



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

environment and society

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

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

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 |
| A CCEA Publication © 2013 | |

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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

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.

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

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

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

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

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

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 is suitable for those who wish to gain basic skills, knowledge and understanding of the care and handling of a range of animals and to gain an understanding of working with animals in vocational and environmental settings. Anyone who is interested in pursuing a career with animals will find this unit a good introduction.

Learners will become familiar with working with a range of animals.

This unit includes:

- methods of handling animals;
- caring for and feeding animals;
- consideration of safe working practices and health and safety issues in animal care;
- maintaining animal health;
- consideration of career opportunities related to animal care;
- consideration of environmental issues within animal care; and
- a review and evaluation of performance.

Learning Outcomes

Section 1 Maintain the Health and Safety of Yourself and Animals

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- select and wear appropriate Personal Protective Equipment (PPE);
- use equipment and materials safely and correctly;
- recognise the health and safety risks involved in working with animals;
- identify and describe signs of health in animals from their physical condition and behaviour;
- report on the general health and well-being of animals from the physical condition and behaviour of the animals;
- identify common pests, for example fleas, worms and ticks, and associated conditions;
- follow procedures to prevent the spread of disease between animals;
- describe diseases that can transfer between animals and humans;
- describe why animals need exercise and how the type and amount varies between different species and different animals;
- deliver basic treatments to animals;
- move, handle and restrain animals correctly and safely; and
- evaluate their own performance in practical tasks.

Section 2 Daily Routines and Practices for a Healthy and Content Animal

Learners should be able to:

- understand the requirements of a daily routine for the animal;
- understand and be able to provide the appropriate safe exercise and accommodation requirements for the animal, sourcing natural bedding material;
- identify procedures for the safe disposal of waste, including cleaning materials;
- identify and correctly use the type and quantity of feed suitable for the animal;
- describe procedures for the safe storage of food, minimising contamination by chemicals and discouraging pests;
- use the correct equipment to prepare and serve food and water to the animal;
- dispose of any unwanted animal feed correctly and safely;
- keep feeding records; and
- evaluate their own performance in practical tasks.

Learning Outcomes (cont.)

Section 3 Working with Animals

Learners should be able to:

- describe the roles of three jobs that involve looking after animals such as a vet, a veterinary nurse, a zoo keeper, a dog groomer or handler, a farmer or a worker in an animal sanctuary, riding stable or trekking centre;
- describe the main tasks that two of the above carry out in the course of a day;
- undertake a small investigation into the conditions in which animals are kept in one of the following situations: as pets; in zoos or tourist attractions; in animal sanctuaries or riding stables or on farms;
- identify the requirements of the animals;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

Assessment Guidance

Learners can provide evidence through several written and practical projects. A portfolio of each learner's work should include a written record of work undertaken, and reports of any visits undertaken. Projects can be based on the personal involvement of the learner with at least one animal of their own choice. Projects should include information about the animal's breed and special requirements due to age or health, identification of signs of health, housing and feeding requirements, a diary of work undertaken with the animal over time and assessments of the risks associated with working with animals.

This unit also encourages visits to zoos, farms, trekking centres and animal sanctuaries as well as investigating the different careers that are available in these areas. If this is not possible, staff working in these areas should speak to learners.

Photographic evidence with parental/guardian consent will provide important evidence for this unit.

It is not necessary for the learner to have had any prior experience of handling animals as the course is designed to introduce learners to the skills of caring for an animal. This unit is suitable for learners who may want to experience working with animals as a possible career option or for general life skills. Witness testimony may provide evidence of practical skills.

Learners may be able to use their own experiences of owning a pet, a horse or a pony or working on a farm as evidence for the practical skills.

Practical skills can be recorded in photographs or videos of the learner's work and associated teacher/lecturer comments on the level of support that has been given.

This unit gives learners basic knowledge and incorporates the practical skills that can be gained from working with animals, for example their own pets, or during work experience at an animal sanctuary (where helpers are always welcomed and encouraged).

It is not necessary for the school or college to keep the animals on their site as sufficient evidence can be gained from visits and work experiences.

Learners should provide evidence of having worked with at least three different animals. There are strong links with working on farms or riding stables, with small animals and in animal shelters. Students can also use birds and other animals found in a garden or park, domestic pets and animals kept in pet shops as examples. The following five assessment tasks could be used to provide evidence for this unit. Two of the tasks may be combined for use when working with one animal.

Exemplar Assessment

Assessment 1

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- observe health and safety procedures for themselves and the animals they are caring for, showing evidence of skills required that actively prevent the spread of disease between animals and the transfer of disease to humans when working with animals;
- deliver basic treatments to animals such as worming and flea control;
- show evidence of skills required when moving, handling and restraining animals correctly and safely; and
- evaluate their own performance in the practical activity.

Assessment 2

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- plan for and provide an animal with appropriate exercise and demonstrate understanding of the type and amount of exercise required by different species and different animals; and
- evaluate their own performance in the practical activity.

Assessment 3

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- care for an animal's general health and well-being, showing evidence of skills relating to grooming, keeping their sleeping and living quarters clean, and disposing of waste in an environmentally friendly manner; and
- evaluate their own performance in the practical activity.

Assessment 4

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- feed at least one animal over a period of time, handling the equipment required, keeping accurate records, determining the correct diet and quantities required and being able to independently determine a suitable type and quantity of animal feed and disposing of any unwanted animal feed correctly and safely; and
- evaluate their own performance in the practical activity.

Assessment 5

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- undertake a small investigation into the conditions in which animals are kept in one of the following situations: as pets; in zoos or tourist attractions; in animal sanctuaries, riding stables or on farms;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

A01

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|-----|--|---|--|
| A01 | <p>Health and safety, environment, and related careers</p> <p>Materials and related skills and knowledge</p> | <ul style="list-style-type: none"> • Demonstrate satisfactory evidence of recognising health and safety risks involved in working with animals • Demonstrate a satisfactory ability to select appropriate Personal Protective Equipment • Demonstrate satisfactory knowledge of procedures to dispose of any unwanted feed and animal waste correctly and safely • Demonstrate satisfactory understanding of three jobs that involve looking after animals • Demonstrate satisfactory knowledge of suitable animal feed and the correct equipment needed to prepare and serve it | <ul style="list-style-type: none"> • Demonstrate basic evidence of recognising health and safety risks involved in working with animals • Demonstrate a basic ability to select appropriate Personal Protective Equipment • Demonstrate basic knowledge of procedures to dispose of any unwanted feed and animal waste correctly and safely • Demonstrate basic understanding of three jobs that involve looking after animals • Demonstrate basic knowledge of suitable animal feed and the correct equipment needed to prepare and serve it |

AO2

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|-----|--|---|--|---|
| AO2 | <p>Actively preventing the spread of disease between animals and transfer of disease to humans</p> <p>Delivery of basic treatments to animals</p> <p>Handling and exercising animals safely</p> | <ul style="list-style-type: none"> • Demonstrate excellent practical skills in identifying health and safety risks and being able to actively prevent the spread of disease between animals and transfer of disease to humans • Demonstrate excellent practical skills involved in the delivery of basic treatments to animals, such as worming and flea control, using environmentally friendly treatments • Demonstrate excellent practical skills when planning exercise for an animal and demonstrate understanding of the type and amount required by different species and different animals • Demonstrate excellent practical skills when providing an animal with appropriate safe exercise • Demonstrate an excellent ability to move, handle and restrain animals correctly and safely | <ul style="list-style-type: none"> • Demonstrate very good practical skills in identifying health and safety risks and being able to actively prevent the spread of disease between animals and transfer of disease to humans • Demonstrate very good practical skills involved in the delivery of basic treatments to animals, such as worming and flea control, using environmentally friendly treatments • Demonstrate very good practical skills when planning exercise for an animal and demonstrate understanding of the type and amount required by different species and different animals • Demonstrate very good practical skills when providing an animal with appropriate safe exercise • Demonstrate a very good ability to move, handle and restrain animals correctly and safely | <ul style="list-style-type: none"> • Demonstrate good practical skills in identifying health and safety risks and being able to actively prevent the spread of disease between animals and transfer of disease to humans • Demonstrate good practical skills involved in the delivery of basic treatments to animals, such as worming and flea control, using environmentally friendly treatments • Demonstrate good practical skills when planning exercise for an animal and demonstrate understanding of the type and amount required by different species and different animals • Demonstrate good practical skills when providing an animal with appropriate safe exercise • Demonstrate a good ability to move, handle and restrain animals correctly and safely |

AO2 (cont.)

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|-----|--|---|--|---|
| AO2 | <p>Maintaining the general health and well-being of an animal</p> <p>Feeding an animal</p> <p>Investigation</p> | <ul style="list-style-type: none"> • Demonstrate excellent practical skills when caring for an animal, including ensuring that the general health and well-being of the animal is maintained while grooming • Demonstrate excellent practical skills when keeping an animal's sleeping and living quarters clean and disposing of waste safely • Demonstrate excellent practical skills involved in feeding at least one animal over time. • Demonstrate excellent practical skills when keeping accurate records of feeding, determining the correct diet, amount and type of feed suitable for an animal • Carry out an excellent investigation of the conditions that animals are kept in and their requirements in an identified situation | <ul style="list-style-type: none"> • Demonstrate very good practical skills when caring for an animal, including ensuring that the general health and well-being of the animal is maintained while grooming • Demonstrate very good practical skills when keeping an animal's sleeping and living quarters clean and disposing of waste safely • Demonstrate very good practical skills involved in feeding at least one animal over time. • Demonstrate very good practical skills when keeping accurate records of feeding, determining the correct diet, amount and type of feed suitable for an animal • Carry out a very good investigation of the conditions that animals are kept in and their requirements in an identified situation | <ul style="list-style-type: none"> • Demonstrate good practical skills when caring for an animal, including ensuring that the general health and well-being of the animal is maintained while grooming • Demonstrate good practical skills when keeping an animal's sleeping and living quarters clean and disposing of waste safely • Demonstrate good practical skills involved in feeding at least one animal over time. • Demonstrate good practical skills when keeping accurate records of feeding, determining the correct diet, amount and type of feed suitable for an animal • Carry out a good investigation of the conditions that animals are kept in and their requirements in an identified situation |

AO2

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|-----|--|---|--|
| AO2 | <p>Actively preventing the spread of disease between animals and transfer of disease to humans</p> <p>Delivery of basic treatments to animals</p> <p>Handling and exercising animals safely</p> | <ul style="list-style-type: none"> • Demonstrate satisfactory practical skills in identifying health and safety risks and being able to actively prevent the spread of disease between animals and transfer of disease to humans • Demonstrate satisfactory practical skills involved in the delivery of basic treatments to animals, such as worming and flea control, using environmentally friendly treatments • Demonstrate satisfactory practical skills when planning exercise for an animal and demonstrate understanding of the type and amount required by different species and different animals • Demonstrate satisfactory practical skills when providing an animal with appropriate safe exercise • Demonstrate a satisfactory ability to move, handle and restrain animals correctly and safely | <ul style="list-style-type: none"> • Demonstrate basic practical skills in identifying health and safety risks and being able to actively prevent the spread of disease between animals and transfer of disease to humans • Demonstrate basic practical skills involved in the delivery of basic treatments to animals, such as worming and flea control, using environmentally friendly treatments • Demonstrate basic practical skills when planning exercise for an animal and demonstrate understanding of the type and amount required by different species and different animals • Demonstrate basic practical skills when providing an animal with appropriate safe exercise • Demonstrate a basic ability to move, handle and restrain animals correctly and safely |

AO2

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|-----|--|---|--|
| AO2 | <p>Maintaining the general health and well-being of an animal</p> <p>Feeding an animal</p> <p>Investigation</p> | <ul style="list-style-type: none"> • Demonstrate satisfactory practical skills when caring for an animal, including ensuring that the general health and well-being of the animal is maintained while grooming • Demonstrate satisfactory practical skills when keeping an animal's sleeping and living quarters clean and disposing of waste safely • Demonstrate satisfactory practical skills involved in feeding at least one animal over time. • Demonstrate satisfactory practical skills when keeping accurate records of feeding, determining the correct diet, amount and type of feed suitable for an animal • Carry out a satisfactory investigation of the conditions that animals are kept in and their requirements in an identified situation | <ul style="list-style-type: none"> • Demonstrate basic practical skills when caring for an animal, including ensuring that the general health and well-being of the animal is maintained while grooming • Demonstrate basic practical skills when keeping an animal's sleeping and living quarters clean and disposing of waste safely • Demonstrate basic practical skills involved in feeding at least one animal over time. • Demonstrate basic practical skills when keeping accurate records of feeding, determining the correct diet, amount and type of feed suitable for an animal • Carry out a basic investigation of the conditions that animals are kept in and their requirements in an identified situation |

AO3

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

AO3

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

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 |
| AO1 | | | | | | |
| Health and safety, environment, and related careers | | | | | | |
| Materials and related skills and knowledge | | | | | | |
| AO2 | | | | | | |
| Actively preventing the spread of disease between animals and transfer of disease to humans | | | | | | |
| Delivery of basic treatments to animals | | | | | | |
| Handling and exercising animals safely | | | | | | |
| Maintaining the general health and well-being of an animal | | | | | | |
| Feeding an animal | | | | | | |
| Investigation | | | | | | |
| AO3 | | | | | | |
| 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.

Horticulture: Caring for Plants and Flowers

UNIT
48

This unit aims to provide the learner with the knowledge of scientific principles and skills that are necessary for the growth and care of a range of indoor and outdoor plants, cut flower arrangements and outdoor plants in beds, containers and hanging baskets. The learner will investigate the care of plants in both the horticultural and floristry industries. A range of flowers and plants and their specific care requirements will be studied. The learner will be expected to demonstrate knowledge and understanding in handling and caring for a range of specimens grown in containerised displays and beds as well as presenting and arranging plants for sale. This unit will encourage entrepreneurial activities such as investigating the setting up of a small business for the sale of floral arrangements or containers and hanging baskets.

This unit includes:

- consideration of health and safety issues in horticulture and floristry;
- consideration of career opportunities in horticulture and floristry;
- identification of plant diseases and pests;
- growing and caring for plants;
- production of a floral item suitable for a special occasion;
- production of an information leaflet for the after-sales care of plants and flowers;
- consideration of the environmental issues in horticulture and floristry; and
- a review and evaluation of performance.

Learning Outcomes

Section 1 Care of Plants and Flowers in Pots, Containers and Beds

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 how to apply health and safety procedures in the working environment including risk assessment;
- select and wear appropriate Personal Protective Equipment (PPE);
- identify and describe the function of the root systems, stems, leaves and flowers of a plant;
- identify a range of common signs that indicate that a plant is not healthy and control the conditions, such as water, wind, temperature, pH minerals, and type of growing medium (soil type and drainage) that affect the growth of plants both indoors and in outdoor beds;
- identify the signs of pests, diseases and disorders and poorly-managed plants and keep a log of the health of a range of indoor plants over time;
- understand what weeds are and why they are a problem;
- demonstrate how to keep indoor plants and outdoor beds weed-free, using natural/organic weed suppressant methods and use the correct tools safely;
- demonstrate how to produce well cared for plants, such as vegetables, herbs or flowering plants, in a container and an outdoor bed to demonstrate the skills required when handling and caring for a range of plants; and
- evaluate their own performance in practical tasks.

Section 2 Presentation, Storage and Care of Plants and Flowers for Sale in Retail Outlets

Learners should be able to:

- identify a range of outlets for the sale of plants and flowers in the horticulture and floristry industries;
- demonstrate an understanding of the nutrients and moisture plants require to promote and maintain growth and appearance;
- identify the range of chemicals used as weed killer, the health and safety procedures necessary when handling them and the environmental impact they may have if not carefully disposed of;
- demonstrate how to treat/condition flowers such as roses for storage in shops and in the home;
- demonstrate how to produce well cared for plants in a hanging basket and present this as a floral gift suitable for an occasion, such as a birthday or Christmas, using appropriate packaging;
- identify a selection of plants or flowers for a special occasion;
- produce an information leaflet for the after-sale care of three plants of their choice; and
- evaluate their own performance in practical tasks.

Section 3 Employment Opportunities in Horticulture and Floristry

Learners should be able to:

- describe three career opportunities in horticulture and floristry;
- identify the range of qualifications in horticulture and floristry;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

Assessment Guidance

One of the items learners should produce is a healthy containerised plant display that they have cared for over a period of time. They could work in small groups or individually to produce containerised plants for the school or college or an office environment. They should be able to care for the plants and give advice to others on the care regime for specific houseplants and be able to offer advice on the most suitable growing position for a range of sun loving, shade requiring, or exotic specimens. They could visit garden centres and other retail outlets to compare the conditions and care requirements for a range of indoor and outdoor plants. They should be aware of the work of local parks departments or councils, environment groups such as Conservation Volunteers, and the employment opportunities available in the horticulture industry.

The evidence for assessment could be through various media such as a written report, video or poster. A portfolio of student work could include a written report of an investigation into a local horticulture industry, or records or worksheets completed about any industry-related visits. Entrepreneurial group activities such as growing plants and containers for a sale should be encouraged, if time permits. The practical skills can be recorded by photographs of the learners' work and associated teachers'/lecturers' comments on the level of support that has been given. Learners can use photographs, which the teacher/lecturer must verify, as evidence of growing and caring for plants from seeds, bulbs, cuttings etc.

Learners should complete **four** assessment tasks.

Exemplar Assessment

Assessment 1

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- produce a hanging basket display; and
- evaluate their own performance in the practical activity.

Assessment 2

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- produce a containerised display of plants; and
- evaluate their own performance in the practical activity.

Assessment 3

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- carry out weeding and present well cared for plants in an outdoor area;
- correctly use weed suppressants and tools;
- identify signs of pests, diseases and disorders and poorly managed plants; and
- evaluate their own performance in the practical activity.

Assessment 4

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- produce a floral gift and provide aftercare instructions;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

Horticulture: Caring for Plants and Flowers

**UNIT
48**

AO2

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|-----|---|--|--|---|
| AO2 | <p>Hanging basket</p> <p>Container</p> <p>Outdoor area</p> <p>Pests</p> <p>Weeding</p> <p>Floral gift</p> | <ul style="list-style-type: none"> • Demonstrate excellent ability to produce well cared for plants in a hanging basket • Demonstrate excellent ability to produce well cared for plants in a container • Demonstrate excellent ability to produce well cared for plants in an outdoor area • Demonstrate excellent ability to detect the signs of pests, diseases and disorders and poorly managed plants • Demonstrate excellent practical skills when using appropriate tools for weeding and keeping an outdoor area weed free • Demonstrate excellent practical skills when producing a floral gift • Produce excellent aftercare instructions and conditioning treatments that may be necessary at home | <ul style="list-style-type: none"> • Demonstrate very good ability to produce well cared for plants in a hanging basket • Demonstrate very good ability to produce well cared for plants in a container • Demonstrate very good ability to produce well cared for plants in an outdoor area • Demonstrate very good ability to detect the signs of pests, diseases and disorders and poorly managed plants • Demonstrate very good practical skills when using appropriate tools for weeding and keeping an outdoor area weed free • Demonstrate very good practical skills when producing a floral gift • Produce very good aftercare instructions and conditioning treatments that may be necessary at home | <ul style="list-style-type: none"> • Demonstrate good ability to produce well cared for plants in a hanging basket • Demonstrate good ability to produce well cared for plants in a container • Demonstrate good ability to produce well cared for plants in an outdoor area • Demonstrate good ability to detect the signs of pests, diseases and disorders and poorly managed plants • Demonstrate good practical skills when using appropriate tools for weeding and keeping an outdoor area weed free • Demonstrate good practical skills when producing a floral gift • Produce good aftercare instructions and conditioning treatments that may be necessary at home |

AO2

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|-----|---|--|---|
| AO2 | <p>Hanging basket</p> <p>Container</p> <p>Outdoor area</p> <p>Pests</p> <p>Weeding</p> <p>Floral gift</p> | <ul style="list-style-type: none"> • Demonstrate satisfactory ability to produce well cared for plants in a hanging basket • Demonstrate satisfactory ability to produce well cared for plants in a container • Demonstrate satisfactory ability to produce well cared for plants in an outdoor area • Demonstrate satisfactory ability to detect the signs of pests, diseases and disorders, and poorly managed plants • Demonstrate satisfactory practical skills when using appropriate tools for weeding and keeping an outdoor area weed free • Demonstrate satisfactory practical skills when producing a floral gift • Produce satisfactory aftercare instructions and conditioning treatments that may be necessary at home | <ul style="list-style-type: none"> • Demonstrate basic ability to produce well cared for plants in a hanging basket • Demonstrate basic ability to produce well cared for plants in a container • Demonstrate basic ability to produce well cared for plants in an outdoor area • Demonstrate basic ability to detect the signs of pests, diseases and disorders, and poorly managed plants • Demonstrate basic practical skills when using appropriate tools for weeding and keeping an outdoor area weed free • Demonstrate basic practical skills when producing a floral gift • Produce basic aftercare instructions and conditioning treatments that may be necessary at home |

Horticulture: Caring for Plants and Flowers

**UNIT
48**

AO3

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

AO3

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

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 |
| A01 | | | | | | |
| Health and safety, environment, and related careers | | | | | | |
| Materials and related skills and knowledge | | | | | | |
| A02 | | | | | | |
| Hanging basket | | | | | | |
| Container | | | | | | |
| Outdoor area | | | | | | |
| Pests | | | | | | |
| Weeding | | | | | | |
| Floral gift | | | | | | |
| A03 | | | | | | |
| 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.

Horticulture: Growing Plants in a Sustainable Way

UNIT
49

This unit is suitable for those who have an interest in pursuing a career in horticulture or floristry. The content of this unit should allow learners to develop a basic understanding of plants and how to grow and care for them in a sustainable way, using organic methods wherever possible.

This unit includes:

- consideration of health and safety issues in horticulture;
- organic and sustainable methods for growing;
- various methods that are used to grow plants from seeds, bulbs, corms and tubers;
- taking cuttings and establishing plants;
- consideration of career opportunities in horticulture;
- consideration of environmental issues in horticulture; and
- a review and evaluation of performance.

Learning Outcomes

Section 1 Organics in Plant Production

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- select and wear appropriate Personal Protective Equipment (PPE);
- identify and use basic tools;
- demonstrate how to set up a small composting area or composting bin and use it to make compost from garden and kitchen waste taking health and safety issues into account;
- describe the economic advantages of different methods of propagation in the horticulture industry;
- identify methods of distributing plants and the outlets for retailing these plants, for example nurseries, florists, garden centres or DIY/supermarket outlets;
- explore three career opportunities that exist locally in the horticultural, environmental/conservation and floristry industries; and
- evaluate their own performance in practical tasks.

Section 2 Growing Plants from Seeds, Bulbs, Corms and Tubers

Learners should be able to:

- demonstrate health and safety procedures in the working environment;
- demonstrate the correct use and care of basic tools;
- identify the parts of a plant, for example roots, stem, leaves and flowers, and parts of a flower, for example sepals, petals, anthers, stigma and ovary;
- demonstrate how to grow plants from a range of seeds, bulbs, corms and tubers;
- demonstrate the use of different types of growing mediums, including homemade organic compost;
- produce a containerised display, incorporating two or more types of plants that have been grown from, for example, seeds, bulbs or corms;
- demonstrate appropriate aftercare for the plants (humidity, temperature, water, pricking out, weed and pest control) to establish and maintain healthy growth;
- identify common pests and diseases of seedlings, bulbs, corms and tubers and their control;
- set up a plant stall and sell produce; and
- evaluate their own performance in practical tasks.

Learning Outcomes (cont.)

Section 3 Propagation and Establishing Plants from Cuttings

Learners should be able to:

- identify health and safety requirements when taking cuttings;
- identify and safely use the correct tools, for example secateurs or knives, to take cuttings from a range of plants such as roses, honeysuckle, buddleia or mallow;
- identify health and safety issues and the environmental impact of using hormone rooting powders and liquids;
- demonstrate the safe use of rooting medium to produce cuttings from a woody plant;
- demonstrate how to take cuttings from a plant such as geranium and grow until the root system is established without using rooting powder;
- compare and contrast the plants that have been propagated using rooting medium with those grown without using rooting medium;
- demonstrate how to transplant cuttings into a containerised display of bedding plants;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.



Horticulture: Growing Plants in a Sustainable Way

Assessment Guidance

Learners can present evidence for this unit by carrying out a number of activities to demonstrate their knowledge. Learners should, for example, visit parks or garden centres to identify career opportunities in this area.

Practical activities will form the focus of the unit. Learners will present evidence collected from a number of well-planned activities. Teachers/Lecturers can use photographic evidence, with parent/guardian consent, and witness statements as evidence of learners' practical activities. Entrepreneurial group activities such as growing a containerised display for sale should be encouraged. The learners will experience handling and identifying popular plants that they will come across in gardens, parks and retail outlets. The aim of the unit is to encourage natural or organic methods of growing plants and to be environmentally aware of the disposal of plant and household materials.

Learners should complete **four** assessment tasks.

Exemplar Assessment

Assessment 1

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- plan, set up and maintain a composting area or composting bin;
- select, use and care for tools appropriate to the task; and
- evaluate their own performance in the practical activity.

Assessment 2

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- grow plants from seeds, bulbs, corms and tubers;
- produce a containerised display with a product information leaflet on aftercare;
- select, use and care for tools appropriate to the task; and
- evaluate their own performance in the practical activity.

Assessment 3

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- take cuttings from a range of plants and grow these using rooting medium;
- take cuttings from plants and grow these without using rooting medium;
- transplant cuttings into an outdoor bed or container;
- select, use and care for tools appropriate to the task; and
- evaluate their own performance in the practical activity.

Assessment 4

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- produce suitable plants for selling and set up a plant stall;
- select, use and care for tools appropriate to the task;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

Performance Descriptors: Growing Plants in a Sustainable Way

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 | Health and safety, environment, and related careers | <ul style="list-style-type: none"> • Demonstrate an excellent knowledge of health and safety procedures in the working environment • Demonstrate an excellent knowledge when describing organic gardening and the concept of sustainability • Demonstrate an excellent knowledge when identifying kitchen and garden waste that can be composted • Demonstrate an excellent knowledge when identifying three career opportunities that exist locally in the horticultural, environmental and floristry industries | <ul style="list-style-type: none"> • Demonstrate a very good knowledge of health and safety procedures in the working environment • Demonstrate a very good knowledge when describing organic gardening and the concept of sustainability • Demonstrate a very good knowledge when identifying kitchen and garden waste that can be composted • Demonstrate a very good knowledge when identifying three career opportunities that exist locally in the horticultural, environmental and floristry industries | <ul style="list-style-type: none"> • Demonstrate good knowledge of health and safety procedures in the working environment • Demonstrate a good knowledge when describing organic gardening and the concept of sustainability • Demonstrate a good knowledge when identifying kitchen and garden waste that can be composted • Demonstrate a good knowledge when identifying three career opportunities that exist locally in the horticultural, environmental and floristry industries |

Horticulture: Growing Plants in a Sustainable Way

**UNIT
49**

AO1 (cont.)

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|-----|--|---|--|---|
| AO1 | Materials and related skills and knowledge | <ul style="list-style-type: none"> • Demonstrate an excellent knowledge when describing the retail outlets and methods of distribution for plants • Demonstrate an excellent knowledge of the parts of a plant • Demonstrate an excellent knowledge when naming a range of bulbs, corms and tubers • Demonstrate an excellent knowledge when identifying and controlling common pests and diseases of seedlings, bulbs, corms and tubers • Demonstrate an excellent knowledge when describing the economic advantages of the various methods of propagation in the horticulture industry | <ul style="list-style-type: none"> • Demonstrate a very good knowledge when describing the retail outlets and methods of distribution for plants • Demonstrate a very good knowledge of the parts of a plant • Demonstrate a very good knowledge when naming a range of bulbs, corms and tubers • Demonstrate a very good knowledge when identifying and controlling common pests and diseases of seedlings, bulbs, corms and tubers • Demonstrate a very good knowledge when describing the economic advantages of the various methods of propagation in the horticulture industry | <ul style="list-style-type: none"> • Demonstrate a good knowledge when describing the retail outlets and methods of distribution for plants • Demonstrate a good knowledge of the parts of a plant • Demonstrate a good knowledge when naming a range of bulbs, corms and tubers • Demonstrate a good knowledge when identifying and controlling common pests and diseases of seedlings, bulbs, corms and tubers • Demonstrate a good knowledge when describing the economic advantages of the various methods of propagation in the horticulture industry |

Horticulture: Growing Plants in a Sustainable Way

UNIT
49

AO2

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|-----|--|---|--|---|
| AO2 | <p>Choice, use and care of appropriate tools</p> <p>Composting</p> <p>Planting seeds, bulbs, corms and tubers in a containerised display</p> <p>Plant aftercare leaflet</p> <p>Taking cuttings and using rooting medium</p> <p>Plant stall</p> | <ul style="list-style-type: none"> • Demonstrate excellent practical skills in the choice, use and care of tools • Demonstrate excellent practical skills in setting up a small composting area or composting bin and using it to make compost from garden and kitchen waste • Demonstrate excellent independent practical skills when choosing the correct growing medium and planting a range of seeds, bulbs, corms and tubers to produce a containerised display • Demonstrate excellent practical skills to provide appropriate aftercare advice for plants to establish and maintain healthy growth • Demonstrate to an excellent standard the ability to take cuttings from a range of soft-stemmed and woody plants • Demonstrate excellent skills in setting up a plant stall and producing plants appropriate for selling | <ul style="list-style-type: none"> • Demonstrate very good practical skills in the choice, use and care of tools • Demonstrate very good practical skills in setting up a small composting area or composting bin and using it to make compost from garden and kitchen waste • Demonstrate very good independent practical skills when choosing the correct growing medium and planting a range of seeds, bulbs, corms and tubers to produce a containerised display • Demonstrate very good practical skills to provide appropriate aftercare advice for plants to establish and maintain healthy growth • Demonstrate to a very good standard the ability to take cuttings from a range of soft-stemmed and woody plants • Demonstrate very good skills in setting up a plant stall and producing plants appropriate for selling | <ul style="list-style-type: none"> • Demonstrate good practical skills in the choice, use and care of tools • Demonstrate good practical skills in setting up a small composting area or composting bin and using it to make compost from garden and kitchen waste • Demonstrate good independent practical skills when choosing the correct growing medium and planting a range of seeds, bulbs, corms and tubers to produce a containerised display • Demonstrate good practical skills to provide appropriate aftercare advice for plants to establish and maintain healthy growth • Demonstrate to a good standard the ability to take cuttings from a range of soft-stemmed and woody plants • Demonstrate good skills setting up a plant stall and producing plants appropriate for selling |

AO2

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|-----|--|---|---|
| AO2 | <p>Choice, use and care of appropriate tools</p> <p>Composting</p> <p>Planting seeds, bulbs, corms and tubers in a containerised display</p> <p>Plant aftercare leaflet</p> <p>Taking cuttings and using rooting medium</p> <p>Plant stall</p> | <ul style="list-style-type: none"> • Demonstrate satisfactory practical skills in the choice, use and care of tools • Demonstrate satisfactory practical skills in setting up a small composting area or composting bin and using it to make compost from garden and kitchen waste • Demonstrate satisfactory independent practical skills when choosing the correct growing medium and planting a range of seeds, bulbs, corms and tubers to produce a containerised display • Demonstrate satisfactory practical skills in order to provide appropriate aftercare advice for the plants to establish and maintain healthy growth • Demonstrate to a satisfactory standard the ability to take cuttings from a range of soft-stemmed and woody plants • Demonstrate satisfactory skills in setting up a plant stall and producing plants appropriate for selling | <ul style="list-style-type: none"> • Demonstrate basic practical skills in the choice, use and care of tools • Demonstrate basic practical skills in setting up a small composting area or composting bin and using it to make compost from garden and kitchen waste • Demonstrate basic independent practical skills when choosing the correct growing medium and planting a range of seeds, bulbs, corms and tubers to produce a containerised display • Demonstrate basic practical skills in order to provide appropriate aftercare advice for the plants to establish and maintain healthy growth • Demonstrate to a basic standard the ability to take cuttings from a range of soft-stemmed and woody plants • Demonstrate basic skills in setting up a plant stall and producing plants appropriate for selling |

Horticulture: Growing Plants in a Sustainable Way

**UNIT
49**

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"> Show evidence of an excellent evaluation for each practical assessment task | <ul style="list-style-type: none"> Show evidence of a very good evaluation for each practical assessment task | <ul style="list-style-type: none"> Show evidence of a good evaluation for each practical assessment task |
| | Final evaluation | <ul style="list-style-type: none"> Produce excellent self-reflective statements about the learning process in this unit | <ul style="list-style-type: none"> Produce very good self-reflective statements about the learning process in this unit | <ul style="list-style-type: none"> Produce good self-reflective statements about the learning process in this unit |

AO3

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

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 |
| A01 | | | | | | |
| Health and safety, environment, and related careers | | | | | | |
| Materials and related skills and knowledge | | | | | | |
| A02 | | | | | | |
| Choice, use and care of appropriate tools | | | | | | |
| Composting | | | | | | |
| Planting seeds, bulbs, corms and tubers in a containerised display | | | | | | |
| Plant aftercare leaflet | | | | | | |
| Taking cuttings and using rooting medium | | | | | | |
| Plant stall | | | | | | |
| A03 | | | | | | |
| 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.

Reminiscence with Individuals in a Care Environment

UNIT
50

This unit is suitable for those who wish to work in a health and social care setting and gain an understanding of the importance of talking about past experiences and making connections between the past and present. This will help the learner understand the individuals in the care environment. The learner will gain an understanding of how reminiscence can lead to a sense of wellbeing, promote self-esteem, encourage sociability and lead to other recreational activities.

The learner will explore the role of the social care worker and the importance of recalling and sharing past memories. The learner will demonstrate his/her role in supporting individuals in reminiscence and related activities that they enjoy and which promote self-esteem.

This unit includes:

- consideration of the role of the social care worker;
- consideration of the Northern Ireland Social Care Council (NISCC) Code of Practice for Social Care Workers;
- methods of communication and communication difficulties;
- reminiscence work with individuals in a care environment;
- consideration of career opportunities within health and social care;
- consideration of health and safety issues within health and social care;
- consideration of environmental issues within health and social care; and
- a review and evaluation of performance.

Learning Outcomes

Section 1 The Role of the Social Care Worker

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 how to promote the rights and choices of the individual;
- outline the NISCC Code of Practice for Social Care Workers;
- demonstrate the promotion of respect, independence and trust;
- identify the importance of confidentiality;
- demonstrate how to carry out health, safety and environmental checks;
- identify communication difficulties;
- identify and describe three career opportunities in health and social care;
- demonstrate an awareness of environmental issues; and
- evaluate their own performance in practical tasks.

Section 2 Support Individual to Participate in Planned Reminiscence Work

Learners should be able to:

- define reminiscence;
- describe why reminiscence is important;
- identify the stages of reminiscence;
- work with key people to select the individual to reminisce with;
- support the individual to identify and select the reminiscence activity they prefer;
- identify the support required in order to participate in reminiscence work;
- seek additional support where the individual may have communication or other difficulties;
- demonstrate how to manage any risks associated with activity;
- prepare a plan for the activity;
- list questions for the activity; and
- evaluate their own performance in practical tasks.

Learning Outcomes (cont.)

Section 3 Carry out Planned Reminiscence Work

Learners should be able to:

- demonstrate how to prepare the environment considering health and safety issues;
- demonstrate use of recycled materials for the activity if appropriate;
- demonstrate how to prepare the individual for the activity;
- demonstrate how to position the individual so that he/she can understand what is being communicated;
- demonstrate appropriate body language, eye contact and methods of listening that actively encourage the individual to reminisce;
- demonstrate good communication skills and how to give sufficient time without interrupting;
- demonstrate the stages of reminiscence;
- carry out a review to report on the benefits of the activity to the individual and the learner;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

Assessment Guidance

Practical activities will form the main focus of this unit. The activities should be of interest to the learners and reflect their ability. This unit will introduce learners to working in a care setting for older people. The learner should visit a care setting such as a nursing home to observe the role of the social care worker. If this activity is not possible, staff from a local nursing home should speak to learners. The main focus of this unit is to ensure that the learner understands the role of the social care worker and the importance of good communication skills and reminiscing in health and social care settings.

Learners working in pairs will engage in reminiscence with each other in order to achieve an identified purpose. The purpose may be recalling memories of primary school, games they played, or other topics of interest such as Christmas. During these activities the learner will demonstrate verbal and non-verbal communication skills, and treat their partner with dignity and respect.

Each learner will then engage in reminiscing with an individual outside their class. The activity could take place in a nursing home or with a relative or family friend. The learner will prepare a number of questions which will encourage the individual to talk about their childhood, school, work or the town they grew up in. During the activity the learner will demonstrate verbal and non-verbal communication skills. The learner will demonstrate how they have prepared the individual and assessed and managed risk when preparing the environment for the activity. The stages of reminiscence will be demonstrated clearly and learners should complete a report on the benefits of the activity to the client and the learner.

The activities will be carefully planned and the interaction may be video recorded or observed by a teacher or lecturer. The teacher/lecturer will also give a written testimony/account of the interaction. The information gained can also be recorded by drawing a picture, producing a memory box using recycled materials, a book of photographs, a song, acting out a play or providing a written report. Learners should review and evaluate these activities.

Learners should carry out **two** assessment tasks: one with a fellow learner and one with an older individual. The exemplar assessment task below could be used for either.

Exemplar Assessment

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- choose a topic and prepare a plan to carry out a reminiscence activity with an individual;
- prepare questions for the reminiscence activity;
- demonstrate how the environment was safely prepared and risk assessment carried out;
- carry out the activity demonstrating:
 - effective communication skills;
 - promotion of independence; and
 - stages of reminiscence;
- record information gained from the activity in an appropriate form, for example a picture, photographs, a memory box, a song or a written report;
- where appropriate, make use of recycled materials such as old photographs, postcards, letters, or a shoebox for a memory box;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

Reminiscence with Individuals in a Care Environment

**UNIT
50**

AO2

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|-----|--|--|--|--|
| AO2 | <p>Preparation for reminiscence work</p> <p>Working with individuals</p> <p>Reminiscence work</p> | <ul style="list-style-type: none"> • Demonstrate excellent practical ability to support the individual to select a reminiscence activity • Produce an excellent plan for reminiscence work • Provide an excellent list of questions to be used during reminiscence work • Demonstrate excellent ability to position self and individual appropriately to facilitate the reminiscence activity • Promote respect, trust and independence when working with the individual to an excellent standard • Carry out an agreed activity at a pace the individual is comfortable with, demonstrating excellent skills • Demonstrate excellent practical ability to identify the level of support required to carry out the agreed activity • Demonstrate the stages of reminiscence to an excellent standard | <ul style="list-style-type: none"> • Demonstrate very good practical ability to support the individual to select a reminiscence activity • Produce a very good plan for reminiscence work • Provide a very good list of questions to be used during reminiscence work • Demonstrate very good ability to position self and individual appropriately to facilitate the reminiscence activity • Promote respect, trust and independence when working with the individual to a very good standard • Carry out an agreed activity at a pace the individual is comfortable with, demonstrating very good skills • Demonstrate very good practical ability to identify the level of support required to carry out the agreed activity • Demonstrate the stages of reminiscence to a very good standard | <ul style="list-style-type: none"> • Demonstrate good practical ability to support the individual to select a reminiscence activity • Produce a good plan for reminiscence work • Provide a good list of questions to be used during reminiscence work • Demonstrate good ability to position self and individual appropriately to facilitate the reminiscence activity • Promote respect, trust and independence when working with the individual to a good standard • Carry out an agreed activity at a pace the individual is comfortable with, demonstrating good skills • Demonstrate good practical ability to identify the level of support required to carry out the agreed activity • Demonstrate the stages of reminiscence to a good standard |

AO2 (cont.)

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|--|---------------------------|--|--|--|
| | Communication | <ul style="list-style-type: none"> • Demonstrate excellent ability to deal with any communication difficulties | <ul style="list-style-type: none"> • Demonstrate very good ability to deal with any communication difficulties | <ul style="list-style-type: none"> • Demonstrate good ability to deal with any communication difficulties |
| | Legal requirements | <ul style="list-style-type: none"> • Demonstrate excellent verbal and non-verbal communication skills • Demonstrate excellent promotion of rights and choices, legal and organisational requirements when carrying out the reminiscence activity | <ul style="list-style-type: none"> • Demonstrate very good verbal and non-verbal communication skills • Demonstrate very good promotion of rights and choices, legal and organisational requirements when carrying out the reminiscence activity | <ul style="list-style-type: none"> • Demonstrate good verbal and non-verbal communication skills • Demonstrate good promotion of rights and choices, legal and organisational requirements when carrying out the reminiscence activity |
| | Formal review | <ul style="list-style-type: none"> • Carry out an excellent review of the activity | <ul style="list-style-type: none"> • Carry out a very good review of the activity | <ul style="list-style-type: none"> • Carry out a good review of the activity |

Reminiscence with Individuals in a Care Environment

**UNIT
50**

A02

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|-----|---|--|--|
| A02 | <p>Preparation for reminiscence work</p> <p>Working with individuals</p> <p>Reminiscence work</p> <p>Communication</p> <p>Legal requirements</p> <p>Formal review</p> | <ul style="list-style-type: none"> • Produce a satisfactory plan for reminiscence work • Demonstrate satisfactory practical ability to support an individual to select reminiscence work • Provide a satisfactory list of questions to be used during reminiscence work • Demonstrate satisfactory ability to position self and individual appropriately to facilitate the reminiscence activity • Promote respect, trust and independence when working with the individual to a satisfactory standard • Carry out an agreed activity at a pace the individual is comfortable with, demonstrating satisfactory skills • Demonstrate satisfactory practical ability to identify the level of support required to carry out the agreed activity • Demonstrate the stages of reminiscence to a satisfactory standard • Demonstrate satisfactory ability to deal with any communication difficulties • Demonstrate satisfactory verbal and non-verbal communication skills • Demonstrate satisfactory promotion of rights and choices, legal and organisational requirements when carrying out the reminiscence activity • Carry out a satisfactory review of the activity | <ul style="list-style-type: none"> • Produce a basic plan for reminiscence work • Demonstrate basic practical ability to support an individual to select reminiscence work • Provide a basic list of questions to be used during reminiscence work • Demonstrate basic ability to position self and individual appropriately to facilitate the reminiscence activity • Promote respect, trust and independence when working with the individual to a basic standard • Carry out an agreed activity at a pace the individual is comfortable with, demonstrating basic skills • Demonstrate basic practical ability to identify the level of support required to carry out the agreed activity • Demonstrate the stages of reminiscence to a basic standard • Demonstrate basic ability to deal with any communication difficulties • Demonstrate basic verbal and non-verbal communication skills • Demonstrate basic promotion of rights and choices, legal and organisational requirements when carrying out the reminiscence activity • Carry out a basic review of the activity |

AO3

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

AO3

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

Reminiscence with Individuals in a Care Environment

**UNIT
50**

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 |
| AO1 | | | | | | |
| Health and safety, environment, and related careers | | | | | | |
| Materials and related skills and knowledge | | | | | | |
| AO2 | | | | | | |
| Preparation for reminiscence work | | | | | | |
| Working with individuals | | | | | | |
| Reminiscence work | | | | | | |
| Communication | | | | | | |
| Legal requirements | | | | | | |
| Formal review | | | | | | |
| AO3 | | | | | | |
| 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.

In this unit the learner will investigate the wide variety of leisure events which take place in Northern Ireland. Learners will develop and use their skills to work effectively as part of a team. They will have the opportunity to plan a leisure event. They will need to consider the type of event they wish to plan, while also taking into consideration the customer type, the resources required for the event, and health, safety and environmental issues. Learners will participate in the event and will learn to evaluate their own performance. Career opportunities will also be explored.

This unit includes:

- consideration of the health and safety aspects of running a leisure event;
- planning a leisure event;
- continuity meetings;
- identifying resources required to hold the event;
- developing contingency plans;
- effectively communicating with customers at an event;
- effectively participating in running the event;
- designing a questionnaire to evaluate the event;
- consideration of environmental issues related to running a leisure event;
- consideration of career opportunities within the leisure sector; and
- a review and evaluation of performance.

Learning Outcomes

Section 1 Planning the Event

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 health, safety and environmental considerations when planning a leisure event;
- describe three career opportunities in the leisure sector;
- identify and discuss a range of sports and leisure events;
- complete a feasibility study for the event to be undertaken;
- describe the various roles required within the team and allocate responsibilities;
- identify the skills and resources required to run the event;
- complete a risk assessment for the event;
- design a customer questionnaire to evaluate the event;
- formulate a detailed action plan identifying timescales and individual roles;
- chair team meetings and communicate effectively;
- develop a contingency plan; and
- evaluate their own performance in practical tasks.

Section 2 Running the Event

Learners should be able to:

- communicate effectively with the team members;
- demonstrate good personal appearance and behaviour;
- consider any special needs that have been identified;
- be aware of the requirements to adhere to any necessary emergency procedures;
- contribute effectively to the successful completion of the event;
- effectively communicate with customers;
- gather feedback about the event from customers using the questionnaire; and
- evaluate their own performance in practical tasks.

Section 3 Evaluating the Event

Learners should be able to:

- chair a meeting to discuss the success of the event;
- evaluate team performance against set objectives;
- collate and analyse questionnaire responses;
- review any problems that occurred and discuss their resolution;
- make recommendations for the improvement of future events;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

Assessment Guidance

Learners need to participate in the planning and running of an event. This will allow learners to work collaboratively as a team. It is important that learners appreciate the importance of planning events carefully to ensure success. During the planning stage, they need to be aware of each team member's strengths and identify job roles accordingly. Each learner should identify their job role and all evidence presented must reflect what they have done as part of running a leisure event. Identification of resources, time, objectives and deadlines must all be decided on during the planning stage. At this stage effective communication between team members and regular meetings to monitor progress is essential. Learners should be encouraged to create a file to retain all the evidence they collect throughout the entire event, including the initial planning stages; this will go towards their evidence for assessment. Health and safety considerations are paramount to any event and suitably qualified staff need to be available. Age-appropriate venues should be chosen.

The evidence for assessment can be based on a wide range of material collected throughout the unit. It can also include observations and records completed by the assessor during the event. Learners' portfolios should include:

- a description of their job role and responsibilities;
- minutes/logs of meetings;
- letters to organisations;
- risk assessment forms;
- witness testimonies; and
- questionnaires and evaluations.

Learners can also refer to evidence produced in the form of a log book/diary which could be used for the duration of the event which is regularly updated with items such as costs and evidence of research. All minutes of meetings and agendas should be included for every meeting of the group. If applicable, the event could be recorded using photographic evidence or flip cameras. Photographic evidence should be accompanied by a statement describing what is happening and identifying the learner clearly, if this is evidence of collaborative work. Parental consent should be obtained for using photographic evidence of learners.

Learners would benefit from the opportunity to experience a real event (for example a visit to an exhibition, a trip behind the scenes at a local sports club or tournament), and discussion with an event organiser will give invaluable experience of the organisation required and lessons they have learned. It may be useful for learners to have the opportunity to plan and take part or be involved in a small-scale event prior to undertaking the main event for assessment.

A range of guest speakers could be incorporated into the delivery of this unit; these could be conference and events organisers from local leisure centres, hotels, local charity or fundraising workers or even college/school staff (marketing, event or sports day organisers). They could also provide the learners with sample risk assessments and associated documentation.

Learners could provide sufficient evidence for this unit from one well planned practical task as in the example below. Teachers/lecturers should set a brief for the practical assessment task.

Exemplar Assessment

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- carry out a feasibility study for the selected event;
- prepare an action plan for the leisure event and develop a contingency plan;
- identify their own role within the team and describe responsibilities of each team member;
- communicate effectively in team meetings when planning the event;
- carry out a risk assessment, meeting special requirements and emergency procedures;
- contribute effectively to carry out the leisure event;
- communicate effectively with customers during the event;
- design and produce a questionnaire to obtain feedback from customers;
- evaluate the event by:
 - collating questionnaire responses and analysing feedback; and
 - making recommendations for improvements;
- 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>Health and safety, environment, and related careers</p> <p>Materials and related skills and knowledge</p> | <ul style="list-style-type: none"> • Demonstrate satisfactory understanding of health and safety requirements when planning and running the leisure event • Demonstrate satisfactory understanding of environmental issues when planning and running the leisure event • Identify to a satisfactory standard the career opportunities available in running leisure events • Identify to a satisfactory standard a possible range of leisure events • Demonstrate satisfactory understanding of carrying out a risk assessment | <ul style="list-style-type: none"> • Demonstrate basic understanding of health and safety requirements when planning and running the leisure event • Demonstrate basic understanding of environmental issues when planning and running the leisure event • Identify to a basic standard the career opportunities available in running leisure events • Identify to a basic standard a possible range of leisure events • Demonstrate basic understanding of carrying out a risk assessment |

AO2

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|-----|---|---|---|--|
| AO2 | <p>Action plan</p> <p>Identify skills required to run the event</p> <p>Demonstrate high standards in personal appearance and behaviour</p> <p>Communicate effectively with team members</p> <p>Contribute effectively to running of event</p> <p>Questionnaire and feedback</p> | <ul style="list-style-type: none"> • Design an excellent action plan • Demonstrate an excellent ability to identify suitable roles and responsibilities to team members • Demonstrate excellent standards in personal appearance and behaviour • Demonstrate excellent standards of effective communication skills with team members and customers • Carry out an excellent risk assessment for the event • Demonstrate excellent skills when dealing with special requirements and emergency procedures when running the event • Produce a questionnaire of an excellent standard to gain feedback on the event | <ul style="list-style-type: none"> • Design a very good action plan • Demonstrate a very good ability to identify suitable roles and responsibilities to team members • Demonstrate very good standards in personal appearance and behaviour • Demonstrate very good standards of effective communication skills with team members and customers • Carry out a very good risk assessment for the event • Demonstrate very good skills when dealing with special requirements and emergency procedures when running the event • Produce a questionnaire of a very good standard to gain feedback on the event | <ul style="list-style-type: none"> • Design a good action plan • Demonstrate a good ability to identify suitable roles and responsibilities to team members • Demonstrate good standards in personal appearance and behaviour • Demonstrate good standards of effective communication skills with team members and customers • Carry out a good risk assessment for the event • Demonstrate good skills when dealing with special requirements and emergency procedures when running the event • Produce a questionnaire of a good standard to gain feedback on the event |

AO2

| | Assessment Criteria | Performance Descriptor Satisfactory 4-3 | Performance Descriptor Basic 2-1 |
|------------|---|--|---|
| AO2 | <p>Action plan</p> <p>Identify skills required to run the event</p> <p>Demonstrate high standards in personal appearance and behaviour</p> <p>Communicate effectively with team members</p> <p>Contribute effectively to running of event</p> <p>Questionnaire and feedback</p> | <ul style="list-style-type: none"> • Design a satisfactory action plan • Demonstrate a satisfactory ability to identify suitable roles and responsibilities to team members • Demonstrate satisfactory standards in personal appearance and behaviour • Demonstrate satisfactory standards of effective communication skills with team members and customers • Carry out a satisfactory risk assessment for the event • Demonstrate satisfactory skills when dealing with special requirements and emergency procedures when running the event • Produce a questionnaire of a satisfactory standard to gain feedback on the event | <ul style="list-style-type: none"> • Design a basic action plan • Demonstrate a basic ability to identify suitable roles and responsibilities to team members • Demonstrate basic standards in personal appearance and behaviour • Demonstrate basic standards of effective communication skills with team members and customers • Carry out a basic risk assessment for the event • Demonstrate basic skills when dealing with special requirements and emergency procedures when running the event • Produce a questionnaire of a basic standard to gain feedback on the event |

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"> Show evidence of an excellent evaluation for each practical assessment task | <ul style="list-style-type: none"> Show evidence of a very good evaluation for each practical assessment task | <ul style="list-style-type: none"> Show evidence of a good evaluation for each practical assessment task |
| | Final evaluation | <ul style="list-style-type: none"> Produce excellent self-reflective statements about the learning process in this unit | <ul style="list-style-type: none"> Produce very good self-reflective statements about the learning process in this unit | <ul style="list-style-type: none"> Produce good self-reflective statements about the learning process in this unit |

AO3

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

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 |
| A01 | | | | | | |
| Health and safety, environment, and related careers | | | | | | |
| Materials and related skills and knowledge | | | | | | |
| A02 | | | | | | |
| Action plan | | | | | | |
| Identify skills required to run the event | | | | | | |
| Demonstrate high standards in personal appearance and behaviour | | | | | | |
| Communicate effectively with team members | | | | | | |
| Contribute effectively to running of event | | | | | | |
| Questionnaire and feedback | | | | | | |
| A03 | | | | | | |
| 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 are interested in working in the sports sector. Learners will develop the basic skills required to run a sports session. They will have the opportunity to develop their organisational, motivational and communication skills to assist in the running of a sports or physical activity session. The ability to lead a sports session is important for those who hope to work in this sector. Learners will have the opportunity to plan, run and evaluate a sports or physical activity session while taking into consideration the type of participant, resources required and any related health and safety issues.

This unit includes:

- consideration of health and safety issues within the sports sector;
- consideration of career opportunities within the sports sector;
- planning a sports session;
- coaching and leading a sports session;
- good practice in sports leadership;
- motivating principles and types of learning;
- designing a questionnaire and obtaining feedback on the sports session;
- consideration of environmental issues within the sports sector; and
- a review and evaluation of performance.

Learning Outcomes

Section 1 Planning the Sports Session

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 purpose of coaching and leading a sports session;
- describe three career opportunities in the sports sector;
- identify good practice in the sport or activity that is relevant to the sports session you are planning, referring to national governing bodies;
- identify the needs and potential ability of the participants who will take part in the sports session;
- identify the types of learning that could take place during the sports session;
- identify the principles that motivate people to exercise;
- consider environmental issues when planning and leading a sports session;
- consider health and safety issues when planning and leading a sports session;
- identify a possible range of sports sessions;
- identify clear objectives for the sports session;
- identify the skills and resources required to run the sports session;
- draw up a sports session plan;
- design a questionnaire for participants to provide feedback;
- carry out a risk assessment for the planned sports session;
- develop a contingency plan; and
- evaluate their own performance in practical tasks.

Section 2 Running the Sports Session

Learners should be able to:

- introduce and outline the objectives of the sports session to the participants;
- structure the sports session appropriately;
- demonstrate the importance of warm up and cool down exercises;
- organise people into groups;
- run the sports session;
- demonstrate effective verbal and non-verbal communication skills;
- motivate the performers;
- guide and help performers to develop skills;
- use questionnaires to obtain feedback from participants on the sports session;
- review the activity and provide feedback to the participants; and
- evaluate their own performance in practical tasks.

Learning Outcomes (cont.)

Section 3 Evaluating the Sports Session

Learners should be able to:

- analyse feedback received in questionnaires;
- evaluate the session against set objectives;
- review any problems that occurred and discuss their resolution;
- make recommendations and suggest possible improvements when carrying out future sports sessions using feedback from participants;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

Assessment Guidance

Learners should be assessed on their individual performance. They will be encouraged to focus on developing their communication, organisational and motivational skills as these are important when running a sports session. It is paramount that they appreciate the importance of planning, performing and evaluating the sports session to ensure its success. Learners should collect all the evidence from the initial planning stages through to the final evaluations of the sports session as they will contribute to the final assessment. Health and safety considerations are essential to any sports session and suitably qualified staff must be available. Learners also need to consider the differing levels of performers, the suitability of venue and any specific health and safety issues that may arise. The group would benefit from the opportunity to experience a real coaching session or a discussion with a qualified coach who will tell them about their experience of coaching sessions and lessons they have learned. A video recording of the sports session could be used as evidence, but should also be supported by comments from the teachers/lecturers.

One assessment task should provide evidence for the unit content, as in the example below.

Exemplar Assessment

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- set objectives for a sports coaching session;
- design a plan for a sports coaching session;
- carry out a sports coaching session including warm up and cool down exercises;
- demonstrate skills in motivating participants;
- design a questionnaire and use it to gather feedback from participants;
- evaluate the sports session and their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

Performance Descriptors: Sports Leadership

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>Health and safety, environment, and related careers</p> <p>Materials and related skills and knowledge</p> | <ul style="list-style-type: none"> • Demonstrate excellent ability to apply health and safety procedures while planning and running a sports session • Demonstrate excellent knowledge of environmental issues involved in running a sports session • Demonstrate excellent knowledge of related career opportunities • Demonstrate excellent knowledge of the skills and resources required to run an event • Demonstrate excellent knowledge of a possible range of sports sessions | <ul style="list-style-type: none"> • Demonstrate very good ability to apply health and safety procedures while planning and running a sports session • Demonstrate very good knowledge of environmental issues involved in running a sports session • Demonstrate very good knowledge of related career opportunities • Demonstrate very good knowledge of the skills and resources required to run an event • Demonstrate very good knowledge of a possible range of sports sessions | <ul style="list-style-type: none"> • Demonstrate good ability to apply health and safety procedures while planning and running a sports session • Demonstrate good knowledge of environmental issues involved in running a sports session • Demonstrate good knowledge of related career opportunities • Demonstrate good knowledge of the skills and resources required to run an event • Demonstrate good knowledge of a possible range of sports sessions |

AO1

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|------------|--|---|--|
| AO1 | <p>Health and safety, environment, and related careers</p> <p>Materials and related skills and knowledge</p> | <ul style="list-style-type: none"> • Demonstrate satisfactory ability to apply health and safety procedures while planning and running a sports session • Demonstrate satisfactory knowledge of environmental issues involved in running a sports session • Demonstrate satisfactory knowledge of related career opportunities • Demonstrate satisfactory knowledge of the skills and resources required to run an event • Demonstrate satisfactory knowledge of a possible range of sports sessions | <ul style="list-style-type: none"> • Demonstrate basic ability to apply health and safety procedures while planning and running a sports session • Demonstrate basic knowledge of environmental issues involved in running a sports session • Demonstrate basic knowledge of related career opportunities • Demonstrate basic knowledge of the skills and resources required to run an event • Demonstrate basic knowledge of a possible range of sports sessions |

AO2

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|-----|---|--|--|---|
| AO2 | <p>Objectives</p> <p>Session plan</p> <p>Run the sports session</p> <p>Effective communication skills</p> <p>Motivation</p> <p>Questionnaire and evaluation</p> | <ul style="list-style-type: none"> • Demonstrate excellent ability to set objectives for the sports session • Create an excellent plan for a sports session • Demonstrate excellent ability to run a sports session • Demonstrate excellent ability to communicate effectively • Demonstrate excellent ability to motivate, guide and help participants • Produce a questionnaire of an excellent standard to gain feedback from participants • Demonstrate excellent ability to analyse the questionnaires and evaluate the sports session | <ul style="list-style-type: none"> • Demonstrate very good ability to set objectives for the sports session • Create a very good plan for a sports session • Demonstrate very good ability to run a sports session • Demonstrate very good ability to communicate effectively • Demonstrate very good ability to motivate, guide and help participants • Produce a questionnaire of a very good standard to gain feedback from participants • Demonstrate very good ability to analyse the questionnaires and evaluate the sports session | <ul style="list-style-type: none"> • Demonstrate good ability to set objectives for the sports session • Create a good plan for a sports session • Demonstrate good ability to run a sports session • Demonstrate good ability to communicate effectively • Demonstrate good ability to motivate, guide and help participants • Produce a questionnaire of a good standard to gain feedback from participants • Demonstrate good ability to analyse the questionnaires and evaluate the sports session |

AO2

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|------------|---|---|--|
| AO2 | <p>Objectives</p> <p>Session plan</p> <p>Run the sports session</p> <p>Effective communication skills</p> <p>Motivation</p> <p>Questionnaire and evaluation</p> | <ul style="list-style-type: none"> • Demonstrate satisfactory ability to set objectives for the sports session • Create a satisfactory plan for a sports session • Demonstrate satisfactory ability to run a sports session • Demonstrate satisfactory ability to communicate effectively • Demonstrate satisfactory ability to motivate, guide and help participants • Produce a questionnaire of a satisfactory standard to gain feedback from participants • Demonstrate satisfactory ability to analyse the questionnaires and evaluate the sports session | <ul style="list-style-type: none"> • Demonstrate basic ability to set objectives for the sports session • Create a basic plan for a sports session • Demonstrate basic ability to run a sports session • Demonstrate basic ability to communicate effectively • Demonstrate basic ability to motivate, guide and help participants • Produce a questionnaire of a basic standard to gain feedback from participants • Demonstrate basic ability to analyse the questionnaires and evaluate the sports session |

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"> Show evidence of an excellent evaluation for each practical assessment task | <ul style="list-style-type: none"> Show evidence of a very good evaluation for each practical assessment task | <ul style="list-style-type: none"> Show evidence of a good evaluation for each practical assessment task |
| | Final evaluation | <ul style="list-style-type: none"> Produce excellent self-reflective statements about the learning process in this unit | <ul style="list-style-type: none"> Produce very good self-reflective statements about the learning process in this unit | <ul style="list-style-type: none"> Produce good self-reflective statements about the learning process in this unit |

AO3

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

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 |
| A01 | | | | | | |
| Health and safety, environment, and related careers | | | | | | |
| Materials and related skills and knowledge | | | | | | |
| A02 | | | | | | |
| Objectives | | | | | | |
| Session plan | | | | | | |
| Run the sports session | | | | | | |
| Effective communication skills | | | | | | |
| Motivation | | | | | | |
| Questionnaire and evaluation | | | | | | |
| A03 | | | | | | |
| 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 those who are interested in the travel and tourism industry. Learners will take on the role of a tour guide to plan and deliver a tour to a group of foreign tourists. This will provide an opportunity for learners to develop their planning and communication skills. Learners will gain an understanding of the different visitor attractions and facilities of interest to tourists. They will also explore the history of their area – especially stories of interest to visiting tourists. This will help them to gain an overall view of their selected area as a tourist destination in order for them to carry out the role of a tour guide.

This unit includes:

- qualifications, skills and personal qualities relevant to a tour guide;
- the importance of customer service and meeting customers' needs;
- communication skills in tourism;
- planning a tour itinerary for a group of tourists;
- undertaking the role of a tour guide;
- carrying out a risk assessment for a tour;
- consideration of health and safety and environmental issues within tourism; and
- a review and evaluation of performance.

Learning Outcomes

Section 1 The Role of a Tour Guide

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 role of the tour guide in the tourism industry;
- identify the different employers of tour guides;
- describe the qualifications needed to become a tour guide: general qualifications, for example GCSEs, work-based qualifications such as a Blue Badge qualifications, or vocational qualifications such as NVQs;
- describe the skills and personal qualities relevant to a tour guide;
- understand the importance of a tour guide being able to speak a foreign language; and
- evaluate their own performance in practical tasks.

Section 2 Customer Service Skills

Learners should be able to:

- understand the first impressions which would give tourists a positive or negative feeling about the tour guide;
- demonstrate and discuss different customers' needs and demonstrate how to meet them;
- communicate the necessary information to respond to specific customer enquiries;
- demonstrate excellent customer service skills to respond to specific customer enquiries;
- demonstrate excellent personal presentation skills; and
- evaluate their own performance in practical tasks.

Section 3 Itinerary for a Tour Guide

Learners should be able to:

- plan a detailed itinerary to meet specific customer needs – this should include supporting notes for every venue that is part of the tour, or every part of a visitor attraction;
- prepare a map of the tour route for the customers and the tour guide;
- undertake the role of a tour guide;
- compose and deliver a short script in order to meet and greet a group of foreign tourists in their own language considering cultural traditions;
- carry out a risk assessment to support the chosen itinerary;
- identify impacts of tourism on the environment relevant to the itinerary;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

Assessment Guidance

Learners could create a careers leaflet on the role of a tour guide and it should also include relevant information on qualifications, skills, personal qualities and employment opportunities.

Learners should undertake the role of a tour guide which will involve planning and running a tour for a specific group of foreign tourists, either in a real or simulated tourism setting.

The teacher/lecturer should provide a pen portrait for the learners to set the scene for the tour, for example: learners may be required to produce a detailed itinerary for a group of visitors from Spain who will be visiting their local area for a minimum of four days for a cultural or heritage visit or as part of a tour of Northern Ireland. By setting a pen portrait covering four days the teacher can put the students into groups of four and each candidate could design an individual itinerary and map for one of the days within the holiday.

Learners should be able to use social, customer service and presentation skills to plan and deliver a brief script to welcome foreign tourists in their own language at the start of the tour. An example of a suitable script could be a translation of the following information:

- Good morning, welcome to Northern Ireland.
- My name is Kate and I will be your tour guide today.
- Today we are visiting the Giant's Causeway and we will be having lunch in a nearby restaurant.
- If you have any questions please ask me and I will try to answer them for you.
- I hope you have an enjoyable day.
- Throughout the tour the script should be friendly and welcoming to all the visitors and create a rapport between the tour guide and the customers. This can be evidenced through written, verbal, audio or audiovisual format.

Learners will be required to explore and gain a full understanding of an area of interest that they wish to use for their tour, for example a large, historical visitor attraction or a historical village or town. Visits to these places or organisations and visits from guest speakers from the above are vital in the delivery of this unit.

The learner will prepare an itinerary and supporting notes on key aspects of their chosen area of interest including:

- a meeting place for starting the tour with start and end times and meal breaks;
- the destination being visited, including attractions;
- facts of local interest, such as history, geological features, famous people, folklore and architecture;
- reasons why different types of people visit the area; and
- the opening times of venue and facilities on offer.

If learners have chosen a large visitor attraction, for example a historic house, then the itinerary would consist of different rooms or artefacts to be visited throughout the house.

As part of the portfolio evidence they must also produce a map of the tour or venue that could be used by the tour guide and which also could be given to the tourists. Learners may look at examples of these from local visitor attractions or from local tourist information centres – but teachers/lecturers should note learners must produce their own individual map of the tour. This map should be clearly labelled and clearly show the start and end places of the tour including all the individual places to be visited.

Learners also need to produce a risk assessment to support the safety of their tour. Teachers/Lecturers could give each learner a generic blank document to be completed for their own tour. This could be linked to the impacts of tourism on the environment.

Exemplar Assessment

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- produce a career leaflet to include:
 - the role of the tour guide;
 - the employers of tour guides;
 - the skills, qualifications and personal qualities of a tour guide; and
 - the importance of a tour guide being able to speak a foreign language;
- undertake the role of a tour guide;
- meet and greet a foreign tourist in their own language and provide basic information related to the tour;
- use communication skills with tourists during the tour;
- deal appropriately with customer enquiries during the tour;
- prepare a detailed itinerary and map for a chosen tour;
- carry out a suitable risk assessment for the tour;
- 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>Careers leaflet</p> <p>Itinerary planning</p> <p>Design a map to support itinerary</p> <p>Risk assessment</p> <p>Undertake the role of a tour guide</p> <p>Meet and greet a foreign visitor</p> | <ul style="list-style-type: none"> • Produce an excellent careers leaflet • Demonstrate excellent ability to meet customer needs through the production of a suitable itinerary plan • Produce an excellent map to support the itinerary plan • Carry out an excellent risk assessment to support the itinerary plan • Demonstrate excellent knowledge of an area during the tour • Demonstrate excellent ability to meet customers' needs and respond to their enquiries • Demonstrate excellent personal presentation skills during the tour • Demonstrate excellent communication skills throughout the delivery of the prepared itinerary • Demonstrate excellent ability to meet and greet a foreign visitor in their own language | <ul style="list-style-type: none"> • Produce a very good careers leaflet • Demonstrate very good ability to meet customer needs through the production of a suitable itinerary plan • Produce a very good map to support the itinerary plan • Carry out a very good risk assessment to support the itinerary plan • Demonstrate very good knowledge of an area during the tour • Demonstrate very good ability to meet customers' needs and respond to their enquiries • Demonstrate very good personal presentation skills during the tour • Demonstrate very good communication skills throughout the delivery of the prepared itinerary • Demonstrate very good ability to meet and greet a foreign visitor in their own language | <ul style="list-style-type: none"> • Produce a good careers leaflet • Demonstrate good ability to meet customer needs through the production of a suitable itinerary plan • Produce a good map to support the itinerary plan • Carry out a good risk assessment to support the itinerary plan • Demonstrate good knowledge of an area during the tour • Demonstrate good ability to meet customers' needs and respond to their enquiries • Demonstrate good personal presentation skills during the tour • Demonstrate good communication skills throughout the delivery of the prepared itinerary • Demonstrate good ability to meet and greet a foreign visitor in their own language |

AO2

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|-----|--|--|---|
| AO2 | <p>Careers leaflet</p> <p>Itinerary planning</p> <p>Design a map to support itinerary</p> <p>Risk assessment</p> <p>Undertake the role of a tour guide</p> <p>Meet and greet a foreign visitor</p> | <ul style="list-style-type: none"> • Produce a satisfactory careers leaflet • Demonstrate satisfactory ability to meet customer needs through the production of a suitable itinerary plan • Produce a satisfactory map to support the itinerary plan • Carry out a satisfactory risk assessment to support the itinerary plan • Demonstrate satisfactory knowledge of an area during the tour • Demonstrate satisfactory ability to meet customers' needs and respond to their enquiries • Demonstrate satisfactory personal presentation skills during the tour • Demonstrate satisfactory communication skills throughout the delivery of the prepared itinerary • Demonstrate satisfactory ability to meet and greet a foreign visitor in their own language | <ul style="list-style-type: none"> • Produce a basic careers leaflet • Demonstrate basic ability to meet customer needs through the production of a suitable itinerary plan • Produce a basic map to support the itinerary plan • Carry out a basic risk assessment to support the itinerary plan • Demonstrate basic knowledge of an area during the tour • Demonstrate basic ability to meet customers' needs and respond to their enquiries • Demonstrate basic personal presentation skills during the tour • Demonstrate basic communication skills throughout the delivery of the prepared itinerary • Demonstrate basic ability to meet and greet a foreign visitor in their own language |

AO3

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

AO3

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

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 |
| A01 | | | | | | |
| Health and safety, environment, and related careers | | | | | | |
| Materials and related skills and knowledge | | | | | | |
| A02 | | | | | | |
| Careers leaflet | | | | | | |
| Itinerary planning | | | | | | |
| Design a map to support itinerary | | | | | | |
| Risk assessment | | | | | | |
| Undertake the role of a tour guide | | | | | | |
| Meet and greet a foreign visitor | | | | | | |
| A03 | | | | | | |
| 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 working in health, social care and children's and young people's settings. The teaching centre will determine which client group best suits the interests of each learner.

This unit includes:

- consideration of health and safety issues in a care environment;
- the role of the care worker in different care settings;
- administering first aid;
- planning activities for clients in a care environment;
- creating a suitable care environment for clients;
- consideration of environmental issues in a care environment;
- consideration of career opportunities within health and social care; and
- a review and evaluation of performance.

Learning Outcomes

Section 1 Health, Safety and Environmental Issues

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 safety signs, symbols and procedures in a care setting;
- identify hazards and risks in a care setting;
- explain how to minimise risks;
- carry out a risk assessment;
- describe how to protect personal safety and the safety of others;
- demonstrate measures to prevent cross-infection;
- explain how to dispose of waste in an environmentally friendly and safe manner;
- complete an accident/incident report; and
- evaluate their own performance in practical tasks.

Section 2 First Aid

Learners should be able to:

- assess a casualty;
- place a casualty into the recovery position;
- demonstrate the first aid treatment for:
 - choking;
 - cuts and grazes;
 - sprains and fractures;
 - burns and scalds; and
 - bites and stings; and
- evaluate their own performance in practical tasks.

Learning Outcomes (cont.)

Section 3 Positive Environments

Learners should be able to:

- identify and describe three different career opportunities within health and social care;
- plan a suitable layout of the chosen care setting;
- plan appropriate activities for the chosen client group;
- plan an appropriate daily routine for the client group;
- explain the importance of a challenging, stimulating and inclusive environment;
- describe the role of the care worker when working with each of the following groups:
 - children;
 - older people; and
 - individuals with special needs;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

Assessment Guidance

Evidence of learning will be collected from a number of activities which will take place in the classroom. The learner will produce a plan for an activity with their chosen client group. The plan should clearly identify how the activity provides challenge, stimulation and inclusive practice.

A room plan will be produced and equipment required for the activity clearly identified. The learner will complete a risk assessment for this activity.

We recommend visits from first aid voluntary organisations, for example St. John Ambulance speakers, and visits to health and social care settings such as a residential home for older people.

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

Exemplar Assessment

Assessment 1

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- complete a risk assessment for one of the following:
 - an outing;
 - an activity; or
 - an environment; and
- evaluate their own performance in the practical activity.

Assessment 2

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- demonstrate how to place a casualty into the recovery position;
- demonstrate the first aid treatment for one of the following:
 - choking;
 - cuts and grazes;
 - sprains and fractures;
 - burns and scalds; and
 - bites and stings; and
- evaluate their own performance in the practical activity.

Assessment 3

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- produce a plan for one of the following:
 - the layout of a care setting;
 - a challenging and stimulating activity; or
 - an appropriate daily care routine;
- 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 | Preparation | <ul style="list-style-type: none"> • Demonstrate excellent preparation and management of resources for practical activity | <ul style="list-style-type: none"> • Demonstrate very good preparation and management of resources for practical activity | <ul style="list-style-type: none"> • Demonstrate good preparation and management of resources for practical activity |
| | Skills | <ul style="list-style-type: none"> • Demonstrate excellent skills when carrying out practical activity | <ul style="list-style-type: none"> • Demonstrate very good skills when carrying out practical activity | <ul style="list-style-type: none"> • Demonstrate good skills when carrying out practical activity |
| | Procedure | <ul style="list-style-type: none"> • Follow correct procedure to an excellent standard | <ul style="list-style-type: none"> • Follow correct procedure to a very good standard | <ul style="list-style-type: none"> • Follow correct procedure to a good standard |
| | Efficiency | <ul style="list-style-type: none"> • Demonstrate an excellent level of efficiency when completing the practical activity | <ul style="list-style-type: none"> • Demonstrate a very good level of efficiency when completing the practical activity | <ul style="list-style-type: none"> • Demonstrate a good level of efficiency when completing the practical activity |
| | Independence | <ul style="list-style-type: none"> • Demonstrate an excellent level of independence throughout the activity | <ul style="list-style-type: none"> • Demonstrate a very good level of independence throughout the activity | <ul style="list-style-type: none"> • Demonstrate a good level of independence throughout the activity |
| | Communication | <ul style="list-style-type: none"> • Demonstrate excellent verbal or written communication skills throughout the activity | <ul style="list-style-type: none"> • Demonstrate very good verbal or written communication skills throughout the activity | <ul style="list-style-type: none"> • Demonstrate good verbal or written communication skills throughout the activity |

AO2

| | Assessment Criteria | Performance Descriptor Satisfactory 4-3 | Performance Descriptor Basic 2-1 |
|-----|--|---|---|
| AO2 | <p>Preparation</p> <p>Skills</p> <p>Procedure</p> <p>Efficiency</p> <p>Independence</p> <p>Communication</p> | <ul style="list-style-type: none"> • Demonstrate satisfactory preparation and management of resources for practical activity • Demonstrate satisfactory skills when carrying out practical activity • Follow correct procedure followed to a satisfactory standard • Demonstrate a satisfactory level of efficiency when completing the practical activity • Demonstrate a satisfactory level of independence throughout the activity • Demonstrate satisfactory verbal or written communication skills throughout the activity | <ul style="list-style-type: none"> • Demonstrate basic preparation and management of resources for practical activity • Demonstrate basic skills when carrying out practical activity • Follow correct procedure followed to a basic standard • Demonstrate a basic level of efficiency when completing the practical activity • Demonstrate a basic level of independence throughout the activity • Demonstrate basic verbal or written communication skills throughout the activity |

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"> Show evidence of an excellent evaluation for each practical assessment task | <ul style="list-style-type: none"> Show evidence of a very good evaluation for each practical assessment task | <ul style="list-style-type: none"> Show evidence of a good evaluation for each practical assessment task |
| | Final evaluation | <ul style="list-style-type: none"> Produce excellent self-reflective statements about the learning process in this unit | <ul style="list-style-type: none"> Produce very good self-reflective statements about the learning process in this unit | <ul style="list-style-type: none"> Produce good self-reflective statements about the learning process in this unit |

AO3

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

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 |
| A01 | | | | | | |
| Health and safety, environment, and related careers | | | | | | |
| Materials and related skills and knowledge | | | | | | |
| A02 | | | | | | |
| Preparation | | | | | | |
| Skills | | | | | | |
| Procedure | | | | | | |
| Efficiency | | | | | | |
| Independence | | | | | | |
| Communication | | | | | | |
| A03 | | | | | | |
| 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 those who are interested in working in the tourism industry. Teamwork skills are very important in the travel and tourism sector. Part of this unit is designed to allow the learner to collaborate with team members to plan, develop and deliver tourism products or services to meet set objectives. They will have opportunities to develop communication skills when providing information and advice to customers. Learners will also gain an understanding of why organisations promote their products and services and the methods they employ. Learners will use their own skills to create a display of materials for a selected tourism product or service.

This unit includes:

- consideration of health and safety issues within tourism;
- communication skills in tourism;
- teamwork within the tourism industry;
- providing tourist information, advice and support to a wide range of customers;
- promoting services and products within the tourism industry;
- consideration of career opportunities within tourism;
- consideration of environmental issues within tourism; and
- a review and evaluation of performance.

Learning Outcomes

Section 1 Teamwork in Tourism

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 working as part of a team;
- understand the roles and responsibilities of team members;
- plan and set objectives for team delivery of a tourism product or service;
- consider environmental issues when delivering a tourism product or service;
- understand how teams work to achieve objectives;
- communicate with others to develop and deliver a tourism product or service; and
- evaluate their own performance in practical tasks.

Section 2 Provide Tourism Information, Advice and Assistance to Visitors

Learners should be able to:

- describe three career opportunities in the tourism industry;
- identify the different types of tourist;
- describe the key characteristics of different customer profiles;
- understand why different destinations appeal to different customers;
- select the best sources available to present accurate tourism information to meet customer needs;
- effectively communicate the necessary information to a specific customer enquiry;
- compose and deliver a short script to a group of tourists on a chosen tourism facility;
- explain the first impressions which would give a positive feeling about a tourism organisation and its staff;
- examine the reasons why tourism organisations may lose customers; and
- evaluate their own performance in practical tasks.

Section 3 Promote your Area

Learners should be able to:

- identify methods of displaying tourism information to the customer;
- give examples and evaluate different methods used by tourism organisations to display information;
- understand the importance of promotion to the tourism sector;
- plan, create and present tourism information;
- analyse their own display of tourism information, indicating where improvements could be made;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

Assessment Guidance

The evidence will be based on a number of written and practical projects. Part of this unit will be assessed by an assignment based on the learner working as part of a team to plan and review the performance of teamwork activities in a real or simulated tourism work setting. Learners will be required to plan, compose and deliver a short script to a group of tourists on a particular topic in the industry. Learners could complete this either during work experience or in a simulated situation. Learners must create promotional materials for a selected tourism product or service.

Learners should demonstrate their skills in customer service and communication to plan and deliver a brief script to welcome tourists to their facility. These can be simulated but should be to an audience. The script should provide a friendly welcome, use appropriate language, be relevant to specific types of customer, create a rapport, and provide all necessary information. This can be evidenced through written, verbal, audio or audiovisual format.

Visits to appropriate tourist attractions are important to the delivery of this unit.

The learner will identify an area that they wish to promote and prepare a presentation. The presentation may include a video, with clips of activities and a brief commentary. Alternatively, learners could produce a display of photography or promotional material of facilities.

Learners will require a plan for the production of their display. They could do this by completing a pro forma or they could give an oral presentation. The display can be produced individually or in groups. If possible, learners could work with a local organisation within the tourism sector or local council where they could prepare a promotional display for a specific event. If working in a group, each member must present evidence of their own contribution for assessment. The display could be video recorded and supported by an observation checklist from the teacher/lecturer. Learners will submit photographic evidence of the display to show the quality of the end result. Learners should analyse their own display and suggest recommendations for improvement.

Each learner should record their individual role and activities completed in their diary. During the actual event the learners will be assessed on their personal contribution, team activities, achievement of objectives and recommended improvements. They can use the diary to reflect and review the activities to evaluate personal contribution. Witness testimony will be given by teachers/lecturers.

One practical assessment task should be carried out as in the example below. The teacher/lecturer should provide a suitable tourism brief.

Exemplar Assessment

In the following assessment example, the learners will present tourist information to a group of tourists following a set brief.

They:

- answer questions to demonstrate knowledge and understanding requirements;
- identify roles and responsibilities of team members;
- set objectives for a presentation to tourists and describe how these will be achieved;
- communicate effectively during the presentation;
- demonstrate customer service skills during the presentation;
- promote products and services within their chosen area;
- present tourism information in the form of an information leaflet;
- 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>Health and safety, environment, and related careers</p> <p>Materials and related skills and knowledge</p> | <ul style="list-style-type: none"> • Demonstrate satisfactory knowledge of health and safety issues within tourism • Demonstrate satisfactory understanding of environmental issues affecting tourism activities • Demonstrate satisfactory knowledge of careers within tourism • Demonstrate satisfactory understanding when setting objectives for a team delivery of a tourism product or service | <ul style="list-style-type: none"> • Demonstrate basic knowledge of health and safety issues within tourism • Demonstrate basic understanding of environmental issues affecting tourism activities • Demonstrate basic knowledge of careers within tourism • Demonstrate basic understanding when setting objectives for a team delivery of a tourism product or service |

AO2

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|-----|---|---|---|---|
| AO2 | <p>Working as part of a team</p> <p>Communication skills</p> <p>Setting objectives and identifying how to achieve them</p> <p>Customer service skills</p> <p>Promotion of products and services within tourism</p> <p>Present tourism information</p> | <ul style="list-style-type: none"> • Demonstrate an excellent capacity to work as part of a team • Demonstrate excellent verbal and non-verbal communication skills • Demonstrate excellent ability to set objectives and to identify how they can be achieved • Demonstrate excellent customer service skills when dealing with customers' requirements and preferences • Demonstrate excellent ability to promote services and products in tourism • Present tourism information to an excellent standard | <ul style="list-style-type: none"> • Demonstrate a very good capacity to work as part of a team • Demonstrate very good verbal and non-verbal communication skills • Demonstrate very good ability to set objectives and to identify how they can be achieved • Demonstrate very good customer service skills when dealing with customers' requirements and preferences • Demonstrate very good ability to promote services and products in tourism • Present tourism information to a very good standard | <ul style="list-style-type: none"> • Demonstrate a good capacity to work as part of a team • Demonstrate good verbal and non-verbal communication skills • Demonstrate good ability to set objectives and to identify how they can be achieved • Demonstrate good customer service skills when dealing with customers' requirements and preferences • Demonstrate good ability to promote services and products in tourism • Present tourism information to a good standard |

AO2

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|-----|---|--|--|
| AO2 | <p>Working as part of a team</p> <p>Communication skills</p> <p>Setting objectives and identifying how to achieve them</p> <p>Customer service skills</p> <p>Promotion of products and services within tourism</p> <p>Present tourism information</p> | <ul style="list-style-type: none"> • Demonstrate a satisfactory capacity to work as part of a team • Demonstrate satisfactory verbal and nonverbal communication skills • Demonstrate satisfactory ability to set objectives and to identify how they can be achieved • Demonstrate satisfactory customer service skills when dealing with customers' requirements and preferences • Demonstrate satisfactory ability to promote services and products in tourism • Present tourism information to a satisfactory standard | <ul style="list-style-type: none"> • Demonstrate a basic capacity to work as part of a team • Demonstrate basic verbal and nonverbal communication skills • Demonstrate basic ability to set objectives and to identify how they can be achieved • Demonstrate basic customer service skills when dealing with customers' requirements and preferences • Demonstrate basic ability to promote services and products in tourism • Present tourism information to a basic standard |

AO3

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

AO3

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

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 |
| AO1 | | | | | | |
| Health and safety, environment, and related careers | | | | | | |
| Materials and related skills and knowledge | | | | | | |
| AO2 | | | | | | |
| Working as part of a team | | | | | | |
| Communication skills | | | | | | |
| Setting objectives and identifying how to achieve them | | | | | | |
| Customer service skills | | | | | | |
| Promotion of products and services within tourism | | | | | | |
| Present tourism information | | | | | | |
| AO3 | | | | | | |
| 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.

