cook four products from each of Sections 2, 3 and 4. Only two products from each section will be formally observed and assessed. Learners should record in their diaries evidence of having made a range of products. Each section should include structured written questions to check the learner's understanding of the content, including aspects of Section 1. If necessary, the learner can answer these questions orally. The teacher/lecturer must validate their answers.

Practical activities should reflect industry standards, for example in the operation of a cafeteria or other outlet. Where a recognised outlet is not available, learners could run a coffee morning or other function. This would provide experience of industrial practice. Where learners cannot experience industrial practice it is essential that they have the opportunity to visit a kitchen in a workplace environment such as a hotel restaurant or a school canteen.

Good quality photographic evidence of the learner's work will reinforce the teacher's/lecturer's assessment of performance. Both the learner and teacher/lecturer should validate the photographs by dates and signatures.

Learners, relative to their own ability, should evaluate their performance. Learners should present witness statements to enhance the evaluation.

Learners can find out about career prospects by visiting a hotel or restaurant kitchen, or meeting with a local chef.

### Assessment Guidance (cont.)

#### Exemplar Assessment

This example is for Section 2 Bread and Scones.

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- observe hygiene and safety rules throughout the practical activity;
- prepare, cook and finish a batch of scones suitable for serving at morning coffee;
- observe hygiene and safety procedures throughout the practical activity;
- select and use the correct equipment for each stage of the process;
- demonstrate skills in the preparation and cooking methods used;
- demonstrate skills in the finishing methods used and in the final presentation;
- scones should be of correct flavour, colour and texture;
- evaluate their own performance in the practical task; and
- carry out an end-of-unit evaluation.



### AO1

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO1	<p><b>Health and safety, environment, and related careers</b></p> <p><b>Materials and related skills and knowledge</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate satisfactory understanding of safe and hygienic practices in the kitchen</li> <li>• Demonstrate satisfactory knowledge of the catering industry and possible employment opportunities</li> <li>• Demonstrate satisfactory understanding of related environmental issues such as recycling and energy conservation</li> <li>• Demonstrate satisfactory knowledge of the principles of baking, the use of equipment and the choice of ingredients</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic understanding of safe and hygienic practices in the kitchen</li> <li>• Demonstrate basic knowledge of the catering industry and possible employment opportunities</li> <li>• Demonstrate basic understanding of related environmental issues such as recycling and energy conservation</li> <li>• Demonstrate basic knowledge of the principles of baking, the use of equipment and the choice of ingredients</li> </ul>

## AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p><b>Personal hygiene</b></p> <p><b>Food hygiene and safety procedures</b></p> <p><b>Use of appropriate equipment</b></p> <p><b>Skills in preparation and baking</b></p> <p><b>Skills in finishing and decorating</b></p> <p><b>Flavour, colour and texture of end product</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate an excellent standard of personal hygiene when handling food</li> <li>• Demonstrate an excellent adherence to hygiene and safety procedures when handling food</li> <li>• Select and use appropriate equipment safely and to an excellent standard</li> <li>• Demonstrate excellent practical skills in the preparation and baking of products</li> <li>• Demonstrate excellent skills and creative flair in the finishing and decorating of products appropriate for presentation/service</li> <li>• Produce excellent flavour, colour and texture</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a very good standard of personal hygiene when handling food</li> <li>• Demonstrate a very good adherence to hygiene and safety procedures when handling food</li> <li>• Select and use appropriate equipment safely and to a very good standard</li> <li>• Demonstrate very good practical skills in the preparation and baking of products</li> <li>• Demonstrate very good skills and creative flair in the finishing and decorating of products appropriate for presentation/service</li> <li>• Produce very good flavour, colour and texture</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a good standard of personal hygiene when handling food</li> <li>• Demonstrate a good adherence to hygiene and safety procedures when handling food</li> <li>• Select and use appropriate equipment safely and to a good standard</li> <li>• Demonstrate good practical skills in the preparation and baking of products</li> <li>• Demonstrate good skills and creative flair in the finishing and decorating of products appropriate for presentation/service</li> <li>• Produce good flavour, colour and texture</li> </ul>

### AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4-3	Performance Descriptor Basic 2-1
AO2	<p><b>Personal hygiene</b></p> <p><b>Food hygiene and safety procedures</b></p> <p><b>Use of appropriate equipment</b></p> <p><b>Skills in preparation and baking</b></p> <p><b>Skills in finishing and decorating</b></p> <p><b>Flavour, colour and texture of end product</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate a satisfactory standard of personal hygiene when handling food</li> <li>• Demonstrate a satisfactory adherence to hygiene and safety procedures when handling food</li> <li>• Select and use appropriate equipment safely and to a satisfactory standard</li> <li>• Demonstrate satisfactory practical skills in the preparation and baking of products</li> <li>• Demonstrate satisfactory skills and creative flair in the finishing and decorating of products appropriate for presentation/service</li> <li>• Produce satisfactory flavour, colour and texture</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a basic standard of personal hygiene when handling food</li> <li>• Demonstrate a basic adherence to hygiene and safety procedures when handling food</li> <li>• Select and use appropriate equipment safely and to a basic standard</li> <li>• Demonstrate basic practical skills in the preparation and baking of products</li> <li>• Demonstrate basic skills and creative flair in the finishing and decorating of products appropriate for presentation/service</li> <li>• Produce quite poor flavour, colour and texture</li> </ul>

## AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of an excellent evaluation for each practical assessment task</li> <li>Produce excellent self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a very good evaluation for each practical assessment task</li> <li>Produce very good self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a good evaluation for each practical assessment task</li> <li>Produce good self-reflective statements about the learning process in this unit</li> </ul>

## AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of a satisfactory evaluation for each practical assessment task</li> <li>Produce satisfactory self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a basic evaluation for each practical assessment task</li> <li>Produce basic self-reflective statements about the learning process in this unit</li> </ul>

### Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
<b>AO1</b>						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
<b>AO2</b>						
Personal hygiene						
Food hygiene and safety procedures						
Use of appropriate equipment						
Skills in preparation and baking						
Skills in finishing and decorating						
Flavour, colour and texture of end product						
<b>AO3</b>						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
My Record completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.



# Shampooing and Conditioning Treatments

## UNIT 12

This unit is designed to develop learners' knowledge and practical skills in the processes of shampooing and conditioning the hair. Learners will carry out consultations with clients and carry out the agreed treatment plan to meet the clients' requirements.

This unit includes:

- consideration of health and safety procedures in the hairdressing salon;
- analysis of hair types and skin conditions;
- carrying out client consultations to identify appropriate treatment plans;
- shampooing and conditioning products and procedures used in the hairdressing salon;
- giving aftercare advice to clients and obtaining feedback from clients;
- consideration of environmental issues;
- consideration of the role of the hairdresser and career opportunities within hairdressing; and
- a review and evaluation of performance.

## Learning Outcomes

### Section 1 Preparation of the Client and Work Area

Learners should be able to:

- wear appropriate Personal Protective Equipment (PPE) and maintain a high standard of personal hygiene;
- demonstrate understanding of salon policies relating to health and safety to include: the Health and Safety at Work Act (HASAWA) 1974, the Electricity at Work Regulations 1989, and Control of Substances Hazardous to Health (COSHH) Regulations 2002;
- follow accident procedures should an incident happen in the hairdressing salon;
- position the client to meet the needs of the service without causing them discomfort;
- select appropriate resources for the treatment, for example towels, gowns, equipment and products;
- demonstrate understanding of client confidentiality relating to the Data Protection Act 1998;
- identify types of products that are suitable for various hair types and consider the use of fair trade and organic products;
- carry out a detailed consultation with clients in a professional and confidential manner;
- complete clients' records so that they are up-to-date, accurate and easy to read;
- demonstrate the use of different types of communication, for example verbal, non-verbal and written, during the client consultation;
- demonstrate how to analyse various hair types and skin conditions and take these into account when planning which shampooing and conditioning products to use;
- identify contraindications and contra-actions;
- identify problems that may occur and be able to deal with them or refer them to the instructor;
- analyse all evidence and make recommendations that meet the client's hair care needs and wishes;
- confirm treatment plan with teacher/lecturer and agree with client;
- describe three career opportunities within the industry; and
- evaluate their own performance in practical tasks.

### Learning Outcomes (cont.)

#### Section 2 Shampooing and Massage Techniques

Learners should be able to:

- follow manufacturers' instructions in relation to the use of products;
- demonstrate suitable water temperatures and flow for client comfort and reassurance;
- demonstrate massage techniques to meet the client's needs and ensure their comfort to include: effleurage and rotary;
- use electrical equipment safely and correctly when required;
- demonstrate effective removal of shampooing products and excess water;
- demonstrate how to use products carefully to minimise waste and harm to the environment;
- identify problems which can occur such as infestations, know how to deal with them and when to consult the teacher/lecturer;
- keep the walk area clean and tidy throughout the service; and
- evaluate their own performance in practical tasks.

#### Section 3 Conditioning of Hair

Learners should be able to:

- follow manufacturers' instructions in relation to the use of products;
- demonstrate suitable water temperatures and flow for client comfort and reassurance;
- demonstrate massage techniques to meet the client's needs and ensure their comfort – to include effleurage and petrissage;
- use heated electrical equipment safely and correctly when required;
- use products carefully to minimise waste and harm to the environment;
- demonstrate effective removal of conditioning products and excess water;
- dispose of water appropriately, including recycling packaging of products used during the service;
- provide aftercare advice to client;
- obtain feedback from client about the service provided;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

## Assessment Guidance

The shampooing and conditioning unit needs to be delivered in a fully operational working environment. It should be delivered alongside theoretical knowledge such as structure of the hair and skin, massage techniques and be accompanied by oral and/or written questions.

Two assessments are required on clients (for example peers) for this unit and these are shampooing and conditioning both long and short hair. Performance must be demonstrated consistently with the different examples of practical activity being carried out.

The obligation to have a safe working environment includes the prevention of infections by sanitising combs, brushes, towels, gowns and work surfaces. The safe use of electrical equipment and the temperature of the water should be taken into consideration.

It is extremely important that all relevant clothing is worn and all health and safety regulations and national occupational standards are adhered to.

In addition, learners should be encouraged to discuss environmental issues like recycling, minimising waste, the use of fair trade products and the use of organic products.

### Exemplar Assessment

Two practical assessments are required for this unit. One is shampooing and conditioning short hair, and the other is shampooing and conditioning long hair.

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- prepare the work area and client safely and appropriately;
- carry out a detailed consultation with a client;
- record and agree with the teacher/lecturer a treatment/service plan to meet the client's needs and wishes;
- shampoo and condition the client's hair appropriately;
- provide aftercare advice to client;
- receive feedback from client on the treatment/service provided;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.





# Shampooing and Conditioning Treatments

## UNIT 12

### AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p><b>Application of health and safety procedures</b></p> <p><b>Client consultation</b></p> <p><b>Preparation of client and work area</b></p> <p><b>Selection of equipment and products</b></p> <p><b>Treatment/Service</b></p> <p><b>Aftercare advice/Client feedback</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate excellent ability to follow health and safety procedures throughout treatment/service</li> <li>• Display excellent communication skills and a professional approach to client during consultation</li> <li>• Demonstrate excellent evidence of client records</li> <li>• Provide excellent treatment/service objectives, agreed with the client during the consultation</li> <li>• Prepare work area and client to an excellent standard</li> <li>• Demonstrate excellent selection of equipment and products for shampooing and conditioning treatments</li> <li>• Demonstrate excellent skills in the methodical application of products and massage techniques</li> <li>• Demonstrate excellent client interaction and professionalism throughout the treatment/service</li> <li>• Provide an excellent level of aftercare advice following treatment/service</li> <li>• Gain client feedback from the final outcome showing excellent evidence in consultation records</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate very good ability to follow health and safety procedures throughout treatment/service</li> <li>• Display very good communication skills and a professional approach to client during consultation</li> <li>• Demonstrate very good evidence of clients records</li> <li>• Provide very good treatment/service objectives, agreed with the client during the consultation</li> <li>• Prepare work area and client to a very good standard</li> <li>• Demonstrate very good selection of equipment and products for shampooing and conditioning treatments</li> <li>• Demonstrate very good skills in the methodical application of products and massage techniques</li> <li>• Demonstrate very good client interaction and professionalism throughout the treatment/service</li> <li>• Provide a very good level of aftercare advice following treatment/service</li> <li>• Gain client feedback from the final outcome showing very good evidence in consultation records</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate good ability to follow health and safety procedures throughout treatment/service</li> <li>• Display good communication skills and a professional approach to client during consultation</li> <li>• Demonstrate good evidence of client records</li> <li>• Provide good treatment/service objectives, agreed with the client during the consultation</li> <li>• Prepare work area and client to a good standard</li> <li>• Demonstrate good selection of equipment and products for shampooing and conditioning treatments</li> <li>• Demonstrate good skills in the methodical application of products and massage techniques</li> <li>• Demonstrate good client interaction and professionalism throughout the treatment/service</li> <li>• Provide a good level of aftercare advice following treatment/service</li> <li>• Gain client feedback from the final outcome showing good evidence in consultation records</li> </ul>

## AO2

	<b>Assessment Criteria</b>	<b>Performance Descriptor Satisfactory 4–3</b>	<b>Performance Descriptor Basic 2–1</b>
<b>AO2</b>	<p><b>Application of health and safety procedures</b></p> <p><b>Client consultation</b></p> <p><b>Preparation of client and work area</b></p> <p><b>Selection of equipment and products</b></p> <p><b>Treatment/Service</b></p> <p><b>Aftercare advice/Client feedback</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate satisfactory ability to follow health and safety procedures throughout treatment/service</li> <li>• Display satisfactory communication skills and a professional approach to client during consultation</li> <li>• Demonstrate satisfactory evidence of client records</li> <li>• Provide satisfactory treatment/service objectives, agreed with the client during the consultation</li> <li>• Prepare work area and client to a satisfactory standard</li> <li>• Demonstrate satisfactory selection of equipment and products for shampooing and conditioning treatments</li> <li>• Demonstrate satisfactory skills in the methodical application of products and massage techniques</li> <li>• Demonstrate satisfactory client interaction and professionalism throughout the treatment/service</li> <li>• Provide a satisfactory level of aftercare advice following treatment/service</li> <li>• Gain client feedback from the final outcome showing satisfactory evidence in consultation records</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic ability to follow health and safety procedures throughout treatment/service</li> <li>• Display basic communication skills and a professional approach to client during consultation</li> <li>• Demonstrate basic evidence of client records</li> <li>• Provide basic treatment/service objectives, agreed with the client during the consultation</li> <li>• Prepare work area and client to a basic standard</li> <li>• Demonstrate basic selection of equipment and products for shampooing and conditioning treatments</li> <li>• Demonstrate basic skills in the methodical application of products and massage techniques</li> <li>• Demonstrate basic client interaction and professionalism throughout the treatment/service</li> <li>• Provide a basic level of aftercare advice following treatment/service</li> <li>• Gain client feedback from the final outcome showing basic evidence in consultation records</li> </ul>

# Shampooing and Conditioning Treatments

## UNIT 12

### AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of an excellent evaluation for each practical assessment task</li> <li>Produce excellent self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a very good evaluation for each practical assessment task</li> <li>Produce very good self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a good evaluation for each practical assessment task</li> <li>Produce good self-reflective statements about the learning process in this unit</li> </ul>

### AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of a satisfactory evaluation for each practical assessment task</li> <li>Produce satisfactory self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a basic evaluation for each practical assessment task</li> <li>Produce basic self-reflective statements about the learning process in this unit</li> </ul>

# UNIT 12

## Shampooing and Conditioning Treatments

### Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
<b>A01</b>						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
<b>A02</b>						
Application of health and safety procedures						
Client consultation						
Preparation of client and work area						
Selection of equipment and products						
Treatment/Service						
Aftercare advice/Client feedback						
<b>A03</b>						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
My Record completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.

This unit is suitable for learners who wish to develop an understanding of the physical care needs of babies. Learners will identify the basic care needs of babies and develop their knowledge and practical skills to meet these needs. Learners will not be expected to have access to babies. Learning should be promoted through role-play, discussion and practical activities. Suitable equipment and resources are therefore essential. Learners would benefit from visiting a childcare setting to observe how babies are cared for.

This unit includes:

- consideration of the role of the childcare worker and associated career opportunities;
- basic hygiene needs of babies;
- measures to prevent cross infection;
- consideration of the disposal of waste and related environmental impacts when caring for babies;
- products and clothing for babies;
- feeding babies;
- consideration of health and safety issues when caring for babies; and
- a review and evaluation of performance.

## Learning Outcomes

### Section 1 Hygiene Requirements of Babies

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- discuss the role of the childcare worker;
- describe three career opportunities when working with babies;
- discuss the importance of meeting babies' hygiene needs;
- demonstrate how to top and tail a baby;
- demonstrate how to change a baby's nappy;
- demonstrate how to bath a baby;
- demonstrate how to care for babies' teeth, feet and skin;
- demonstrate how to prevent cross-infection;
- demonstrate how to dispose of waste safely and hygienically, minimising the impact on the environment; and
- evaluate their own performance in practical tasks.

### Section 2 Equipment and Clothing for Babies

Learners should be able to:

- identify the importance of safety symbols and labelling on equipment and clothing;
- identify the importance of safety products for use in the home;
- choose appropriate clothing and footwear for a baby;
- demonstrate how to dress a baby safely and correctly;
- demonstrate how to put a baby to sleep in a cot or Moses basket safely; and
- evaluate their own performance in practical tasks.

### Section 3 Feeding Babies

Learners should be able to:

- describe the benefits of breast-feeding;
- describe how to store expressed breast milk;
- discuss the methods of sterilising babies' bottles;
- discuss the environmental impact of various methods of sterilising;
- demonstrate how to make a formula feed for a baby;
- describe when and how to wean a baby;
- describe how to meet the nutritional requirements of babies;
- discuss the allergies babies may have to particular foods;
- identify the cultural food requirements of babies;
- compare home-made and shop-bought foods for babies and consider the use of organic products;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

### Assessment Guidance

A number of activities should be carried out to assess the learners' knowledge of:

- the role of the childcare worker;
- career opportunities;
- babies' hygiene requirements;
- safety symbols, labelling and products;
- selecting appropriate clothing and equipment;
- safety when putting babies to sleep;
- Sudden Infant Death Syndrome (SIDS);
- feeding babies and meeting their nutritional requirements; and
- food allergies and cultural food requirements.

It is essential that centres have suitable equipment and resources for the practical delivery of this unit. All activities involving babies should be carried out in a simulated scenario.

Guest speakers, for example midwives, health visitors or dieticians could provide information regarding the hygiene and feeding requirements of babies. It would also be beneficial for learners to have the opportunity to visit baby clothing and equipment retailers to investigate safety symbols, labeling and products. A visit to a supermarket to examine food packaging, cost of nappies and hygiene products would also enhance the learners' experience. All visits must be carefully planned and the centre's policies and procedures followed. Parental/Guardian consent must be obtained for use of photographic evidence in learners' portfolios.

**Three** assessment tasks should be carried out as in the following examples.

## Exemplar Assessments

### Assessment 1

Learners:

- answer questions to demonstrate knowledge and understanding requirements; and
- demonstrate how to top and tail a baby;

**or**

- demonstrate how to bath a baby; and
- evaluate their own performance in the practical activity.

### Assessment 2

Learners:

- answer questions to demonstrate knowledge and understanding requirements; and
- demonstrate how to dress a baby for bed and place safely in a cot;

**or**

- demonstrate how to dress a baby for an outing and place the baby safely in a pram; and
- evaluate their own performance in the practical activity.

### Assessment 3

Learners:

- answer questions to demonstrate knowledge and understanding requirements; and
- make a bottle of formula milk for a baby;

**or**

- make a suitable meal for a baby;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.





### AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p><b>Preparation</b></p> <p><b>Skills</b></p> <p><b>Procedures</b></p> <p><b>Safety</b></p> <p><b>Independence</b></p> <p><b>Hygiene requirements</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate excellent preparation of self and work area for practical activity</li> <li>• Demonstrate excellent skills when carrying out practical activity</li> <li>• Demonstrate excellent ability to follow correct procedure during each practical activity</li> <li>• Demonstrate an excellent level of safety when completing practical activities</li> <li>• Demonstrate an excellent level of independence when completing practical activities</li> <li>• Demonstrate an excellent level of personal hygiene, safe and hygienic disposal of waste and keeping work station tidy</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate very good preparation of self and work area for practical activity</li> <li>• Demonstrate very good skills when carrying out practical activity</li> <li>• Demonstrate very good ability to follow correct procedure during each practical activity</li> <li>• Demonstrate a very good level of safety when completing practical activities</li> <li>• Demonstrate a very good level of independence when completing practical activities</li> <li>• Demonstrate a very good level of personal hygiene, safe and hygienic disposal of waste and keeping work station tidy</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate good preparation of self and work area for practical activity</li> <li>• Demonstrate good skills when carrying out practical activity</li> <li>• Demonstrate good ability to follow correct procedure during each practical activity</li> <li>• Demonstrate a good level of safety when completing practical activities</li> <li>• Demonstrate a good level of independence when completing practical activities</li> <li>• Demonstrate a good level of personal hygiene, safe and hygienic disposal of waste and keeping work station tidy</li> </ul>

## AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	<p><b>Preparation</b></p> <p><b>Skills</b></p> <p><b>Procedures</b></p> <p><b>Safety</b></p> <p><b>Independence</b></p> <p><b>Hygiene requirements</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate satisfactory preparation of self and work area for practical activity</li> <li>• Demonstrate satisfactory skills when carrying out practical activity</li> <li>• Demonstrate satisfactory ability to follow correct procedure during each practical activity</li> <li>• Demonstrate a satisfactory level of safety when completing practical activities</li> <li>• Demonstrate a satisfactory level of independence when completing practical activities</li> <li>• Demonstrate a satisfactory level of personal hygiene, safe and hygienic disposal of waste and keeping work station tidy</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic preparation of self and work area for practical activity</li> <li>• Demonstrate basic skills when carrying out practical activity</li> <li>• Demonstrate basic ability to follow correct procedure during each practical activity</li> <li>• Demonstrate a basic level of safety when completing practical activities</li> <li>• Demonstrate a basic level of independence when completing practical activities</li> <li>• Demonstrate a basic level of personal hygiene, safe and hygienic disposal of waste and keeping work station tidy</li> </ul>

### AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of an excellent evaluation for each practical assessment task</li> <li>Produce excellent self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a very good evaluation for each practical assessment task</li> <li>Produce very good self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a good evaluation for each practical assessment task</li> <li>Produce good self-reflective statements about the learning process in this unit</li> </ul>

### AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of a satisfactory evaluation for each practical assessment task</li> <li>Produce satisfactory self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a basic evaluation for each practical assessment task</li> <li>Produce basic self-reflective statements about the learning process in this unit</li> </ul>

## Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
<b>A01</b>						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
<b>A02</b>						
Preparation						
Skills						
Procedures						
Safety						
Independence						
Hygiene requirements						
<b>A03</b>						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
My Record completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.

This unit provides learners with a basic knowledge and understanding of administration practice together with the skills necessary to pursue careers as secretaries, administrators, receptionists or call centre personnel. Learners will have the opportunity to use a range of technological equipment found in the modern office. They will develop their proofreading skills, ensuring all documents are produced to the highest standard and meet agreed specifications.

This unit includes:

- the use of electronic equipment;
- consideration of health and safety issues when using office technology;
- consideration of environmental issues relating to the use of office technology;
- events planning;
- consideration of career opportunities in office administration; and
- a review and evaluation of performance.

## Learning Outcomes

### Section 1 Identify and Show the Purpose of Major Items of Office Equipment

Learners should be able to:

- understand the responsibilities of both employer and employee in relation to the Health and Safety at Work Act (HASAWA) 1974 in an office environment;
- use a telephone to make and receive calls;
- leave and receive messages using an answering machine;
- use a scanner to produce electronic copies of documents;
- use a computer printer to produce single-sided, double-sided and multiple copies of documents, including printing in colour and greyscale;
- use shredders, calculators, telephones, email, answering machines and fax machines correctly, confidentially and safely;
- follow health and safety rules when using office technology;
- identify environmental issues when using office technology;
- describe three career opportunities in office administration; and
- evaluate their own performance in practical tasks.

### Section 2 Use a Photocopier Safely and Effectively

Learners should be able to:

- use a photocopier effectively to produce single pages, multiple copies, double-sided and multi-page photocopies;
- check quality and minimise waste;
- identify minor photocopier problems and solve these effectively;
- demonstrate the procedure to be followed in the event of machine breakdown;
- identify health and safety and environmental issues when using photocopiers; and
- evaluate their own performance in practical tasks.

### Section 3 Use a Computer to Produce Documents

Learners should be able to:

- use a word processing package to create documents from manuscript and printed originals;
- use a spreadsheet package to create and manipulate data as specified;
- identify the benefits and limitations of these applications;
- understand data protection legislation;
- send a message by email and include an attachment;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

### Assessment Guidance

Assessment for this unit should, as far as is practicable, take place in a realistic working environment. Learners will take on the role of an office administrator and teachers/lecturers should provide them with examples of suitable activities to be carried out in order to provide the required evidence. Learners will demonstrate their competence in producing a variety of word-processed documents from manuscript and printed originals, such as a memo, a letter, or a notice. They will know the common correction signs and correctly spell the commonly abbreviated words used in the office environment. Learners will be aware of the purposes of spreadsheets and will provide evidence of their ability to create and manipulate data in a spreadsheet for a specific purpose. All documents should be produced following specified guidelines and be accurate, well presented and of an acceptable business standard.

Learners will also demonstrate their competence in operating a photocopier to produce single pages, double-sided pages and multiple copies of one-sided and two-sided documents. Teachers/Lecturers should assess the learners' ability to work safely when using machinery. Teachers/Lecturers will use observation and samples of learners' work to assess learner outcomes.

Teachers/Lecturers can use witness statements from third parties, such as the school secretary, to assist with their assessment of learners' work. Teachers/Lecturers can use audio or video evidence to assess learners' competence in taking and making telephone calls and leaving and receiving messages. Learners should complete message record slips.

Learners must produce evidence showing that they have sent an email message and answered a set of questions using a calculator.

The exemplar assessment task below could provide all of the evidence for this unit.

#### Exemplar Assessment

**Brief:** learners take on the role of an events co-ordinator.

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- outline the plans for a chosen event;
- use a range of methods to contact individuals to confirm the date and arrangements for the event;
- keep a diary of contacts;
- design an information leaflet and produce multiple copies to advertise the event;
- produce a programme for the event including multiple double pages;
- cost the event showing revenue and profit;
- inform staff involved of arrangements;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

## Performance Descriptors: Using Office Technology

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

### AO1

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO1	<p><b>Health and safety, environment, and related careers</b></p> <p><b>Materials and related skills and knowledge</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate excellent knowledge of health and safety and environmental issues</li> <li>• Demonstrate excellent knowledge of career opportunities in this area</li> <li>• Demonstrate excellent knowledge and understanding of using equipment in an office setting</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate very good knowledge of health and safety and environmental issues</li> <li>• Demonstrate very good knowledge of career opportunities in this area</li> <li>• Demonstrate very good knowledge and understanding of using equipment in an office setting</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate good knowledge of health and safety and environmental issues</li> <li>• Demonstrate good knowledge of career opportunities in this area</li> <li>• Demonstrate good knowledge and understanding of using equipment in an office setting</li> </ul>

### AO1

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO1	<p><b>Health and safety, environment, and related careers</b></p> <p><b>Materials and related skills and knowledge</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate satisfactory knowledge of health and safety and environmental issues</li> <li>• Demonstrate satisfactory knowledge of career opportunities in this area</li> <li>• Demonstrate satisfactory knowledge and understanding when using equipment in an office setting</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic knowledge of health and safety and environmental issues</li> <li>• Demonstrate basic knowledge of career opportunities in this area</li> <li>• Demonstrate basic knowledge and understanding when using equipment in an office setting</li> </ul>

## AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p><b>Telephone and answering machine tasks</b></p> <p><b>Using a calculator</b></p> <p><b>Using a scanner, a photocopier and a fax machine</b></p> <p><b>Word processing tasks</b></p> <p><b>Spreadsheet tasks</b></p> <p><b>Sending an email</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate excellent ability to use a telephone and an answering machine</li> <li>• Demonstrate excellent ability to use a calculator to calculate costs</li> <li>• Demonstrate excellent ability to use a scanner, a photocopier and a fax machine</li> <li>• Carry out word processing tasks to an excellent standard to help plan an event</li> <li>• Demonstrate excellent ability to use a spreadsheet and calculate revenue and profit for an event</li> <li>• Demonstrate excellent skills when sending an email to help plan an event</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate very good ability to use a telephone and an answering machine</li> <li>• Demonstrate very good ability to use a calculator to calculate costs</li> <li>• Demonstrate very good ability to use a scanner, a photocopier and a fax machine</li> <li>• Carry out word processing tasks to a very good standard to help plan an event</li> <li>• Demonstrate very good ability to use a spreadsheet and calculate revenue and profit for an event</li> <li>• Demonstrate very good skills when sending an email to help plan an event</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate good ability to use a telephone and an answering machine</li> <li>• Demonstrate good ability to use a calculator to calculate costs</li> <li>• Demonstrate good ability to use a scanner, a photocopier and a fax machine</li> <li>• Carry out word processing tasks to a good standard to help plan an event</li> <li>• Demonstrate good ability to use a spreadsheet and calculate revenue and profit for an event</li> <li>• Demonstrate good skills when sending an email to help plan event</li> </ul>

### AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	<p><b>Telephone and answering machine tasks</b></p> <p><b>Using a calculator</b></p> <p><b>Using a scanner, a photocopier and a fax machine</b></p> <p><b>Word processing tasks</b></p> <p><b>Spreadsheet tasks</b></p> <p><b>Sending an email</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate satisfactory ability to use a telephone and an answering machine</li> <li>• Demonstrate satisfactory ability to use a calculator to calculate costs</li> <li>• Demonstrate satisfactory ability to use a scanner, a photocopier and a fax machine</li> <li>• Carry out word processing tasks to a satisfactory standard to help plan an event</li> <li>• Demonstrate satisfactory ability to use a spreadsheet and calculate revenue and profit for an event</li> <li>• Demonstrate satisfactory skills when sending an email to help plan an event</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic ability to use a telephone and an answering machine</li> <li>• Demonstrate basic ability to use a calculator to calculate costs</li> <li>• Demonstrate basic ability to use a scanner, a photocopier and a fax machine</li> <li>• Carry out word processing tasks to a basic standard to help plan an event</li> <li>• Demonstrate basic ability to use a spreadsheet and calculate revenue and profit for an event</li> <li>• Demonstrate basic skills when sending an email to help plan an event</li> </ul>

## AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of an excellent evaluation for each practical assessment task</li> <li>Produce excellent self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a very good evaluation for each practical assessment task</li> <li>Produce very good self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a good evaluation for each practical assessment task</li> <li>Produce good self-reflective statements about the learning process in this unit</li> </ul>

## AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of a satisfactory evaluation for each practical assessment task</li> <li>Produce satisfactory self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a basic evaluation for each practical assessment task</li> <li>Produce basic self-reflective statements about the learning process in this unit</li> </ul>

### Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
<b>AO1</b>						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
<b>AO2</b>						
Telephone and answering machine tasks						
Using a calculator						
Using a scanner, a photocopier and a fax machine						
Word processing tasks						
Spreadsheet tasks						
Sending an email						
<b>AO3</b>						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
My Record completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.



# Vehicle Servicing and Valeting Operations

UNIT  
15

This unit covers two topics: vehicle servicing and vehicle valeting. Learners will be introduced to the correct procedures for carrying out regular servicing and valeting of vehicles.

This unit is suitable for those who may be interested in pursuing careers as vehicle fitters, motor mechanics or vehicle valeters.

This unit includes:

- consideration of health and safety issues in the motor vehicle workshop;
- using specialist components and materials to carry out vehicle servicing procedures;
- using specialist equipment and cleaning materials to carry out vehicle valeting procedures;
- consideration of careers related to vehicle servicing and valeting;
- consideration of environmental regulations related to vehicle servicing and valeting; and
- a review and evaluation of performance.

## Learning Outcomes

### Section 1 Health and Safety, Careers and Environmental Legislation

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974;
- demonstrate the importance of personal conduct and presentation in maintaining health and safety in the workplace;
- identify health and safety risks in their role and how to avoid these;
- demonstrate how to work in a way that minimises the risk of:
  - damage to vehicle systems;
  - damage to components;
  - contact with leakage; and
  - contact with hazardous substances;
- describe three opportunities for careers related to vehicle servicing and valeting;
- identify and understand the importance of environmental regulations in relation to the safe disposal of waste oils, waste materials and cleaning agents; and
- evaluate their own performance in practical tasks.

### Section 2 Terminology, Components and Materials

Learners should be able to:

- identify specialist vocabulary relating to servicing and valeting techniques, components and materials;
- identify the range of different types of vehicle servicing;
- demonstrate how to select and use appropriate information from workshop manuals, technical data books, manufacturers' information sheets and the internet;
- identify and compare part numbers to ensure service replacement components are correct;
- discuss the properties and use of vehicle exterior and interior cleaning materials;
- identify the external and internal cleaning agents used, ensuring they are suitable for the vehicles surfaces and specification;
- demonstrate economical use of all cleaning agents, materials and power supply; and
- evaluate their own performance in practical tasks.

### Section 3 Tools and Equipment

Learners should be able to:

- select and use tools and equipment relating to vehicle servicing and valeting techniques, for example spanners, socket sets, wheel braces, screwdrivers, hammers, pliers and self-locking grips, torque wrenches, trolley jacks, axle stands, vehicle hoists, power washer units, buckets, sponges, cloths, chamois and vacuum and upholstery cleaners;
- demonstrate how to ensure that the tools and equipment being used are in a safe working condition and are returned to their correct location after use; and
- evaluate their own performance in practical tasks.

### Learning Outcomes (cont.)

#### Section 4 Practical Tasks

##### Vehicle Servicing

Learners should be able to:

- demonstrate how to fit protection covers to a vehicle;
- demonstrate how to carry out a vehicle service including: different types of wheels, engine oil and filter, air filters, fuel filters (petrol or diesel), spark plugs, alternator belt, hoses, coolant, brake lining and lighting systems;
- demonstrate how to carry out post service checks on vehicles;
- demonstrate how to complete a job card or service check sheet;
- demonstrate how to report and record any faults or problems found;
- demonstrate how to properly clean the work area and safely dispose of waste products;
- evaluate their own performance in the practical tasks; and
- carry out an end-of-unit evaluation.

##### Vehicle Valeting

Learners should be able to:

- demonstrate how to wash the outside of a vehicle, including paintwork, bumpers, glass and door sills, and dry it off with a chamois;
- demonstrate how to polish the outside of a vehicle, to include paintwork and plastics, rubber and glass surfaces;
- demonstrate how to clean the interior of the vehicle to include all surfaces: plastic, soft trim, fabric, leather, glass and carpet;
- demonstrate how to store leftover cleaning agents safely in the correct location;
- evaluate their own performance in the practical tasks; and
- carry out an end-of-unit evaluation.

## Assessment Guidance

Observation of work activities, examination of work completed, jobs cards, check sheets and photographic evidence are the preferred means of assessment. Teachers/Lecturers should emphasise the importance of a safe working environment and the careful use of tools and equipment.

Teaching centres will require appropriate resources to deliver this unit to industry standards, including access to cars, and appropriate specialist equipment and resources.

Two practical assessment tasks should be carried out, including one vehicle service task and one vehicle valeting task.

### Exemplar Assessment

Carry out a ten thousand mile service on a car.

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- follow instructions on job card;
- prepare the work area and vehicle appropriately;
- select the correct tools and equipment for the job and check that these are in a safe working condition;
- work safely to carry out tasks to manufacturers' or workshop specifications;
- maintain tools and equipment in the appropriate manner and return to their storage location;
- tidy the work area and dispose of waste products;
- present vehicle for assessment;
- evaluate their own performance in the practical task; and
- carry out an end-of-unit evaluation.





# Vehicle Servicing and Valeting Operations

## UNIT 15

### AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p><b>Resources</b></p> <p><b>Job cards and pre-valeting inspection records</b></p> <p><b>Planning</b></p> <p><b>Tools and equipment</b></p> <p><b>Practical outcomes</b></p> <p><b>Waste materials and recycling</b></p>	<ul style="list-style-type: none"> <li>• Show evidence of making excellent use of resources</li> <li>• Complete job cards and pre-valeting inspection records to an excellent level of accuracy and understanding</li> <li>• Demonstrate an excellent degree of planning and have all correct tools, equipment and materials available before starting the tasks</li> <li>• Demonstrate excellent use of tools and equipment relating to vehicle servicing and valeting techniques</li> <li>• Demonstrate excellent skills in the correct maintenance and storage of tools and equipment</li> <li>• Carry out servicing and valeting tasks to an excellent standard, ensuring tasks are completed in the correct order and within the agreed timescale</li> <li>• Demonstrate excellent ability to dispose of or recycle waste components and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Show evidence of making very good use of resources</li> <li>• Complete job cards and pre-valeting inspection records to a very good level of accuracy and understanding</li> <li>• Demonstrate a very good degree of planning and have all correct tools, equipment and materials available before starting the tasks</li> <li>• Demonstrate very good use of tools and equipment relating to vehicle servicing and valeting techniques</li> <li>• Demonstrate very good skills in the correct maintenance and storage of tools and equipment</li> <li>• Carry out servicing and valeting tasks to a very good standard, ensuring tasks are completed in the correct order and within the agreed timescale</li> <li>• Demonstrate very good ability to dispose of or recycle waste components and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Show evidence of making good use of resources</li> <li>• Complete job cards and pre-valeting inspection records to a good level of accuracy and understanding</li> <li>• Demonstrate a good degree of planning and have all correct tools, equipment and materials available before starting the tasks</li> <li>• Demonstrate good use of tools and equipment relating to vehicle servicing and valeting techniques</li> <li>• Demonstrate good skills in the correct maintenance and storage of tools and equipment</li> <li>• Carry out servicing and valeting tasks to a good standard, ensuring tasks are completed in the correct order and within the agreed timescale</li> <li>• Demonstrate good ability to dispose of or recycle waste components and materials</li> </ul>

## AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	<p><b>Resources</b></p> <p><b>Job cards and pre-valeting inspection records</b></p> <p><b>Planning</b></p> <p><b>Tools and equipment</b></p> <p><b>Practical outcomes</b></p> <p><b>Waste materials and recycling</b></p>	<ul style="list-style-type: none"> <li>• Show evidence of making satisfactory use of resources</li> <li>• Complete job cards and pre-valeting inspection records to a satisfactory level of accuracy and understanding</li> <li>• Demonstrate a satisfactory degree of planning and have all the correct tools, equipment and materials available before starting the tasks</li> <li>• Demonstrate satisfactory use of tools and equipment relating to vehicle servicing and valeting techniques</li> <li>• Demonstrate satisfactory skills in the correct maintenance and storage of tools and equipment</li> <li>• Carry out servicing and valeting tasks to a satisfactory standard, ensuring tasks are completed in the correct order and within the agreed timescale</li> <li>• Demonstrate satisfactory ability to dispose of or recycle waste components and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Show evidence of making basic use of resources</li> <li>• Complete job cards and pre-valeting inspection records to a basic level of accuracy and understanding</li> <li>• Demonstrate a basic degree of planning and have all the correct tools, equipment and materials available before starting the tasks</li> <li>• Demonstrate basic use of tools and equipment relating to vehicle servicing and valeting techniques</li> <li>• Demonstrate basic skills in the correct maintenance and storage of tools and equipment</li> <li>• Carry out servicing and valeting tasks to a basic standard, ensuring tasks are completed in the correct order and within the agreed timescale</li> <li>• Demonstrate basic ability to dispose of or recycle waste components and materials</li> </ul>

# Vehicle Servicing and Valeting Operations

## UNIT 15

### AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of an excellent evaluation for each practical assessment task</li> <li>Produce excellent self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a very good evaluation for each practical assessment task</li> <li>Produce very good self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a good evaluation for each practical assessment task</li> <li>Produce good self-reflective statements about the learning process in this unit</li> </ul>

### AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	<p><b>Task evaluation</b></p> <p><b>Final evaluation</b></p>	<ul style="list-style-type: none"> <li>Show evidence of a satisfactory evaluation for each practical assessment task</li> <li>Produce satisfactory self-reflective statements about the learning process in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Show evidence of a basic evaluation for each practical assessment task</li> <li>Produce basic self-reflective statements about the learning process in this unit</li> </ul>

# UNIT 15

## Vehicle Servicing and Valeting Operations

### Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
<b>A01</b>						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
<b>A02</b>						
Resources						
Job cards and pre-valeting inspection records						
Planning						
Tools and equipment						
Practical outcomes						
Waste materials and recycling						
<b>A03</b>						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
My Record completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.

