



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

design and creativity

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	

Contents

A	Introduction	4
A.1	Aims and learning outcomes	4
A.2	Key features	5
A.3	Prior attainment and progression	5
A.4	Permitted unit combinations and entries	5
B	Specification at a Glance	6
C	Scheme of Assessment	8
C.1	Assessment opportunities	8
C.2	Assessment objectives	8
C.3	Assessment objective weightings	8
C.4	Reporting and grading	9
D	Performance Descriptors	10
E	Guidance on Assessment	12
E.1	The portfolio of evidence	12
E.2	Stretch and challenge	12
E.3	Internal standardisation	13
E.4	External moderation	13
F	Links, Resources and Support	14
F.1	Support	14
F.2	Curriculum objectives	14
F.3	Key skills	15
F.4	Entries and registration	15
F.5	Equality and inclusion	16
F.6	Health and safety	16
F.7	Contact details	17
	Appendix 1	18
	Glossary of terms	
	Unit Content	
●	Design and Creativity	24-35
	Contemporary Cuisine (<i>also in Business and Services</i>)	24.1
	Creative Hair Styling on Long Hair	25.1
	Creative Hair Styling Setting Techniques	26.1
	Creative Styling Using Blow-Drying Techniques (<i>also in Business and Services</i>)	27.1
	Enterprise Crafts	28.1
	Graphic Design	29.1
	Interior Design	30.1
	Patisserie and Baking (<i>also in Business and Services</i>)	31.1
	Specialised Crafts	32.1
	Textile and Fashion Design	33.1
	Total Beauty	34.1
	Website Development	35.1

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

This unit includes:

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

Learning Outcomes

Section 1 Health and Safety in Catering

Learners should be able to:

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

Section 2 Starters

Learners should be able to:

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

Learning Outcomes (cont.)

Section 3 Mains

Learners should be able to:

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

Section 4 Desserts

Learners should be able to:

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

Assessment Guidance

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

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

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

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

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

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

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

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

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

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

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

Exemplar Assessment

Learners:

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

AO1

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

AO2

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

AO2

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

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						
Personal hygiene						
Food hygiene and safety procedures						
Use of appropriate equipment						
Preparation and cooking skills						
Finishing and presentation skills						
End product						
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.

Creative Hair Styling on Long Hair

UNIT
25

This unit is suitable for learners who wish to experience the occupational area of hairdressing and beauty therapy. The learner will be required to carry out a consultation with their client and prepare and then dress the hair using a range of techniques into a current upstyle.

On completion of this unit the learner will have gained a foundation of practical skills and theoretical knowledge to allow progression into further education aimed at pursuing a career in the hairdressing industry.

This unit includes:

- consideration of the role of the hairdresser and career opportunities;
- communication skills and client consultation;
- salon policies, regulations and local bylaws;
- consideration of health and safety issues within hairdressing;
- consideration of environmental issues within hairdressing;
- preparing and dressing of hair using a range of techniques into a current upstyle; and
- a review and evaluation of performance.

Learning Outcomes

Section 1 Client Consultation

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- recognise the importance of personal appearance and presentation;
- apply all salon policies and local bylaws relevant to the salon environment to include Personal Protective Equipment (PPE), HASAWA, Electricity at Work Regulations (Northern Ireland) 1991, Control of Substances Hazardous to Health (COSHH) (Northern Ireland) and environmental issues;
- analyse the hair type, length and texture, growth patterns, and client's lifestyle, age, personality, dress sense and occasion and take these into consideration when suggesting a suitable style;
- identify current trends in the upstyling of hair;
- use different types of communication – verbal, non-verbal and written;
- contribute to salon reception duties;
- understand the importance of client confidentiality relating to the Data Protection Act 1998;
- carry out a full consultation with the client prior to preparing and dressing the hair into an upstyle;
- identify problems which may occur and know how to deal with them or when to refer them to the teacher/lecturer; and
- evaluate their own performance in practical tasks.

Section 2 Preparation of Work Area and Client

Learners should be able to:

- demonstrate that all products used are environmentally friendly, where possible, and ensure manufacturers' instructions are followed;
- prepare self, work area and client in order to meet all salon requirements in relation to health and safety regulations and environmental issues;
- demonstrate how client is positioned correctly at the dress out to minimise fatigue or injury and to maintain client comfort throughout the styling process;
- prepare the client's hair for the intended upstyle; and
- evaluate their own performance in practical tasks.

Section 3 Create a Current Upstyle

Learners should be able to:

- discuss how the hair structure and scalp are affected by humidity, incorrect application of heat and various materials added to secure hair;
- discuss how, when and why the hair should be backcombed and back brushed when dressing hair into an upstyle and the physical effects this has on the hair structure;
- use a range of suitable products which complement the required look;
- use a range of upstyling techniques to include plaiting, fishtails, twisting, curling, knotting, looping and rolling;
- incorporate and secure added hair and accessories to complement and enhance the finished look and secure the hair so that any pins, grips or bands are hidden;
- personalise dressing techniques to suit the style;
- use dressing techniques in a way that does not damage the hair, skin or scalp;
- confirm with the client that they are satisfied that the finished look meets the shape, direction and balance that have been previously discussed;
- use and dispose of products correctly to minimise waste and harm to the environment;
- provide aftercare advice;
- describe three career opportunities in the hairdressing industry;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

Assessment Guidance

Evidence of learning can be best demonstrated through practical tasks. Two assessments are required to demonstrate the range of knowledge and skills described in the unit content. These assessments will involve dressing the hair into two distinctively different upstyles using the range of upstyle techniques – plaiting, fishtails, twisting, curling, knotting, looping and rolling. Where needed, hair extensions and/or ornamentation may be added to enhance the finished look.

Practical demonstrations can be supported by oral and/or written questioning to ensure the learner has full knowledge and understanding of how to prepare the hair for an upstyle and of the range of upstyling techniques that need to be used. Photographic/Video evidence should be used to support practical observations.

It is extremely important that all relevant PPE is worn during the styling process and health and safety regulations are followed at all times during practical assessments. In addition learners should be encouraged to consider environmental issues such as recycling, minimising waste, disposing of products correctly and choosing to use fair trade and organic products, where possible.

Exemplar Assessment

Assessment 1

Learners:

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

Assessment 2

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- carry out a consultation with a client to plan treatment for an upstyle on long hair (this should be a different upstyle from the one used in Assessment 1);
- prepare the work area and client safely and appropriately;
- carry out an upstyle on the client's hair in a professional manner;
- advise the client on aftercare;
- obtain feedback from the client on the service provided;
- evaluate their own performance in the practical task; and
- carry out an end-of-unit evaluation.

Performance Descriptors: Creative Hair Styling on Long Hair

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 understanding of the importance of health and safety in relation to personal appearance, client consultation and salon policies and procedures • Demonstrate excellent understanding of related environmental issues • Demonstrate excellent knowledge of career opportunities in this area • Demonstrate excellent understanding of factors that may affect the client's chosen upstyle requirements in relation to the use of styling products, tools and equipment • Demonstrate excellent understanding of the structure of the hair and how it will be affected by styling, backcombing or brushing and what can be done to minimise the effects of humidity 	<ul style="list-style-type: none"> • Demonstrate very good understanding of the importance of health and safety in relation to personal appearance, client consultation and salon policies and procedures • Demonstrate very good understanding of related environmental issues • Demonstrate very good knowledge of career opportunities in this area • Demonstrate very good understanding of factors that may affect the client's chosen upstyle requirements in relation to the use of styling products, tools and equipment • Demonstrate very good understanding of the structure of the hair and how it will be affected by styling, backcombing or brushing and what can be done to minimise the effects of humidity 	<ul style="list-style-type: none"> • Demonstrate good understanding of the importance of health and safety in relation to personal appearance, client consultation and salon policies and procedures • Demonstrate good understanding of related environmental issues • Demonstrate good knowledge of career opportunities in this area • Demonstrate good understanding of factors that may affect the client's chosen upstyle requirements in relation to the use of styling products, tools and equipment • Demonstrate good understanding of the structure of the hair and how it will be affected by styling, backcombing or brushing and what can be done to minimise the effects of humidity

AO1

	Assessment Criteria	Performance Descriptor Basic 2-1	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 the importance of health and safety in relation to personal appearance, client consultation and salon policies and procedures • Demonstrate satisfactory understanding of related environmental issues • Demonstrate satisfactory knowledge of career opportunities in this area • Demonstrate satisfactory understanding of factors that may affect the client's chosen upstyle requirements in relation to the use of styling products, tools and equipment • Demonstrate satisfactory understanding of the structure of the hair and how it will be affected by styling, backcombing or brushing and what can be done to minimise the effects of humidity 	<ul style="list-style-type: none"> • Demonstrate basic understanding of the importance of health and safety in relation to personal appearance, client consultation and salon policies and procedures • Demonstrate basic understanding of related environmental issues • Demonstrate basic knowledge of career opportunities in this area • Demonstrate basic understanding of factors that may affect the client's chosen upstyle requirements in relation to the use of styling products, tools and equipment • Demonstrate basic understanding of the structure of the hair and how it will be affected by styling, backcombing or brushing and what can be done to minimise the effects of humidity

AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p>Application of health and safety regulations and salon policies</p> <p>Consultation and treatment planning</p> <p>Preparation of self, client and work area</p> <p>Select appropriate tools, products and equipment</p> <p>Treatment and service carried out in a methodical and professional manner</p> <p>Aftercare advice and client feedback</p>	<ul style="list-style-type: none"> • Demonstrate excellent skills when following all health and safety regulations and salon policies, in relation to products, tools and equipment, while completing an upstyle • Demonstrate excellent skills while carrying out client consultation and take consultation factors into account while completing a treatment plan • Carry out preparation of self, client and work area to an excellent standard • Demonstrate excellent skills in the selection of appropriate tools, products and equipment needed to achieve the finished style before beginning treatment • Demonstrate excellent skills and ability while carrying out the upstyling treatment using a range of tools correctly, effectively and safely • Provide client with excellent aftercare advice and encourage client feedback on service and treatment 	<ul style="list-style-type: none"> • Demonstrate very good skills when following all health and safety regulations and salon policies, in relation to products, tools and equipment, while completing an upstyle • Demonstrate very good skills while carrying out client consultation and take consultation factors into account while completing a treatment plan • Carry out preparation of self, client and work area to a very good standard • Demonstrate very good skills in the selection of appropriate tools, products and equipment needed to achieve the finished style before beginning treatment • Demonstrate very good skills and ability while carrying out the upstyling treatment using a range of tools correctly, effectively and safely • Provide client with very good aftercare advice and encourage client feedback on service and treatment 	<ul style="list-style-type: none"> • Demonstrate good skills when following all health and safety regulations and salon policies, in relation to products, tools and equipment, while completing an upstyle • Demonstrate good skills while carrying out client consultation and take consultation factors into account while completing a treatment plan • Carry out preparation of self, client and work area to a good standard • Demonstrate good skills in the selection of appropriate tools, products and equipment needed to achieve the finished style before beginning treatment • Demonstrate good skills and ability while carrying out the upstyling treatment using a range of tools correctly, effectively and safely • Provide client with good aftercare advice and encourage client feedback on service and treatment

AO2

	Assessment Criteria	Performance Descriptor Satisfactory 10–9	Performance Descriptor Basic 8–7
AO2	<p>Application of health and safety regulations and salon policies</p> <p>Consultation and treatment planning</p> <p>Preparation of self, client and work area</p> <p>Select appropriate tools, products and equipment</p> <p>Treatment and service carried out in a methodical and professional manner</p> <p>Aftercare advice and client feedback</p>	<ul style="list-style-type: none"> • Demonstrate satisfactory skills when following all health and safety regulations and salon policies, in relation to products, tools and equipment, while completing an upstyle • Demonstrate satisfactory skills while carrying out client consultation and take consultation factors into account while completing a treatment plan • Carry out preparation of self, client and work area to a satisfactory standard • Demonstrate satisfactory skills in the selection of appropriate tools, products and equipment needed to achieve the finished style before beginning treatment • Demonstrate satisfactory skills and ability while carrying out the upstyling treatment using a range of tools correctly, effectively and safely • Provide client with satisfactory aftercare advice and encourage client feedback on service and treatment 	<ul style="list-style-type: none"> • Demonstrate basic skills when following all health and safety regulations and salon policies, in relation to products, tools and equipment, while completing an upstyle • Demonstrate basic skills while carrying out client consultation and take consultation factors into account while completing a treatment plan • Carry out preparation of self, client and work area to a basic standard • Demonstrate basic skills in the selection of appropriate tools, products and equipment needed to achieve the finished style before beginning treatment • Demonstrate basic skills and ability while carrying out the upstyling treatment using a range of tools correctly, effectively and safely • Provide client with basic aftercare advice and encourage client feedback on service and treatment

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						
Application of health and safety regulations and salon policies						
Consultation and treatment planning						
Preparation of self, client and work area						
Select appropriate tools, products and equipment						
Treatment and service carried out in methodical and professional manner						
Aftercare advice and client 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.

Creative Hair Styling Setting Techniques

UNIT
26

This unit is suitable for learners who wish to experience the occupational area of hairdressing. The learner will be required to carry out a consultation with their client and then set and dress both long and short hair using different setting techniques. This will include environmental issues to encourage learners to choose, use and dispose of products wisely and correctly.

On completion of this unit the learner will have gained a foundation of practical skills and theoretical knowledge to allow progression into further education aimed at pursuing a career in the hairdressing industry.

This unit includes:

- consideration of the role of the hairdresser and career opportunities within hairdressing;
- communication skills and client consultation;
- salon policies, regulations and local bylaws;
- consideration of health and safety issues within hairdressing;
- setting and dressing long and short hair;
- consideration of environmental issues within hairdressing; and
- a review and evaluation of performance.

Learning Outcomes

Section 1 Client Consultation

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- analyse the hair type, texture, growth patterns, and client's lifestyle, age, personality and dress sense, and take these into consideration when suggesting a suitable style as part of the client consultation;
- use different types of communication – verbal, non-verbal and written;
- contribute to salon reception duties;
- understand the importance of client confidentiality relating to the Data Protection Act 1998;
- carry out a full consultation with the client and prepare a treatment plan;
- identify problems which may occur and know how to deal with them or when to refer them to the teacher/ lecturer; and
- evaluate their own performance in practical tasks.

Section 2 Preparation of Work Area and Client

Learners should be able to:

- recognise the importance of personal appearance and presentation;
- apply all salon policies and local bylaws relevant to the salon environment to include Personal Protective Equipment (PPE), HASAWA, Electricity at Work Regulations (Northern Ireland) 1991, Control of Substances Hazardous to Health (COSHH) (Northern Ireland) and environmental issues;
- prepare the work area using tools equipment and products identified from the outcomes of the client consultation process;
- demonstrate that all products used are environmentally friendly, where possible, and ensure manufacturers' instructions are followed;
- prepare the client's hair for the intended style; and
- evaluate their own performance in practical tasks.

Section 3 Set and Dress Hair to Achieve Desired Look

Learners should be able to:

- use a range of setting equipment to include rollers with pins, pin-curl clips, Velcro rollers, heated rollers, tongs and deep wavers;
- follow health and safety procedures necessary to prevent discomfort to the client when placing pins into the head and when using heated electrical equipment to prevent harm or discomfort to hair, skin or scalp;
- demonstrate knowledge of the effects of temperature on the hair and scalp and the physical effects of humidity and setting on the hair structure;
- keep the work area clean and tidy throughout the service;
- demonstrate knowledge of when and how to use a range of styling and finishing products for setting hair;
- take meshes of hair which suit the size of tools and equipment being used and demonstrate understanding of the effects achieved by using different sizes of rollers, directional and brick wind and on/off base setting techniques;
- section and wind the hair evenly and cleanly to achieve the desired look for the client;
- ensure that all wound rollers when used are placed securely and sit on or off base to meet the desired finished results;
- maintain the correct tension when placing rollers on the head throughout the service;
- demonstrate how, when and why the hair should be backcombed and back brushed when dressing out the hair while ensuring no damage is done to the hair cuticle;
- ensure the balance and volume meets the client's requirements;
- provide aftercare advice and seek client feedback on service and treatment provided;
- use and dispose of products correctly to minimise waste and harm to the environment;
- describe three career opportunities in the hairdressing industry;
- evaluate their own performance in all practical tasks; and
- carry out an end-of-unit evaluation.

Assessment Guidance

Evidence of skills should be demonstrated through practical tasks. Two assessments are required which should demonstrate the range of knowledge and skills described in the unit content. The assessments must involve client consultations (possibly a client from the peer group) and should include setting the hair using rollers with pins, pin-curl clips, Velcro rollers, heated rollers, tongs and straighteners.

Practical demonstrations can be supported by oral and/or written question to check the learner's knowledge and understanding. While practical demonstrations can be carried out on a training block (doll's head) or a client from the peer group, the actual assessments must be carried out on clients. Photographic/Video evidence should be used to support practical observations.

It is extremely important that all relevant PPE is worn during the setting process and health and safety regulations are followed at all times during practical assessments. In addition learners should consider environmental issues such as recycling, minimising waste, disposing of products correctly and use fair trade and organic products, where possible.

Exemplar Assessment

Assessment 1

Learners:

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

Assessment 2

Learners:

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

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 the importance of health and safety in relation to personal appearance, client consultation and salon policies and procedures • Demonstrate satisfactory understanding of environmental issues • Demonstrate satisfactory understanding of career opportunities in this area • Demonstrate satisfactory understanding of factors that may affect the setting process and client's style requirements in relation to the use of styling products, tools and equipment 	<ul style="list-style-type: none"> • Demonstrate basic understanding of the importance of health and safety in relation to personal appearance, client consultation and salon policies and procedures • Demonstrate basic understanding of environmental issues • Demonstrate basic understanding of career opportunities in this area • Demonstrate basic understanding of factors that may affect the setting process and client's style requirements in relation to the use of styling products, tools and equipment

Creative Hair Styling Setting Techniques

**UNIT
26**

AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p>Application of health and safety procedures</p> <p>Consultation and treatment planning</p> <p>Preparation of self, client and work area</p> <p>Select appropriate tools, products and equipment</p> <p>Treatment and service carried out in a methodical and professional manner</p> <p>Aftercare advice and client feedback</p>	<ul style="list-style-type: none"> • Demonstrate excellent skills when following all health and safety regulations and salon policies, in relation to products, tools and equipment, while completing the setting process • Demonstrate excellent skills while carrying out client consultation and take consultation factors into account while completing a treatment plan • Carry out preparation of self, client and work area to an excellent standard • Demonstrate excellent skills in the selection of appropriate tools, products and equipment needed to achieve the finished style before beginning treatment • Demonstrate excellent skills and ability while carrying out the treatment and service using a range of tools correctly, effectively and safely • Provide client with excellent aftercare advice and encourage client feedback on service and treatment 	<ul style="list-style-type: none"> • Demonstrate very good skills when following all health and safety regulations and salon policies, in relation to products, tools and equipment, while completing the setting process • Demonstrate very good skills while carrying out client consultation and take consultation factors into account while completing a treatment plan • Carry out preparation of self, client and work area to a very good standard • Demonstrate very good skills in the selection of appropriate tools, products and equipment needed to achieve the finished style before beginning treatment • Demonstrate very good skills and ability while carrying out the treatment and service using a range of tools correctly, effectively and safely • Provide client with very good aftercare advice and encourage client feedback on service and treatment 	<ul style="list-style-type: none"> • Demonstrate good skills when following all health and safety regulations and salon policies, in relation to products, tools and equipment, while completing the setting process • Demonstrate good skills while carrying out client consultation and take consultation factors into account while completing a treatment plan • Carry out preparation of self, client and work area to a good standard • Demonstrate good skills in the selection of appropriate tools, products and equipment needed to achieve the finished style before beginning treatment • Demonstrate good skills and ability while carrying out the treatment and service using a range of tools correctly, effectively and safely • Provide client with good aftercare advice and encourage client feedback on service and treatment

AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	<p>Application of health and safety procedures</p> <p>Consultation and treatment planning</p> <p>Preparation of self, client and work area</p> <p>Select appropriate tools, products and equipment</p> <p>Treatment and service carried out in a methodical and professional manner</p> <p>Aftercare advice and client feedback</p>	<ul style="list-style-type: none"> • Demonstrate satisfactory skills when following all health and safety regulations and salon policies, in relation to products, tools and equipment, while completing the setting process • Demonstrate satisfactory skills while carrying out client consultation and take consultation factors into account while completing a treatment plan • Carry out preparation of self, client and work area to a satisfactory standard • Demonstrate satisfactory skills in the selection of appropriate tools, products and equipment needed to achieve the finished style before beginning treatment • Demonstrate satisfactory skills and ability while carrying out the treatment and service using a range of tools correctly, effectively and safely • Provide client with satisfactory aftercare advice and encourage client feedback on service and treatment 	<ul style="list-style-type: none"> • Demonstrate basic skills when following all health and safety regulations and salon policies, in relation to products, tools and equipment, while completing the setting process • Demonstrate basic skills while carrying out client consultation and take consultation factors into account while completing a treatment plan • Carry out preparation of self, client and work area to a basic standard • Demonstrate basic skills in the selection of appropriate tools, products and equipment needed to achieve the finished style before beginning treatment • Demonstrate basic skills and ability while carrying out the treatment and service using a range of tools correctly, effectively and safely • Provide client with basic aftercare advice and encourage client feedback on service and treatment

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						
Application of health and safety procedures						
Consultation and treatment planning						
Preparation of self, client and work area						
Select appropriate tools, products and equipment						
Treatment and service carried out in a methodical and professional manner						
Aftercare advice and client feedback						
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.

Creative Styling Using Blow-Drying Techniques

UNIT
27

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

This unit includes:

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

Learning Outcomes

Section 1 Client Consultation

Learners should be able to:

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

Section 2 Preparation of Work Area and Client

Learners should be able to:

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

Learning Outcomes (cont.)

Section 3 Blow-Drying the Hair

Learners should be able to:

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

Assessment Guidance

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

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

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

Exemplar Assessments

Assessment 1

Learners:

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

Assessment 2

Learners:

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

Creative Styling Using Blow-Drying Techniques

UNIT
27

Performance Descriptors: Blow-Drying Techniques

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 understanding of the importance of health and safety in relation to personal appearance, client consultation and salon policies and procedures • Demonstrate excellent understanding of related environmental issues • Demonstrate excellent knowledge of career opportunities in this area • Demonstrate excellent understanding of factors that may affect the blow-dry process and client's style requirements in relation to use of styling products, tools and equipment • Demonstrate excellent understanding of the structure of the hair and how it will be affected by the blow-drying process and humidity and what can be done to minimise the effects of humidity on the hair 	<ul style="list-style-type: none"> • Demonstrate very good understanding of the importance of health and safety in relation to personal appearance, client consultation and salon policies and procedures • Demonstrate a very good understanding of related environmental issues • Demonstrate a very good knowledge of career opportunities in this area • Demonstrate very good understanding of factors that may affect the blow-dry process and client's style requirements in relation to use of styling products, tools and equipment • Demonstrate very good understanding of the structure of the hair and how it will be affected by the blow-drying process and humidity and what can be done to minimise the effects of humidity on the hair 	<ul style="list-style-type: none"> • Demonstrate a good understanding of the importance of health and safety in relation to personal appearance, client consultation and salon policies and procedures • Demonstrate a good understanding of related environmental issues • Demonstrate a good knowledge of career opportunities in this area • Demonstrate good understanding of factors that may affect the blow-dry process and client's style requirements in relation to use of styling products, tools and equipment • Demonstrate good understanding of the structure of the hair and how it will be affected by the blow-drying process and humidity and what can be done to minimise the effects of humidity on the hair

Creative Styling Using Blow-Drying Techniques

UNIT
27

AO2

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

AO2

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

Creative Styling Using Blow-Drying Techniques

UNIT
27

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						
Application of health, safety and environmental issues						
Consultation and treatment planning						
Preparation of self, client and work area						
Select appropriate tools, products and equipment						
Treatment and service carried out in a methodical and professional manner						
Aftercare advice and client feedback						
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 intended to introduce the learner to the wide and diverse specialist industry of enterprise crafts. They will be able to identify a majority of the many crafts that make up the industry and have an understanding of its importance to the small business sector and its employment opportunities.

The unit also introduces the learner to the basic principles of design and construction for craft making including the equipment, material and costs involved in setting up such businesses. The learner will be able to learn new craft skills and produce a product for the craft industry.

This unit includes:

- consideration of employment opportunities in the craft industry;
- craft-making equipment and materials;
- craft skills;
- production of a craft item;
- consideration of health and safety within the craft industry;
- consideration of environmental issues within the craft industry; and
- a review and evaluation of performance.

Learning Outcomes

Section 1 Investigate the Enterprise Crafts Industry

Learners should be able to:

- understand the relevant health and safety regulations, including the Health and Safety at Work Act (HASAWA) 1974, within the enterprise crafts industry;
- describe the industry of enterprise crafts;
- list the main crafts which make up the industry;
- identify the most popular crafts that are found locally;
- describe three career opportunities in the enterprise crafts industry;
- understand the need for good customer care and overall presentation of the craft product when displayed for sale; and
- evaluate their own performance in practical tasks.

Section 2 Prepare Craft Resources

Learners should be able to:

- interpret the design brief and produce a detailed written plan;
- develop ideas presented in sketches and drawings;
- identify a range of equipment and materials that could be used to make the design;
- consider environmental issues when selecting materials and disposing of waste;
- carry out a risk assessment for a workshop operation and also for an individual item of equipment;
- source appropriate materials to make the selected craft item; and
- evaluate their own performance in practical tasks.

Section 3 Craft Techniques to Include the Development of Enterprise Skills in Relation to the Craft

Learners should be able to:

- identify and select suitable tools and equipment for preparation, manufacture and completion of the task;
- justify their choice of materials and equipment;
- understand the purpose and safe handling of the materials used to make the craft design;
- calculate the production costs required to make the completed design;
- craft the design from the sketches and plans previously agreed;
- follow health and safety procedures to demonstrate the safe and effective handling of tools and equipment;
- suggest a pricing structure that might include wholesale, retail and craft fair price;
- analyse feedback on the craft item from potential customers;
- analyse and evaluate the completed craft item and compare it to the design outline;
- produce a list of other product ideas that could be made within this area;
- identify potential marketing opportunities for the future development of the craft;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

Assessment Guidance

The assessment task should consist of a set design brief so that learners can experience the craft-making skills involved in producing the designed item. Due to the wide and varied number of crafts available and the constraints of the delivery it may lead to some group work in teaching and demonstration. Learners should either provide evidence of their individual work or their individual contribution to the group work. The evidence can include photographs of the stages in the production of the craft item, the finished craft item and written reports.

Suitable craft items include:

- ceramics (ceramics sculpture, china painting, pottery);
- graphic crafts (bookbinding, calligraphy, illustration, lettering, papermaking, printmaking);
- heritage and traditional crafts (basket making, coopering, handle making, hurdle making, pole lathing, rake making, and others);
- iron and stone (stone monumental masonry, stone carving and sculpture, metalworking, wrought iron and blacksmithing);
- jewellery and silversmithing (chain making, enamelling, gemmology, hand engraving, machine setting, polishing, rapid prototyping, silversmithing, stonecutting and setting, waxing);
- musical instrument making (wooden instruments, organs and pianos);
- taxidermy;
- toys and automata (dolls, gun making, horology, models, puzzles);
- textiles and leather (embroidery, fashion accessories, knitting, lace making, saddlery, sailmaking, spinning);
- glass (engraving, furnacework, painting, stained glass); and
- wood (boatbuilding, clog making, furniture design, pattern making, picture framing, wood carving, wood turning, wood specialties).

Exemplar Assessment

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- carry out a risk assessment for a workshop operation;
- interpret the set design brief;
- produce a written plan of work to a set timescale;
- present ideas in the form of sketches and drafts;
- source the materials and craft the design using appropriate equipment correctly and safely;
- recycle any unused or surplus material;
- cost the craft item, calculate a suitable selling price and suggest potential marketing opportunities;
- obtain feedback from potential customers and analyse it;
- evaluate their own performance in the practical task; 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>Resources and risk assessment</p> <p>Interpret design brief</p> <p>Planning</p> <p>Economics</p> <p>Craft production</p> <p>Craft industry feedback</p>	<ul style="list-style-type: none"> • Demonstrate excellent use of resources • Carry out an excellent risk assessment in the workshop/craft area • Demonstrate excellent skills when interpreting the design brief • Produce an excellent written plan for the craft item within a set time frame • Present, in an excellent manner, ideas for the design of the item in sketches and drawings • Demonstrate excellent ability to calculate production costs and calculate a commercially realistic selling price, suggesting potential marketing opportunities • Produce an excellent craft product independently, on time and within cost • Use excellent skills to select and use appropriate tools, materials, equipment and machinery to create the craft product • Analyse the feedback obtained from customers to an excellent standard 	<ul style="list-style-type: none"> • Demonstrate very good use of resources • Carry out a very good risk assessment in the workshop/craft area • Demonstrate very good skills when interpreting the design brief • Produce a very good written plan for the craft item within a set time frame • Present, in a very good manner, ideas for the design of the item in sketches and drawings • Demonstrate very good ability to calculate production costs and calculate a commercially realistic selling price, suggesting potential marketing opportunities • Produce a very good craft product with minimal guidance, on time and within cost • Use very good skills to select and use appropriate tools, materials, equipment and machinery to create the craft product • Analyse the feedback obtained from customers to a very good standard 	<ul style="list-style-type: none"> • Demonstrate good use of resources • Carry out a good risk assessment in the workshop/craft area • Demonstrate good skills when interpreting the design brief • Produce a good written plan for the craft item within a set time frame • Present, in a good manner, ideas for the design of the item in sketches and drawings • Demonstrate good ability to calculate production costs and calculate a commercially realistic selling price, suggesting potential marketing opportunities • Produce a good craft product with some guidance, on time and within cost • Use good skills to select and use appropriate tools, materials, equipment and machinery to create the craft product • Analyse the feedback obtained from customers to a good standard

AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	<p>Resources and risk assessment</p> <p>Interpret design brief</p> <p>Planning</p> <p>Economics</p> <p>Craft production</p> <p>Craft industry feedback</p>	<ul style="list-style-type: none"> • Demonstrate satisfactory use of resources • Carry out a satisfactory risk assessment in the workshop/craft area • Demonstrate satisfactory skills when interpreting the design brief • Produce a satisfactory written plan for the craft item within a set time frame • Present, in a satisfactory manner, ideas for the design of the item in sketches and drawings • Demonstrate satisfactory ability to calculate production costs and calculate a commercially realistic selling price, suggesting potential marketing opportunities • Produce a satisfactory craft product with some guidance, on time and within cost • Use satisfactory skills to select and use appropriate tools, materials, equipment and machinery to create the craft product • Analyse the feedback obtained from customers to a satisfactory standard 	<ul style="list-style-type: none"> • Demonstrate basic use of resources • Carry out a basic risk assessment in the workshop/craft area • Demonstrate basic skills when interpreting the design brief • Produce a basic written plan for the craft item within a set time frame • Present, in a basic manner, ideas for the design of the item in sketches and drawings • Demonstrate basic ability to calculate production costs and calculate a commercially realistic selling price, suggesting potential marketing opportunities • Produce a basic craft product with considerable guidance, on time and within cost • Use basic skills to select and use appropriate tools, materials, equipment and machinery to create the craft product • Analyse the feedback obtained from customers 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
A01						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
A02						
Resources and risk assessment						
Interpret design brief						
Planning						
Economics						
Craft production						
Craft industry 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 designed to develop skills in graphic design and associated activities. Learners will develop skills in planning, producing, and presenting a graphic design project (based on a client brief) using industry standard procedures.

This unit includes:

- consideration of health and safety issues in the graphic design industry;
- consideration of employment opportunities in the graphic design industry;
- the principles of graphic design;
- responding to a design brief;
- generation of ideas;
- using design software;
- presenting the final outcome;
- consideration of environmental issues in the graphic design industry; and
- a review and evaluation of performance.

Learning Outcomes

Section 1 Planning for a Graphic Design Project

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- describe three jobs related to the graphic design industry;
- understand health and safety issues when working with computers;
- demonstrate awareness of energy efficiency and waste reduction when working with computers;
- follow accident procedures should an incident occur;
- interpret the client brief, considering the principles of graphic design:
 - typography;
 - layout;
 - colour theory and harmony;
 - images and graphics; and
 - appropriate file formats; and
- evaluate their own performance in practical tasks.

Section 2 Producing a Graphic Design Project, Based on a Client Brief

Learners should be able to:

- present a final graphic design/project brief;
- present initial ideas using mind maps;
- prepare mood boards to illustrate their final ideas;
- present a final design sketch, showing layout, colour, typography and images/graphics;
- use industry standard digital imaging software to create a final graphic design project; and
- evaluate their own performance in practical tasks.

Section 3 Presenting the Final Graphic Design Project

Learners should be able to:

- save files in the appropriate formats;
- prepare files for print, for example registration/crop marks, fonts, colour bleeds, colour output (Pantone colours, spot colours, RGB or CMYK);
- present hard copies of their final designs;
- present their final designs on-screen;
- describe how the project meets the client brief;
- carry out a review and evaluation of their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

Assessment Guidance

This unit has been specifically written for Adobe Photoshop and/or Adobe Illustrator (these are the industry standard digital imaging and visual communication software packages). However, other software packages may be used, providing they meet the assessment criteria. Presentation of completed work with additional supporting materials is the preferred means of assessment. The unit will be project-based and learners will be required to produce final image(s) printed on hard copy or saved on a CD/memory stick/hard drive. Examples of topics that could be used for design briefs include events/festivals, health and wellbeing, transport, country or city life, or communication.

Final outcomes can include a brochure, a leaflet, outdoor advertising, an online advert or a colour spread for a magazine or a newspaper.

This unit provides a clear learning path to other units, for example digital imaging. The exemplar assessment below provides an opportunity to gather the required evidence for this unit.

Exemplar Assessment

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- design an online advert, aimed at a specific target market, promoting a local festival;
- ensure that the online advert is innovative and creative, communicates a message and engages the target audience;
- submit a detailed interpretation of the design brief;
- include mood boards and mind maps illustrating their initial ideas;
- use sketches to show evidence of the development of their solution to the given brief;
- using the required software, prepare two A3 presentation boards showing their design development and final designs;
- produce a text (a maximum of 250 words, using a sans serif, 14 point type) that captures their ideas and helps the client understand how their design meets the brief;
- save all electronic files on a device and submit this to the teacher/lecturer for assessment;
- present their final designs to the teacher/lecturer;
- evaluate their own performance in the practical task; and
- carry out an end-of-unit evaluation.

AO1

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO1	<p>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 the potential health and safety hazards in the design studio • Demonstrate satisfactory understanding of energy efficiency and waste reduction in the design studio • Demonstrate satisfactory understanding of employment opportunities related to the area of graphic design • Demonstrate satisfactory understanding of the principles of graphic design 	<ul style="list-style-type: none"> • Demonstrate basic understanding of the potential health and safety hazards in the design studio • Demonstrate basic understanding of energy efficiency and waste reduction in the design studio • Demonstrate basic understanding of employment opportunities related to the area of graphic design • Demonstrate basic understanding of the principles of graphic design

AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p>Principles of graphic design</p> <p>Mind maps and mood boards</p> <p>Sketches/Thumbnails</p> <p>Use of design software</p> <p>Final output</p> <p>End product</p>	<ul style="list-style-type: none"> • Demonstrate excellent application of the principles of graphic design in the interpretation of a design brief • Demonstrate excellent use of mind maps and mood boards to communicate ideas successfully • Demonstrate excellent use of sketches/ thumbnails to communicate ideas successfully • Demonstrate excellent use of design software to visualise final ideas from sketches/ thumbnails • Demonstrate in an excellent manner how they prepared the final design(s) for the intended output • Demonstrate in an excellent manner how the final design meets the client brief 	<ul style="list-style-type: none"> • Demonstrate very good application of the principles of graphic design in the interpretation of a design brief • Demonstrate very good use of mind maps and mood boards to communicate ideas successfully • Demonstrate very good use of sketches/ thumbnails to communicate ideas successfully • Demonstrate very good use of design software to visualise final ideas from sketches/ thumbnails • Demonstrate in a very good manner how they prepared the final design(s) for the intended output • Demonstrate in a very good manner how the final design meets the client brief 	<ul style="list-style-type: none"> • Demonstrate good application of the principles of graphic design in the interpretation of a design brief • Demonstrate good use of mind maps and mood boards to communicate ideas successfully • Demonstrate good use of sketches/ thumbnails to communicate ideas successfully • Demonstrate good use of design software to visualise final ideas from sketches/ thumbnails • Demonstrate in a good manner how they prepared the final design(s) for the intended output • Demonstrate in a good manner how the final design meets the client brief

AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	<p>Principles of graphic design</p> <p>Mind maps and mood boards</p> <p>Sketches/Thumbnails</p> <p>Use of design software</p> <p>Final output</p> <p>End product</p>	<ul style="list-style-type: none"> • Demonstrate satisfactory application of the principles of graphic design in the interpretation of a design brief • Demonstrate satisfactory use of mind maps and mood boards to communicate ideas successfully • Demonstrate satisfactory use of sketches/thumbnails to communicate ideas successfully • Demonstrate satisfactory use of design software to visualise final ideas from sketches/thumbnails • Demonstrate in a satisfactory manner how they prepared the final design(s) for the intended output • Demonstrate in a satisfactory manner how the final design meets the client brief 	<ul style="list-style-type: none"> • Demonstrate basic application of the principles of graphic design in the interpretation of a design brief • Demonstrate basic use of mind maps and mood boards to communicate ideas successfully • Demonstrate basic use of sketches/thumbnails to communicate ideas successfully • Demonstrate basic use of design software to visualise final ideas from sketches/thumbnails • Demonstrate in a basic manner how they prepared the final design(s) for the intended output • Demonstrate in a basic manner how the final design meets the client brief

AO3

	Assessment Criteria	Performance Descriptor Very Good 8–7	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						
Principles of graphic design						
Mind Maps and mood Boards						
Sketches/Thumbnails						
Use of design software						
Final digital output						
End product						
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.

This unit is designed to give learners a basic understanding of the skills and knowledge required to work in interior design. Learners will work to a design brief and learn how to survey and inspect buildings and spaces. They will learn how to draw up plans and to cost a range of materials. Learners will have a basic introduction to colour theory and design skills and will acquire a basic knowledge of a range of home interior design techniques. Learners will also cover texture and simple paint techniques, as well as a basic knowledge of lighting, flooring, walls and windows. Learners will realise their design ideas through developing a design for a home interior. They will also cover health and safety and environmental issues.

This unit includes:

- consideration of health and safety issues in interior design;
- inspecting and surveying spaces to create design plans;
- drawing skills;
- using lighting techniques, colour schemes, layout, texture and function;
- consideration of career opportunities in interior design;
- consideration of environmental issues in interior design; and
- a review and evaluation of performance.

Learning Outcomes

Section 1 Health and Safety Requirements

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 Control of Substances Hazardous to Health (COSHH) regulations 1999 and Health and Safety (Display Screen Equipment) Regulations 1992;
- understand and explain health and safety rules and procedures relating to handling materials, machinery and equipment in the workshop environment; and
- evaluate their own performance in practical tasks.

Section 2 Skills and Procedures

Learners should be able to:

- consider the needs of a range of clients;
- survey and measure the dimensions of a room accurately and note them in a rough draft;
- draw to scale, including 1:20 and 1:50;
- plan space effectively for the function of the room;
- select a co-ordinated colour scheme for walls, floors, furniture, furnishings and accessories with reference to the needs of the client and function of the room, giving special consideration to the need to buy eco-friendly materials;
- select appropriate lighting and heating, considering the use of low energy options
- calculate the cost of realising the design;
- record any health and safety issues regarding the plans or materials associated with them;
- describe three career opportunities in interior design; and
- evaluate their own performance in practical tasks.

Section 3 The Design Brief

Learners should be able to:

- list the constraints involved in the design brief;
- produce a sample/storyboard to visually describe the colour scheme for a room and the style of furniture, furnishings, fittings and accessories;
- record their management of the planning and preparation, producing a brief order of work and a cost sheet;
- present a portfolio that meets the design brief;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

Assessment Guidance

It is essential that learners are aware of various types of merchandise.

Learners should examine the health and safety issues and draw up a risk assessment.

Learners should use photographic evidence, design posters, sketches/diagrams and present their findings to illustrate how space is used. This could be, for example, merchandising and display in retail outlets.

The teacher/lecturer should set a design brief so that learners can carry out their interior design project.

An appropriate assessment should involve the design of a room, for example a sitting room suitable for a busy family. Learners should select suitable materials, techniques, and processes that enable them to realise their final project. Outcomes should reflect current professional practice. The learner should be able to discuss and evaluate their project.

Learners should also be able to discuss using environmentally friendly materials and the importance of health and safety issues in the project brief.

Learners should also consider job roles in the interior design area and consider a visit to a design studio or visit from someone working in this area.

It is advisable to inform shops in advance of any planned visits.

Exemplar Assessment

Learners:

- answer questions to demonstrate knowledge and understanding of the learning outcomes;
- present draft designs and a storyboard to illustrate ideas in response to a set design brief, for example designing a sitting room for a busy family;
- develop a plan of work to prioritise tasks;
- prepare a cost sheet;
- produce a portfolio that meets the design brief within the set time;
- evaluate their own performance in the practical task; and
- carry out an end-of-unit evaluation.

AO1

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO1	<p>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 safe working practices in the workshop • Demonstrate satisfactory understanding of energy efficient measures • Demonstrate satisfactory understanding of career opportunities related to interior design • Demonstrate satisfactory knowledge of materials, processes and the principles of design 	<ul style="list-style-type: none"> • Demonstrate basic understanding of safe working practices in the workshop • Demonstrate basic understanding of energy efficient measures • Demonstrate basic understanding of career opportunities related to interior design • Demonstrate basic knowledge of materials, processes and the principles of design

AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p>Design brief</p> <p>Plan of work</p> <p>Use of materials and design</p> <p>Time constraints and costing</p> <p>Creativity in interior design</p> <p>End product</p>	<ul style="list-style-type: none"> • Demonstrate excellent ability to respond to the design brief • Produce an excellent plan of work showing a logical sequence and demonstrate excellent ability in prioritising tasks • Demonstrate excellent ability to use a variety of materials in an effective way with an excellent application of knowledge • Demonstrate excellent use of time in producing work • Demonstrate excellent ability to prepare a cost sheet for the design project • Demonstrate excellent skills in creativity and flair in interior design • Produce an excellent portfolio that meets the design brief 	<ul style="list-style-type: none"> • Demonstrate very good ability to respond to the design brief • Produce a very good plan of work showing a logical sequence and demonstrate very good ability in prioritising tasks • Demonstrate very good ability to use a variety of materials in an effective way with a very good application of knowledge • Demonstrate very good use of time in producing work • Demonstrate very good ability to prepare a cost sheet for the design project • Demonstrate very good skills in creativity and flair in interior design • Produce a very good portfolio that meets the design brief 	<ul style="list-style-type: none"> • Demonstrate good ability to respond to the design brief • Produce a good plan of work showing a logical sequence and demonstrate good ability in prioritising tasks • Demonstrate good ability to use a variety of materials in an effective way with a good application of knowledge • Demonstrate good use of time in producing work • Demonstrate good ability to prepare a cost sheet for the design project • Demonstrate good skills in creativity and flair in interior design • Produce a good portfolio that meets the design brief

AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	<p>Design brief</p> <p>Plan of work</p> <p>Use of materials and design</p> <p>Time constraints and costing</p> <p>Creativity in interior design</p> <p>End product</p>	<ul style="list-style-type: none"> • Demonstrate satisfactory ability to respond to the design brief • Produce a satisfactory plan of work showing a logical sequence and demonstrate satisfactory ability in prioritising tasks • Demonstrate satisfactory ability to use a variety of materials in an effective way with a satisfactory application of knowledge • Demonstrate satisfactory use of time in producing work • Demonstrate satisfactory ability to prepare a cost sheet for the design project • Demonstrate satisfactory skills in creativity and flair in interior design • Produce a satisfactory portfolio that meets the design brief 	<ul style="list-style-type: none"> • Demonstrate basic ability to respond to the design brief • Produce a basic plan of work showing a logical sequence and demonstrate basic ability in prioritising tasks • Demonstrate basic ability to use a variety of materials in an effective way with a basic application of knowledge • Demonstrate basic use of time in producing work • Demonstrate basic ability to prepare a cost sheet for the design project • Demonstrate basic skills in creativity and flair in interior design • Produce a basic portfolio that meets the design brief

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

This unit includes:

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

Learning Outcomes

Section 1 Health and Safety in Catering

Learners should be able to:

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

Section 2 Bread and Scones

Learners should be able to:

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

Learning Outcomes (cont.)

Section 3 Cakes and Biscuits

Learners should be able to:

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

Section 4 Pastry Products

Learners should be able to:

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

Assessment Guidance

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

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

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

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

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

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

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

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

Exemplar Assessment

This example is for Section 2 Bread and Scones.

Learners:

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

AO2

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

AO2

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

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						
Personal hygiene						
Food hygiene and safety procedures						
Use of appropriate equipment						
Skills in preparation and baking						
Skills in finishing and decorating						
Flavour, colour and texture of end product						
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 will allow learners to gain an understanding of a specialised craft. The emphasis will be on developing skills within a chosen area through the use of materials, techniques and processes. Creativity and innovation are the key factors within this unit. Learners will have the opportunity to show their understanding through working to a brief. They will finish the unit with the knowledge that research, planning, developing ideas creatively, working within time restraints, interpersonal skills and presenting a craft are all important elements in any craft.

The learner will also be made aware of the importance of understanding the health and safety issues whilst using tools and equipment within their chosen pathway and the environmental issues that may be associated with the specialised craft.

Learners will also be given the opportunity to identify related careers and to develop an understanding of the importance of these crafts to the small business sector.

This unit includes:

- consideration of health and safety rules and issues within the craft industry;
- research of the specific craft;
- practising skills through workshops;
- working to a brief;
- writing the proposal of an idea;
- methods to exhibit work;
- procedures for self and peer evaluation;
- consideration of career opportunities in specialised crafts;
- consideration of environmental issues within the craft industry; and
- a review and evaluation of performance.

Learning Outcomes

Section 1 Health and Safety Requirements

Learners should be able to:

- understand how the following affect the studio and workshop environment:
 - Health and Safety at Work Act (HASAWA) 1974;
 - Control of Substances Hazardous to Health (COSHH) (Northern Ireland); and
 - Health and Safety (Display Screen Equipment) Regulations 1977;
- understand and explain health and safety rules and procedures in the studio and workshop environment relating to the handling of materials, the use of machinery and equipment and safe working facilities;
- understand the relevance of environmental issues such as minimising waste, recycling and disposing of waste products correctly; and
- evaluate their own performance in the practical tasks.

Section 2 Research and Practise Craft Techniques

Learners should be able to:

- research the specific craft, showing evidence of imagery and discussion;
- describe three career opportunities within the specialised crafts industry;
- practise skills during workshops;
- present samples of evidence of the skills carried out during workshops using as many media as possible, for example screen prints, photographs or video recordings;
- evaluate and discuss their own work by showing evidence of communication skills, for example an audio recording of the experience; and
- evaluate their own performance in the practical tasks.

Section 3 Develop Skills in Relation to Craft

Learners should be able to:

- work to a brief demonstrating the ability to organise, plan and deal with time constraints;
- develop ideas using, for example, a mind map or mood board;
- create a written proposal of the idea using:
 - the idea they have chosen;
 - the target audience they have chosen;
 - an equipment list;
 - a schedule; and
 - a document of progress with images explaining what, when and how;
- produce the final craft item;
- understand the importance of exhibiting their own work and discuss methods appropriate to exhibiting their own work; and
- evaluate their own performance in practical tasks.

Section 4 Peer and Self-Evaluation

Learners should be able to:

- produce a questionnaire for peers to comment on their final work;
- demonstrate an ability to discuss and evaluate their own work by producing a final statement and analysis of their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

Assessment Guidance

The learner should work individually on one assessment task (design brief) to create and exhibit a craft item. Learners should be encouraged to use photographic evidence, record progress in their portfolios and present findings through presentation to illustrate how they reached their final piece.

Learners must choose **one** craft within **one** of the following five different pathways:

1 Multimedia	2 Artistic	3 Handcraft	4 Catering	5 Building Trade
<ul style="list-style-type: none"> • Photography • Animation for advertising (web) • Claymation • Digital art • Making a music video 	<ul style="list-style-type: none"> • Card making • Sculpture • Fabric printing • Ceramics • Textiles • Floral craft 	<ul style="list-style-type: none"> • Glassworks • Weaving • Lace making • Embroidery • Crotchet 	<ul style="list-style-type: none"> • Cake decorating • Silver service skills • Sugar craft 	<ul style="list-style-type: none"> • Product design • Wood turning • Dry stone walling • Ornate metal craft

Exemplar Assessment

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- show records of researching the craft;
- use a range of media to present a portfolio of practised skills;
- produce a mood board to show development of ideas for the set brief;
- produce a detailed written plan of work;
- produce a finished craft item and exhibit it;
- produce a questionnaire for feedback;
- evaluate their own performance in the practical task; 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>Research</p> <p>Developing ideas</p> <p>Written proposal</p> <p>Craft item</p> <p>Exhibiting work</p> <p>Peer evaluation</p>	<ul style="list-style-type: none"> • Demonstrate excellent ability to research the specific craft • Demonstrate to an excellent standard the ability to develop ideas using, for example, a mind map or mood board • Create an excellent written proposal of the idea • Produce a final craft piece to an excellent standard • Exhibit their own work to an excellent standard • Produce an excellent questionnaire for peers to comment on final work 	<ul style="list-style-type: none"> • Demonstrate very good ability to research the specific craft • Demonstrate to a very good standard the ability to develop ideas using, for example, a mind map or mood board • Create a very good written proposal of the idea • Produce a final craft piece to a very good standard • Exhibit their own work to a very good standard • Produce a very good questionnaire for peers to comment on final work 	<ul style="list-style-type: none"> • Demonstrate good ability to research the specific craft • Demonstrate to a good standard the ability to develop ideas using, for example, a mind map or mood board • Create a good written proposal of the idea • Produce a final craft piece to a good standard • Exhibit their own work to a good standard • Produce a good questionnaire for peers to comment on final work

AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	<p>Research</p> <p>Developing ideas</p> <p>Written proposal</p> <p>Craft item</p> <p>Exhibiting work</p> <p>Peer evaluation</p>	<ul style="list-style-type: none"> • Demonstrate satisfactory ability to research the specific craft • Demonstrate to a satisfactory standard the ability to develop ideas using, for example, a mind map or mood board • Create a satisfactory written proposal of the idea • Produce a final craft piece to a satisfactory standard • Exhibit their own work to a satisfactory standard • Produce a satisfactory questionnaire for peers to comment on final work 	<ul style="list-style-type: none"> • Demonstrate basic ability to research the specific craft • Demonstrate to a basic standard the ability to develop ideas using, for example, a mind map or mood board • Create a basic written proposal of the idea • Produce a final craft piece to a basic standard • Exhibit their own work to a basic standard • Produce a basic questionnaire for peers to comment on final work

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 statement about the learning process in this unit 	<ul style="list-style-type: none"> Show evidence of a basic evaluation for each practical 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						
Research						
Developing ideas						
Written proposal						
Craft item						
Exhibiting work						
Peer 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 designed to give students a basic understanding of the fashion industry and to enable them to realise their design ideas into a finished garment or textile item. They will gain an understanding of the garment-making process and be able to demonstrate their ability to take into account any construction constraints when developing ideas. Learners will develop a technical understanding and practical skills through an introduction to garment making. Learners need to be advised on and adhere to all current legislation relating to health and safety.

This unit includes:

- safe use of tools, equipment, machinery and textiles;
- interpreting a fashion design brief;
- using a range of skills to make a garment or textile item;
- consideration of health and safety and environmental issues;
- consideration of career opportunities within the textile and fashion design industry; and
- a review and evaluation of own performance.

Learning Outcomes

Section 1 Health and Safety

Learners should be able to:

- identify the main principles of the Health and Safety at Work Act (HASAWA) 1974 and Control of Substances Hazardous to Health (COSHH) (Northern Ireland) 2003;
- identify hazards in the workplace and risks associated with them;
- know when and how to take action to rectify unsafe or hazardous situations;
- examine retail organisation policies for reducing risks such as internal and external theft or security of the premises;
- describe three career opportunities within the textile and fashion industry; and
- evaluate their own performance in practical tasks.

Section 2 Tools and Equipment

Learners should be able to:

- use measuring equipment and tools accurately (tape measure, metre rule and set square);
- use cutting equipment carefully and accurately (paper scissors, fabric snips, fabric shears and notchers);
- use straight pins for securing work;
- use hand sewing needles for basic stitching;
- operate a sewing machine to carry out straight stitch, reverse stitch, hemming and overlocking;
- use pressing equipment such as a steam iron, pressing cloth and sleeve board;
- maintain a clean and tidy work environment;
- contribute to the maintenance and cleaning of sewing machines, tools and equipment;
- differentiate between natural and man-made textiles;
- identify textile properties; and
- evaluate their own performance in practical tasks.

Section 3 The Design Brief

Learners should be able to:

- demonstrate how to develop and produce work that responds to a set fashion brief considering:
 - the set task (what the work is about);
 - the target market (who the design is aimed at);
 - the constraints (any controls that are put on the design);
- consider the basic elements of fashion design when developing ideas;
- consider environmental issues such as minimising waste and use of eco-friendly clothing and dyes;
- consider the economic costs of production;
- complete a plan of work to a deadline;
- try out different techniques and processes such as fashion roughs and working drawings;
- demonstrate a number of skills in the finished garment or textile item;
- evaluate their own performance in producing the finished item; and
- carry out an end-of-unit evaluation.

Assessment Guidance

The assessment task should consist of a set fashion brief so that learners can design and create a garment or a textile item. Assessment activities could include the creation of a garment (for the more able learner) or the customisation of a T-shirt or pair of jeans (for the less able learner). Textile accessories, for example bags or millinery, may also be appropriate. Learners must also demonstrate knowledge of work roles within this industry, for example fashion designer or photographer. In addition, visits by speakers working in this field could be included as part of this programme.

Exemplar Assessment

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- develop a plan of work which responds to a set fashion brief;
- prepare working drawings to demonstrate development of ideas;
- carry out the plan of work, for example making an item within the set time constraints;
- evaluate their own performance in making the finished item; 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 safe working practice in the workshop • Demonstrate satisfactory knowledge of environmental issues when using textiles • Demonstrate satisfactory knowledge of career opportunities within this industry • Demonstrate satisfactory knowledge of textiles and their properties, equipment and garment-making techniques 	<ul style="list-style-type: none"> • Demonstrate basic understanding of safe working practice in the workshop • Demonstrate basic knowledge of environmental issues when using textiles • Demonstrate basic knowledge of career opportunities within this industry • Demonstrate basic knowledge of textiles and their properties, equipment and garment-making techniques

AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p>Develop and record ideas to a design brief</p> <p>Use of equipment and techniques</p> <p>Effective use of textiles and design</p> <p>Work within the time constraints</p> <p>Creativity in fashion design</p> <p>End product</p>	<ul style="list-style-type: none"> • Demonstrate excellent ability to develop and record ideas which meet the requirements of the design brief • Demonstrate excellent skills in the use of equipment and a variety of garment construction techniques and processes • Demonstrate excellent skills in the appropriate use of textiles in construction and design • Demonstrate excellent use of time in producing work • Demonstrate excellent skills in creativity and flair in fashion design • Produce an excellent end product which meets the design brief and utilises excellent skills in construction of garment or textile item 	<ul style="list-style-type: none"> • Demonstrate very good ability to develop and record ideas which meet the requirements of the design brief • Demonstrate very good skills in the use of equipment and a variety of garment construction techniques and processes • Demonstrate very good skills in the appropriate use of textiles in construction and design • Demonstrate very good use of time in producing work • Demonstrate very good skills in creativity and flair in fashion design • Produce a very good end product which meets the design brief and utilises excellent skills in construction of garment or textile item 	<ul style="list-style-type: none"> • Demonstrate good ability to develop and record ideas which meet the requirements of the design brief • Demonstrate good skills in the use of equipment and a variety of garment construction techniques and processes • Demonstrate good skills in the appropriate use of textiles in construction and design • Demonstrate good use of time in producing work • Demonstrate good skills in creativity and flair in fashion design • Produce a good end product which meets the design brief and utilises excellent skills in construction of garment or textile item

AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	<p>Develop and record ideas to a design brief</p> <p>Use of equipment and techniques</p> <p>Effective use of textiles and design</p> <p>Work within the time constraints</p> <p>Creativity in fashion design</p> <p>End product</p>	<ul style="list-style-type: none"> • Demonstrate satisfactory ability to develop and record ideas which meet the requirements of the design brief • Demonstrate satisfactory skills in the use of equipment and a variety of garment construction techniques and processes • Demonstrate satisfactory skills in the appropriate use of textiles in construction and design • Demonstrate satisfactory use of time in producing work • Demonstrate satisfactory skills in creativity and flair in fashion design • Produce a satisfactory end product which meets the design brief and utilises excellent skills in construction of garment or textile item 	<ul style="list-style-type: none"> • Demonstrate basic ability to develop and record ideas which meet the requirements of the design brief • Demonstrate basic skills in the use of equipment and a variety of garment construction techniques and processes • Demonstrate basic skills in the appropriate use of textiles in construction and design • Demonstrate basic use of time in producing work • Demonstrate basic skills in creativity and flair in fashion design • Produce a basic end product which meets the design brief and utilises excellent skills in construction of garment or textile item

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						
Develop and record ideas to a design brief						
Use of equipment and techniques						
Effective use of textiles and design						
Work within the time constraints						
Creativity in fashion design						
End product						
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.

This unit is designed to give the learner an understanding of how make-up techniques link to different looks in the beauty industry.

The learner will develop technical understanding and practical skills in the development of make-up. They will learn about individual and teamwork approaches for using make-up skills and selecting clothing to complement the total beauty look.

This unit includes:

- consideration of the role of the beauty therapist and career opportunities;
- skin tone and application of make-up;
- influences of hair fashion, design and the media;
- creating a beauty look for different occasions;
- consideration of health and safety issues in the beauty industry;
- communication skills and client consultation;
- consideration of environmental issues in the beauty industry; and
- a review and evaluation of performance.

Learning Outcomes

Section 1 Client Consultation

Learners should be able to:

- apply all salon policies and local bylaws relevant to the application of make-up in a salon environment, to include: Personal Protective Equipment (PPE), the Health and Safety at Work Act (HASAWA) 1974, the Control of Substances Hazardous to Health Regulations (COSHH) (Northern Ireland) 2003 and environmental issues;
- understand the importance of client confidentiality, relating to the Data Protection Act 1998;
- know how to follow accident procedures should an accident happen;
- respect the client's appearance, sensitivities and privacy at all times;
- carry out detailed consultation with the client, including skin testing and questioning about any previous reactions to products;
- complete a record card, recording all details of the consultation signed by both the client and the learner;
- refer any issues to their teacher/lecturer for clarification and seek approval that the beauty treatment can proceed;
- ensure that treatments to be carried out are understood and agreed by the client (if the client is from the learner's peer group, written parental consent should be obtained);
- recognise the importance of personal appearance and hygiene;
- recognise contraindications and contra-actions;
- identify types of products that are suitable for various skin types and conditions;
- analyse all evidence and put together a total look, for example formal dress and make-up to suit; and
- evaluate their own performance in practical tasks.

Section 2 Preparation of Treatment Area and Client

Learners should be able to:

- observe health and safety procedures and ensure the client's clothes and hair are protected at all times;
- remove the client's accessories/jewellery before treatment;
- prepare the work area with the necessary tools and products for providing the total beauty look;
- ensure the client is positioned correctly to reduce fatigue or injury and to maintain client comfort;
- correctly prepare the skin for the intended make-up application;
- study magazines and the internet for ideas on clothing, hair and accessories to complement the look required;
- understand the importance of lighting for the occasion on which the make-up is to be worn;
- follow manufacturers' instructions for all products used; and
- evaluate their own performance in practical tasks.

Section 3 Creative Application of Make-up Products and Clothing to Complement an Overall Beauty Look

Learners should be able to:

- develop creative and artistic thinking by reflecting on current fashion and media trends to develop the total look;
- use the correct protective equipment;
- use make-up products safely, minimising waste and disposing of waste safely and in the correct manner;
- discuss the need for minimising waste, recycling, the use of fair trade products and organic products;
- use appropriate tools, equipment and materials in the correct sequence;
- ensure the work area is kept clean and tidy throughout the treatment;
- identify types of powders, foundation, eye products, cheek and lip products available and how to use them without harming the environment;
- identify and use a range of assisting products such as false eyelashes or instant/wash off tan;
- carry out professional application of make-up products to meet the client's requirements;
- recognise any contraindications that may occur and check with the teacher or lecturer how to proceed;
- select clothing and accessories to develop a total beauty look that reflects current fashion trends;
- ensure clothing and accessories fit well and feel comfortable to the client;
- provide aftercare advice to the client and seek feedback on the treatment/service provided;
- describe three career opportunities in the beauty industry;
- evaluate their own performance in practical activities; and
- carry out an end-of-unit evaluation.

Assessment Guidance

Two assessments are required for this unit. Examples of these could be applying make-up and creating two significantly different looks on two different clients/peers for two different occasions. The teacher/lecturer should provide a brief for each assessment task. There is one example in the exemplar assessment.

The make-up application section needs to be delivered in a fully operational working environment with realistic clients from within the peer group.

Teachers and lecturers must ensure that the learners carry out correct skin testing procedures regarding the application of tan, make-up and false eyelashes.

All learners will require parental consent for skin testing, if they decide to use false eyelashes to complement the total beauty look.

Performance could be demonstrated through collaboration with media, design, fashion, and hair departments to create the total beauty look, for example a show to showcase the acquired skills.

The obligation to have a safe working environment includes the prevention of infection by sanitising laundry and working surfaces and all necessary equipment. It is extremely important that all learners wear the relevant protective clothing and adhere to all health and safety regulations and occupational standards.

This unit includes theoretical knowledge such as the study of skin types and conditions and make-up product knowledge.

Learners should create a mood board that identifies the look they want to achieve.

Learners could use scrapbooks for collections of ideas and, if possible, a video recording of the outcomes.

Teachers/Lecturers should give learners the opportunity to explore job roles within this industry and may consider inviting a visiting speaker or arranging a visit to a beauty salon.

The learners should be constantly made aware of the need to minimise and reduce waste, recycle, and use environmentally friendly products such as organic make-up.

Exemplar Assessment

For a wedding reception, learners:

- answer questions to demonstrate knowledge and understanding of the learning outcomes;
- carry out a detailed client consultation;
- complete a record card of client details and agree the planned treatment/service;
- prepare the work area for carrying out the treatment/service;
- prepare the client's skin for treatment and apply make-up in a professional manner;
- develop the total beauty look with clothing and accessories, considering current fashion trends;
- provide aftercare advice to the client and receive feedback;
- evaluate their own performance in the practical task; 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>Application of health and safety procedures</p> <p>Client consultation</p> <p>Preparation of client and work area</p> <p>Selection of equipment and products</p>	<ul style="list-style-type: none"> • Demonstrate excellent health and safety procedures throughout treatment/service • Demonstrate an excellent professional approach to the client during consultation • Show excellent evidence of information obtained during the consultation • Provide excellent treatment/service objectives, outlined to the client throughout the consultation • Agree and record the consultation to an excellent standard • Prepare the work area and the client to an excellent standard • Demonstrate excellent skills in the selection of equipment and products for creating a total beauty look 	<ul style="list-style-type: none"> • Demonstrate very good health and safety procedures throughout treatment/service • Demonstrate a very good professional approach to the client during consultation • Show very good evidence of information obtained during the consultation • Provide very good treatment/service objectives, outlined to the client throughout the consultation • Agree and record the consultation to a very good standard • Prepare the work area and the client to a very good standard • Demonstrate very good skills in the selection of equipment and products for creating a total beauty look 	<ul style="list-style-type: none"> • Demonstrate good health and safety procedures throughout treatment/service • Demonstrate a good professional approach to the client during consultation • Show good evidence of information obtained during the consultation • Provide good treatment/service objectives, outlined to the client throughout the consultation • Agree and record the consultation to a good standard • Prepare the work area and the client to a good standard • Demonstrate good skills in the selection of equipment and products for creating a total beauty look

AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p>Treatment/Service carried out in a methodical professional manner</p> <p>Aftercare advice/Client feedback</p>	<ul style="list-style-type: none"> • Display excellent professionalism throughout the treatment/service • Apply make-up products to an excellent level, considering health and safety policies • Provide excellent client interaction, through the discussion of the make-up stages and desired outcomes • Have an excellent discussion on the total look of clothing to complement the treatment/service • Provide the client with excellent aftercare advice and encourage client feedback on the service/treatment 	<ul style="list-style-type: none"> • Display very good professionalism throughout the treatment/service • Apply make-up products to a very good level, considering health and safety policies • Provide very good client interaction, through the discussion of the make-up stages and desired outcomes • Have a very good discussion on the total look of clothing to complement the treatment/service • Provide the client with very good aftercare advice and encourage client feedback on the service/treatment 	<ul style="list-style-type: none"> • Display good professionalism throughout the treatment/service • Apply make-up products to a good level, considering health and safety policies • Provide good client interaction, through the discussion of the make-up stages and desired outcomes • Have a good discussion on the total look of clothing to complement the treatment/service • Provide the client with good aftercare advice and encourage client feedback on the service/treatment

AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	<p>Application of health and safety procedures</p> <p>Client consultation</p> <p>Preparation of client and work area</p> <p>Selection of equipment and products</p> <p>Treatment/Service carried out in a methodical professional manner</p> <p>Aftercare advice/Client feedback</p>	<ul style="list-style-type: none"> • Demonstrate satisfactory health and safety procedures throughout treatment/service • Demonstrate a satisfactory professional approach to the client during the consultation • Show satisfactory evidence of information obtained during the consultation • Provide satisfactory treatment/service objectives, outlined to the client throughout the consultation • Agree and record the consultation to a satisfactory standard • Prepare the work area and client to a satisfactory standard • Demonstrate satisfactory skills in the selection of equipment and products for creating a total beauty look • Display satisfactory professionalism throughout the treatment/service • Apply make-up products to a satisfactory level, considering health and safety policies • Provide satisfactory client interaction, through the discussion of the make-up stages and desired outcomes • Have a satisfactory discussion on the total look of clothing to complement the treatment/service • Provide the client with satisfactory aftercare advice and encourage client feedback on the service/treatment 	<ul style="list-style-type: none"> • Demonstrate basic health and safety procedures throughout treatment/service • Demonstrate a basic professional approach to the client during the consultation • Show basic evidence of information obtained during the consultation • Provide basic treatment/service objectives, outlined to the client throughout the consultation • Agree and record the consultation to a basic standard • Prepare the work area and client to a basic standard • Demonstrate basic skills in the selection of equipment and products for creating a total beauty look • Display basic professionalism throughout the treatment/service • Apply make-up products to a basic level, considering health and safety policies • Provide basic client interaction, through the discussion of the make-up stages and desired outcomes • Have a basic discussion on the total look of clothing to complement the treatment/service • Provide the client with basic aftercare advice and encourage client feedback on the service/treatment

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						
Application of health and safety procedures						
Client consultation						
Preparation of client and work area						
Selection of equipment and products						
Treatment/Service carried out in a methodical professional manner						
Aftercare advice/Client feedback						
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.

This unit is designed to develop vocational skills in website development and associated activities. Learners will develop skills in planning, producing and presenting a website (based on client brief) using industry standard procedures.

This unit includes:

- consideration of health and safety issues in the website development industry;
- consideration and identification of career opportunities in the website development industry;
- the principles of website development;
- responding to a design brief;
- using website design software;
- testing, publishing and content managing a website;
- consideration of energy efficiency, waste reduction and other environmental issues within the website development industry; and
- a review and evaluation of performance.

Learning Outcomes

Section 1 Planning for Developing a Website

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 related environmental issues such as energy efficiency and waste reduction measures when working with computers;
- understand accident procedures should an incident occur;
- describe three employment opportunities related to building a website;
- understand basic HTML and how it is structured;
- use a browser to view web pages on the internet;
- produce a hierarchy of the website;
- show the layout for each page of the website;
- identify the colours to be used;
- identify the colour, size and type of font to be used;
- identify the content (for example text, graphics, buttons, audio, video, a blog or a form) to be used;
- create folders for web pages;
- create a naming list for all the images, audio and video files that will be used in the website; and
- evaluate their own performance in practical tasks.

Section 2 Creating a Website

Learners should be able to:

- use or create a web template;
- create web pages from the template;
- create hyperlinks from the template;
- add text to the website and format it;
- add images to the website;
- add other content to the website (for example graphics, buttons, audio, video, a blog, or a form) and save/store content into folders;
- test the website to ensure it is functioning, before publishing; and
- evaluate their own performance in practical tasks.

Section 3 Publish and Content Manage a Website

Learners should be able to:

- test and view the website and, if possible, publish it on the internet;
- change the font/fonts used on the final website;
- include more images on the final website;
- add another page, with content, to the final website;
- apply cascading style sheets (CSS) to the website;
- publish changes to the final functional website;
- carry out a review and evaluation of their own performance in the practical tasks undertaken; and
- carry out an end-of-unit evaluation.

Assessment Guidance

This unit has been specifically written for Adobe Dreamweaver (which is the industry standard website development software). However, other software packages may be used, providing they meet the assessment criteria.

Presentation of completed work with additional supporting materials is the preferred means of assessment. The unit will be project-based and learners will be required to produce a final image or images printed on hard copy or saved on CD/memory stick/hard drive.

The exemplar assessment below would provide opportunities to gather the required evidence for this unit.

It is recommended that the assessment of underpinning knowledge, practical application/product evidence and the learner's evaluation may be in the form of a variety of oral questioning, written questions, video, saved files etc.

Exemplar Assessment

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- use a browser to view pages on the internet;
- produce a detailed plan for the development of a website in response to a client brief;
- use a software package such as Adobe Dreamweaver to develop the website;
- test and publish the final website;
- update content on the website;
- describe how the website meets the client brief;
- evaluate their own performance in the practical task; and
- carry out an end-of-unit evaluation.

AO1

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO1	<p>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 the potential health and safety hazards in the web design studio • Demonstrate satisfactory understanding of energy efficiency and waste reduction in the web design studio • Demonstrate satisfactory understanding of career opportunities related to the area of website development • Demonstrate satisfactory understanding of the basic elements of HTML and its structure 	<ul style="list-style-type: none"> • Demonstrate basic understanding of the potential health and safety hazards in the web design studio • Demonstrate basic understanding of energy efficiency and waste reduction in the web design studio • Demonstrate basic understanding of career opportunities related to the area of website development • Demonstrate basic understanding of the basic elements of HTML and its structure

AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p>Use of the internet</p> <p>Plan to create and develop a website</p> <p>Organisation of files and folders</p> <p>Use of website design software</p> <p>Publishing and content management of final website</p> <p>End product to be fit for purpose</p>	<ul style="list-style-type: none"> • Demonstrate excellent ability to use the internet • Demonstrate excellent use of materials and resources to help plan and develop a website • Demonstrate excellent ability to structure folders and apply relevant names to files • Demonstrate excellent use of web design software to visualise a final idea based on a client brief • Demonstrate excellent ability to publish the final website • Demonstrate excellent ability to update content on the website • Demonstrate in an excellent manner how the final design meets the client brief 	<ul style="list-style-type: none"> • Demonstrate very good ability to use the internet • Demonstrate very good use of materials and resources to help plan and develop a website • Demonstrate very good ability to structure folders and apply relevant names to files • Demonstrate very good use of web design software to visualise a final idea based on a client brief • Demonstrate very good ability to publish the final website • Demonstrate very good ability to update content on the website • Demonstrate in a very good manner how the final design meets the client brief 	<ul style="list-style-type: none"> • Demonstrate good ability to use the internet • Demonstrate good use of materials and resources to help plan and develop a website • Demonstrate good ability to structure folders and apply relevant names to files • Demonstrate good use of web design software to visualise a final idea based on a client brief • Demonstrate good ability to publish the final website • Demonstrate good ability to update content on the website • Demonstrate in a good manner how the final design meets the client brief

AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	<p>Use of the internet</p> <p>Plan to create and develop a website</p> <p>Organisation of files and folders</p> <p>Use of website design software</p> <p>Publishing and content management of final website</p> <p>End product to be fit for purpose</p>	<ul style="list-style-type: none"> • Demonstrate satisfactory ability to use the internet • Demonstrate satisfactory use of materials and resources to help plan and develop a website • Demonstrate satisfactory ability to structure folders and apply relevant names to files • Demonstrate satisfactory use of web design software to visualise a final idea based on a client brief • Demonstrate satisfactory ability to publish the final website • Demonstrate satisfactory ability to update content on the website • Demonstrate in a satisfactory manner how the final design meets the client brief 	<ul style="list-style-type: none"> • Demonstrate basic ability to use the internet • Demonstrate basic use of materials and resources to help plan and develop a website • Demonstrate basic ability to structure folders and apply relevant names to files • Demonstrate basic use of web design software to visualise a final idea based on a client brief • Demonstrate basic ability to publish the final website • Demonstrate basic ability to update content on the website • Demonstrate in a basic manner how the final design meets the client brief

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 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 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						
Use of internet						
Plan to create and develop a website						
Organisation of files and folders						
Use of website design software						
Publishing and content management of final website						
End product to be fit for purpose						
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.

