

SEG Awards Qualifications in Progression

Level 3 - Unit Specification Guide

About Us

Skills and Education Group Awards continually invest in high quality qualifications and services across education. As a result we have a long-established reputation for supporting skills providers to enable individuals to gain skills for employment, skills for learning and skills for progression.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Online Registration System](#)

Sources of Additional Information

The [Skills and Education Group Awards Website](#) provides access to a wide variety of information.

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Units from the Optional Group

Career Planning

Unit Reference	J/504/8649
Level	3
Credit Value	3
Guided Learning	21
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand own strengths, qualities, skills and abilities	1.1. Evaluate own strengths, qualities, skills and abilities. 1.2. Assess how these contribute to the roles, responsibilities or activities in which they are applied.
2. Understand relevant sources of information, advice and guidance in relation to career management	2.1 Evaluate different sources of information, advice and guidance in relation to own career planning.
3. Know how own abilities relate to progression opportunities	3.1 Evaluate own attributes in relation to the requirements of progression opportunities. 3.2 Justify a strategy to overcome any mismatches identified.
4. Know how to plan for transition to the next stage of education, training or work	4.1 Produce a Career Action Plan. 4.2 Justify the contents of the Career Action Plan. 4.3 Produce a detailed application for progression to the next stage of training or career.

Supporting Unit Information

Career Planning – J/504/8649 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand own strengths, qualities, skills and abilities.

1.1 Evaluate own strengths, qualities, skills and abilities.

Encourage learners to identify strengths, qualities, skills and abilities that can be evidenced from all areas of their life, including hobbies and home life. The learner should describe the attribute and evaluate them.

'Evaluate' means that the learner should be able to identify the relative strength of each attribute and this might be done through a 'scaling' exercise (e.g., on a scale of 1 to 5, how do you rate this attribute). It is likely that some attributes will overlap the four areas. Several examples are required and it is not expected that learners will choose only those attributes in which they are strong.

- 'Strengths' might include: determination, friendliness, flexibility
- 'Qualities' might include: sticking to own beliefs and values, honesty, work ethic
- 'Skills' might include cooking, crochet, bicycle maintenance, video recording, blogging
- 'Abilities' might include speaking and listening, studying or working to deadlines, following instructions.

1.2 Assess how these contribute to the roles, responsibilities or activities in which they are applied.

Using the attributes identified and evaluated in AC1.1, the learner must assess how each one contributes to their roles, responsibilities or activities. For instance: 'Determination' might be used to overcome a daily challenge, such as a long journey to college or work. Without a high level of determination, the learner would not be able to sustain that activity. If they fail to attend on time, they may lose their college place or job. The learner might identify that a relatively weak attribute is hindering their daily life. For instance, poor time-management might mean that they struggle to complete tasks to deadline and this causes stress.

Learning Outcome 2: Understand relevant sources of information, advice and guidance in relation to career management.

2.1 Evaluate different sources of information, advice and guidance in relation to own career planning.

'Sources of information, advice and guidance' might include the Careers Service, school, colleges, training providers, employers, personal contacts, and internet. A number of sources should be listed, along with an evaluation of how each is relevant to the learner's own career planning. For instance, the Careers Service might be very helpful in knowing what qualifications are required in order to pursue a particular career but lack information on what opportunities there are for training and education in the local area. In order to do this, the learner might use each source as a project.

Learning Outcome 3: Know how own abilities relate to progression opportunities.

3.1 Evaluate own attributes in relation to the requirements of progression opportunities.

The learner should match the attributes identified in AC1.1 to the progression routes identified through accessing the sources identified in AC 2.1 and evaluate how those attributes support each route. For example: the learner has excellent time-keeping and IT skills and is a skilled communicator. These attributes match the requirements of Call Centres and Recruitment Agencies, and would also support an advanced course in further or higher education. The same learner might identify that a weak attribute (poor study skills, for example) suggests that they would struggle in college or HE unless they can improve this attribute.

3.2 Justify a strategy to overcome any mismatches identified.

The learner must identify where their attributes do not completely meet the requirements of progression opportunities and explain how they might either:

- a) Change the attribute or
- b) Find a different route.

They must justify the strategy they have chosen (see example in AC3.1).

Learning Outcome 4: Know how to plan for transition to the next stage of education, training or work.

4.1 Produce a Career Action Plan.

At this stage, the learner must make a choice about which way they wish to progress. A 'Career Action Plan' is a long term plan. It could be thought of as a road map that goes from choosing an occupation to becoming employed in the occupation, to reaching a long-term career goal. Dates should be put against each stage of the plan as well as what needs to be in place to achieve the stage (for instance, a particular qualification or promotion within the workplace).

4.2 Justify the contents of the Career Action Plan.

The learner needs to explain each stage of their Career Action Plan and how they intend to progress, demonstrating a logical approach that is related to their own attributes. Some assessment methods that would be useful for this AC would be a presentation, a written description or through Oral question and answer.

4.3 Produce a detailed application for progression to the next stage of training or career.

An 'application' might be a college or training provider application form, or a job application form. It is not required for the learner to submit the application if it is not appropriate at that time (for instance, colleges have set application and registration points in the year) but it must be ready for submission, with sufficient detail.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

For this Unit, it is important that teachers know local sources of careers guidance, information and advice as well as opportunities for progression. Career action plan templates are available online. Employment agency Reed has a section on their website that might be helpful.
[<https://www.reed.co.uk/career-advice/how-to-make-a-career-plan/>]

It is important to note that this Unit is closely related to Units at levels 1 and 2. Attention must be paid to the verbs used in Assessment Criteria to ensure that learners are working at the correct level.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Written description

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Report
- Project
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Communication in the Workplace

Unit Reference	L/504/7521
Level	3
Credit Value	3
Guided Learning	21
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the lines of communication within own organisation.	<p>1.1 Analyse the effectiveness of the structure of own organisation in the context of communication.</p> <p>1.2 Justify the need for mechanisms to gather and distribute information within the organisation.</p>
2. Understand the need to communicate effectively with team members.	<p>2.1 Identify who vital information is reported to in own team.</p> <p>2.2 Summarise how vital information is reported.</p> <p>2.3 Analyse the need for effective communication with team members.</p> <p>2.4 Explain how communication could be improved in own organisation.</p> <p>2.5 Explain how to get all relevant people involved in improvement schemes for communication.</p>

<p>3. Know how to define tasks for interpretation by others.</p>	<p>3.1 Produce a communication.</p> <p>3.2 Assess how easily the communication was understood by others.</p> <p>3.3 Analyse the effect of own skills on communication within the organisation.</p>
<p>4. Understand how conflict is dealt within own organisation.</p>	<p>4.1 Evaluate the process within the organisation for dealing with issues.</p> <p>4.2 Summarise how that process could be improved.</p>

Supporting Unit Information

Communication in the Workplace – L/504/7521 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the lines of communication within own organisation.

1.1 Analyse the effectiveness of the structure of own organisation in the context of communication.

This might be achieved through an organisation chart with the learner identifying their own role within the chart, their line manager and/or team leader, immediate colleagues and any separate HR function. They should also be able to describe different teams or functions (e.g., finance, HR), how different levels of manager and leader relate to each other and to their own role. Learners must analyse the effectiveness of this structure, in the context of communication, and might comment on timeliness of information, to what extent communications are clear and whether messages about the same topic, but given by different people, are the same. Learners might also identify the most effective communication structure and the least effective, justifying their answers by reference to actual incidents or other evidence.

1.2 Justify the need for mechanisms to gather and distribute information within the organisation.

'Information' will include policies and procedures, work instructions, reports, information about changes to organisation and staffing, informal events such as parties and staff socials, formal events such as award ceremonies, staff meetings.

'Mechanisms' may include internal and external meetings, networking across and between organisations, newsletters and other publications, information gathering over the phone or in writing.

'Gathered' may include minutes of meetings, project work, updating databases and individual responsibility (for instance, managers may circulate information gathered during external events)

'Distribute' may include letters and memos, intranet, staff handbook, group and individual email, spoken communication, internal social media

such as Yamma, team meetings.

To achieve this AC, the learner must comment on the importance of information to the organisation and its staff and customers and give specific examples to show how the organisation's effectiveness depends on gathering and distributing information.

Learning Outcome 2: Understand the need to communicate effectively with team members.

2.1 Identify who vital information is reported to in own team.

Learners must identify their own team leader or line manager. In larger or more complex teams, other people may be recipients of 'vital information' and this must be explained.

2.2 Summarise how vital information is reported.

A summary of different methods, or the most appropriate method according to the nature of the 'vital information', should be given. This is likely to include email and spoken communication. The word 'vital' in this AC implies a level of urgency and formality.

2.3 Analyse the need for effective communication with team members.

To achieve this AC, learners should give reasons for effective communication and contrast this with what might happen if communication is not effective.

Reasons for communicating effectively may include: to have clarity about work role, deadlines and standards for achievement; to give reasons for absence and return to work (including holidays); to ensure that team members are working towards a shared goal; to find out information; to give information; to maintain good working relationships by avoiding misunderstandings; to resolve problems between colleagues. Learners must 'explain' and this might be done by asking them to explain the overarching context for these communications, who is responsible and their own role.

Implications of poor communication may include: tasks are not completed to the required standard, or not to deadline; disciplinary procedures if absence and return to work are not communicated; staffing levels are not planned appropriately if holiday time is taken without timely communication; team members lack clarity about the goal and tasks they have in common and this wastes time through duplicated work or having gaps in the task at the deadline; information given and received is not clear, leading to misunderstandings and wasted time in clarification; conflict arising because colleagues are at cross purposes or have not resolved minor problems at an early stage.

2.4 Explain how communication could be improved in own organisation.

Based on a combination of AC1.1 and AC2.3, the learner should explain how communication could be improved. For assessment, choose a range of up to three examples:

Examples:

- Communication about the future direction of the organisation
- Communication about progress towards a goal or mission
- Communication between team members when one has been absent from work or missed a team meeting

2.5 Explain how to get all relevant people involved in improvement schemes for communication.

Based on AC2.4, the learner should plan strategies and activities that involve all the people required to make two or more of their suggested improvements in communication.

Strategies might include: analysis of current situation and identification of desired improvement; analysis of people who are relevant to the change; identification of the roles each person will play in the change; meetings with decision makers, meetings with those who receive and/or send communications; group email communication; one-to-one conversations. Explanation should include which strategy will work best for the context or for the person, and why.

Learning Outcome 3: Know how to define tasks for interpretation by others.

3.1 Produce a communication.

The learner must produce a communication ('a communication' implies a single presentation or email) that defines a task and circulate it to other people. While it is always preferable, at this level, for evidence to be drawn from real life, this task could be completed as an exercise within the course, using course colleagues as the 'others'. However, the task defined must be sufficiently complex to allow the learner to assess its success and analyse their own communication skills. Guidance is given on effective instruction-giving in the section Teaching Strategies and Learning Activities.

3.2 Assess how easily the communication was understood by others.

The learner must assess the success of their communication from AC3.1. To gather sufficient evidence, the task communicated might be discussed in a group or actually completed, with the learner noting what was understood and what was understood less well. Feedback from those who

received the communication will also provide evidence for the learner's assessment.

3.3 Analyse the effect of own skills on communication within the organisation.

Based on AC3.2, the learner must analyse how their skills contribute to organisational communication. Their evidence for AC2.3 might provide a foundation for this analysis.

The learner might, for instance, use a scaled approach (a list of communication skills and techniques self-assessed on a 1 – 5 scale) and produce an improvement plan.

Learning Outcome 4: Understand how conflict is dealt with in own organisation.

4.1 Evaluate the process within the organisation for dealing with issues.

The learner must evaluate their own organisation's process for resolving conflict. This might be a 'problem resolution' policy and procedure but there will also be disciplinary and grievance policies and procedures. Appropriate evidence would be a copy of the relevant policies and procedures along with an explanation of how they work in practice, based on case studies or scenarios. The learner must explain what works well and what works less well and this might include elements like how speedy the process is, how accessible and inclusive the process is for all staff members/volunteers, whether there is sufficient 'neutral' input to act as mediator or facilitator, whether staff who act as mediators are sufficiently experienced or qualified.

4.2 Summarise how that process could be improved.

Based on AC4.1, the learner must summarise how the process for resolving conflict might be improved. It is likely that AC4.1 and AC4.2 will be completed as a single exercise.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

For LO3: Features of clear instruction include: explaining the purpose of the instruction and the overarching goal; listing the elements of the task

and who is responsible for carrying them out; deadlines and timelines; how the people working on the task will communicate. Communication of instructions should be planned so that it is both concise and precise. Assumptions should be avoided and the listener's understanding must be checked out. An opportunity for questions should be provided. Examples could be provided (e.g., 'when you complete the document, it should look like this one'). Finally, clarity about what to do if there is any uncertainty, if things aren't going to plan.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Written description

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Practical demonstration

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Improving Own Learning and Performance

Unit Reference	F/504/8276
Level	3
Credit Value	3
Guided Learning	21
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about different ways of learning which reflect own likes and dislikes.	1.1. Evaluate a learning style which they like. 1.2. Evaluate a learning style which they dislike. 1.3. Explain how they can develop the strategies necessary to cope with a style they dislike. 1.4. Assess own strategy for improving learning in an area they feel needs improving.
2. Be able to use own strengths, aptitudes and skills to determine realistic learning targets.	2.1. Evaluate the extent to which the setting of short and long term learning targets is effected by: a) Own strengths b) Own aptitude c) Own skills. 2.2 Select short term learning targets based on existing: a) Strengths b) Aptitudes c) Skills 2.3 Select long term learning targets based on existing: a) Strengths b) Aptitudes c) Skills

<p>3. Be able to make decisions about how to achieve learning targets.</p>	<p>3.1. Produce an action plan to meet the identified learning targets within a given timescale.</p> <p>3.2. Work independently towards the identified targets using different activities.</p>
<p>4. Be able to review performance against own learning targets.</p>	<p>4.1. Evaluate own performance in meeting learning targets.</p> <p>4.2. Revise the plan action to improve performance.</p>

Supporting Unit Information

Improving Own Learning and Performance – F/504/8276 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about different ways of learning which reflect own likes and dislikes.

1.1 Evaluate a learning style which they like.

'Learning style' might include: online learning, learning as part of a group, one-to-one tutoring, learning 'on the job', formal 'chalk and talk' (lecturing), blended learning (a combination of classroom and online learning), learning through visual, aural or kinesthetic stimuli.

The learner must choose one (or a combination) of these that they like and evaluate it. This might be done through analysing the strengths and limitations of the 'learning style'.

1.2 Evaluate a learning style which they dislike.

'Learning style' might include: online learning, learning as part of a group, one-to-one tutoring, learning 'on the job', formal 'chalk and talk' (lecturing), blended learning (a combination of classroom and online learning), learning through visual, aural or kinaesthetic stimuli.

The learner must choose one (or a combination) of these that they dislike and evaluate it. This might be done through analysing the strengths and limitations of the 'learning style'.

1.3 Explain how they can develop the strategies necessary to cope with a style they dislike.

The ability to learn in multiple different 'styles' is more important as learners progress as they are less likely to have much choice about the style adopted by the teacher. The most important factor in learning to learn in different 'styles' is the 'WIIFM' (What's in it for me) factor. If the learner can identify that learning in a different way will be beneficial to them, they are more motivated to find ways to accommodate it.

'Strategies' might include using learning styles with which they are comfortable and adapting them to support a style they dislike. For instance, if they dislike 'chalk and talk' and like working on their own, they might make notes on things that are interesting or appealing during the taught session and research these when not in class. If they struggle with organisation, they might use different colours of paper or pens to keep track of and categorise notes.

Strongly kinaesthetic learners and those with some conditions like ADHD or autism may find it helpful to doodle or use physical stimulators like worry beads when not able to move around.

1.4 Assess own strategy for improving learning in an area they feel needs improving.

All strategies will need to be practiced to be effective so the learner will need to find out what works for them. This AC asks the learner to assess the extent to which the strategy works to overcome their dislike of the chosen style.

Learning Outcome 2: Be able to use own strengths, aptitudes and skills to determine realistic learning targets.

2.1 Evaluate the extent to which the setting of short and long term learning targets is effected by:

- a) Own strengths
- b) Own aptitudes
- c) Own skills.

The learner needs to identify their strengths, aptitudes and skills and describe how each supports the setting of short term and long term learning targets. These areas may overlap.

Examples of each include:

- Strengths: confidence, assertiveness, resilience, commitment
- Aptitudes: studying on one's own, researching topics of interest, using social media, working with others
- Skills: Communication in speaking and listening, study skills, writing essays, doing presentations
- Example: 'I am assertive, which means that I am able to ask clearly for the help I need. This affects setting learning targets because I can get guidance and support from other people. I find writing essays very difficult and so I am less likely to succeed in a target that requires academic study and assignments'.

- 2.2 Select short term learning targets based on existing:
- a) Strengths
 - b) Aptitudes
 - c) Skills.

Short term will mean less than 6 months. Long term is more than 6 months.

This will be based on a SMART goal (Specific, Measurable, Achievable, Relevant/Realistic, and Timetabled) and the learner should be able to say 'what success looks like' and justify the learning targets by reference to AC2.1.

- 2.3 Select long term learning targets based on existing:
- a) Strengths
 - b) Aptitudes
 - c) Skills.

Short term will mean less than 6 months. Long term is more than 6 months.

This will be based on a SMART goal (Specific, Measurable, Achievable, Relevant/Realistic, and Timetabled) and the learner should be able to say 'what success looks like' and justify the learning targets by reference to AC2.1.

Learning Outcome 3: Be able to make decisions about how to achieve learning targets.

- 3.1 Produce an action plan to meet the identified learning targets within a given timescale.

Make an action plan to support the learner in achieving LO3 and LO4. This will be based on a SMART goals (see AC2.2), which are their learning targets. In table format, the learning target is in the left-hand column, steps towards the learning target are in column 2, resources required at each stage (advice/guidance, finance, time etc) in column 3, date for achievement in column 4 and a Comments column for noting their own progress (see AC4.2) and any revision of the long term target, dates etc.

'Steps' might include: complete a Food Safety course, identify opportunities for an apprenticeship in a vocational area, register for an online course, and attend evening classes.

- 3.2 Work independently towards the identified targets using different activities.

'Work independently' reflects the level of this Unit. The learner, having identified a short-term and a long-term learning target, will follow the Action plan formed in AC3.1 without direct support from the teacher or others.

Learning Outcome 4: Be able to review performance against own learning targets.

4.1 Evaluate own performance in meeting learning targets.

'Evaluate' means that the learner must be able to identify both where they have made progress, and how, and where they have been less able to progress, and why.

4.2 Revise the plan action to improve performance.

The learner revises their own learning targets, based on AC4.1

'Revision' might include:

The goal itself – for instance, if the learner identified a learning target that they now discover is not pertinent to their career aims or if they have added a new learning target.

Timing for steps towards the goal – for instance, if they cannot enrol at college until later in the year

Resources (e.g., support and/or advice, finance)

Personal attributes that they may need to develop in order to achieve goals

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

AC3.2 asks for the learner to 'Work independently towards the identified targets using different activities.' Time must be planned for between the learning activities for the learner to do this so that they can complete LO4.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is

important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has two prescribed assessment methods:

- Written description
- Reflective log/diary

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Interpersonal Skills

Unit Reference	K/504/7784
Level	3
Credit Value	3
Guided Learning	21
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand personal strengths and weaknesses.	1.1. Assess personal strengths and weaknesses. 1.2. Outline strategies for development of personal strengths and weaknesses.
2. Understand the need for time management.	2.1 Describe changes needed in own time management. 2.2 Apply changes in practice.
3. Understand the need to manage stress.	3.1 Evaluate how stress management strategies work in practice.
4. Understand the difference between constructive and destructive criticism.	4.1 Explain the feelings which arise when receiving: a) Constructive criticism b) Destructive criticism. 4.2 Assess the effect on others of criticism or compliments.
5. Understand the application of body language in personal and work related situations.	5.1 Explain how an awareness of body language can assist in understanding the behaviour of others in personal and work related situations.

<p>6. Understand different behaviours.</p>	<p>6.1 Give examples of: a) Aggressive behaviour b) Passive behaviour c) Assertive behaviour.</p> <p>6.2 Evaluate a situation which shows the benefits of assertive behaviour.</p> <p>6.3 Explain how demonstrating more confident behaviour can affect relationships with others.</p>
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Supporting Unit Information

Interpersonal Skills – K/504/7784 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand personal strengths and weaknesses.

1.1 Assess personal strengths and weaknesses.

'Strengths and weaknesses' will be anything that the learner identifies for themselves and may include:

- Time management
- Confidence in social situations
- Dealing with stress
- Saying 'no' to unwelcome requests
- Asking for advice
- Accepting feedback and constructive criticism
- Giving feedback to others
- Supporting family and friends
- Giving time to the community
- Communicating through speaking and listening

1.2 Outline strategies for development of personal strengths and weaknesses.

'Strategies' include:

Setting goals for achievement, based on the SMART model (specific, measurable, achievable, relevant, and timetabled) and create an action plan with steps to achieve improvement.

The learner will need to know 'what success looks like' and – at this level, should use a comprehensive action plan model like the one below.

Attribute	Goal	How will I know when the goal is achieved?	Action points	What help, support or resources do I need?	Date for review
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The learner may ask for feedback from work or study colleagues and from their family before they set their goals for change and at the point of review. This has unexpected benefits in that families and other familiar people often stereotype a person's behaviour early in the relationship and continue to treat them as though it were still true. By asking them about the specific attribute, these familiar 'others' may revise their opinion and encourage development.

Practice and intention is often the key to success. For instance, a weakness in 'supporting family and friends', once brought to mind, raises awareness of the needs of others and the will to respond to them.

Learning Outcome 2: Understand the need for time management.

2.1 Describe changes needed in own time management.

Reasons for managing own time include:

- Completing tasks on time
- Reduction of stress as deadlines approach
- Using time wisely (e.g., for study or personal development)
- Being punctual for appointments
- Respecting other people's time

The learner may identify that they are not successful in one or more of these and may, furthermore, identify aspects of their own time management that require change.

2.2 Apply changes in practice.

The learner may apply one or more of these techniques to improve time management and keep a record showing how they have applied them in practice.

- Time boxing – estimating how long a task will take and diarying chunks of time to get it done
- Splitting big tasks into smaller, more manageable pieces
- Allowing an extra 10 minutes to get to appointments
- Use electronic means of communication rather than meetings and phone calls
- Schedule time out for yourself – this avoids breaking up a period of time that is scheduled for tasks and motivates you to stay on track

- Do small and simple tasks when least ready for serious work (early morning or late afternoon, for instance)
- Set times to check emails and texts and turn off the apps in between
- Setting priorities for tasks – what needs to be done quickly and what is more important.

Learning Outcome 3: Understand the need to manage stress.

3.1 Evaluate how stress management strategies work in practice.

Signs and symptoms of stress include:

- A 'short fuse' – easily breaking into anger and aggression, moody and irritable, intolerant of others
- Feeling out of control or overwhelmed
- Loneliness and isolation
- Depression and general unhappiness
- Fidgeting
- Clumsiness – becoming 'accident prone'
- Unable to settle to one task, easily distracted
- Not taking care over appearance
- Physical symptoms – lack of sleep, prone to infection, feeling unwell for no real cause, headaches, chest pain and rapid heartbeat, upset stomach.

Strategies for managing own stress may include: avoiding caffeine, nicotine and alcohol; taking physical exercise; getting more sleep; mindfulness techniques; talking it through with someone trustworthy; managing time (for instance, using 'time blocking' to plan tasks in advance); keep smiling; learn to say 'no'

Learners are required to put into practice two or more of these techniques (or other strategies) and evaluate the success of the strategies. That is, the extent to which they reduce stress, ease of implementation, etc. The experience of other people may also inform their evaluation.

Learning Outcome 4: Understand the difference between constructive and destructive criticism.

4.1 Explain the feelings which arise when receiving:

- a) Constructive criticism
- b) Destructive criticism.

Destructive criticism blames, constructive criticism praises.

Constructive criticism is forward looking – it praises good work and explains what needs to change in order to achieve. It is:

Specific about what it refers to
Precise in describing it (not long winded)
Kind about what has gone well
Positive about success
Given when the receiver is ready to hear it

Destructive criticism focuses on what has happened in the past (and can't be changed) – it may acknowledge what has gone well but also details what went less well without guidance to put it right.

Following constructive criticism, the receiver feels positive that they can get it right next time and happy with what went well this time.

Following destructive criticism, the receiver does not know what they can do to remedy defects, feels negative about achievement and ignores what went well.

4.2 Assess the effect on others of criticism or compliments.

'Criticism or compliments' includes both types of 'criticism' (from AC4.1) with the addition of 'compliments'. Compliments are a positive feedback without the addition of the constructive 'what to do to improve'. Learners are required to 'assess the effect on others' and this might be through their own experience of criticising and complimenting in real life (work, education or personal life) or through a learning activity.

Learning Outcome 5: Understand the application of body language in personal and work related situations.

5.1 Explain how an awareness of body language can assist in understanding the behaviour of others in personal and work related situations.

Body language is the use of non-verbal communication and includes:

Facial expression - (smiling, frowning, grimacing, rolling eyes, etc), keeping eye contact to indicate interest or attention.

Gestures – using hands to describe or express emotion, looking at one's watch to suggest time is short, indicating that you want the bill in a restaurant by miming scribbling a signature, opening arms wide to emphasise a point.

Body language and posture – leaning forward to indicate interest, nodding and shaking head, crossing arms or legs.

Tone of voice – saying the same thing but in a different way can indicate

emotion or uncertainty. This is called 'paralinguistics'. Turning the end of a sentence upwards to indicate a question, for instance, use of loud or soft tones, raising the pitch of the voice to show excitement or happiness.

Touching – being aware of personal space, touching someone's arm or wrist in sympathy or to get their attention.

Appearance – how we dress says something about how we want to be perceived.

The learner will draw on personal and work-related situations (this does not imply that the learner is employed) to explain how behaviour and attitudes are illustrated or enhanced through body language and how this enables them to better understand other people.

Learning Outcome 6: Understand different behaviours.

- 6.1 Give examples of:
- a) Aggressive behaviour
 - b) Passive behaviour
 - c) Assertive behaviour.

Aggressive behaviours are where the person asserts their own rights and needs above the rights and needs of other people. This may not appear 'aggressive' in the usual sense in which we use this word. For instance, they may not talk loudly or gesture angrily. However, this may change if the person does not get what they want.

Aggressive behaviours include: insisting that someone else does something they don't want to do; refusing to acknowledge a different point of view; refusing to listen to the other person.

Appropriate responses to aggressive behaviour are: keep your distance – aggressive people already have raised tension and getting close to them may escalate aggressive behaviours; acknowledge what you both agree on and isolate what you cannot agree to; behave assertively and calmly – aggressive behaviours are not reduced by passive responses. Use the UHT technique 'I understand that... However, I cannot agree to... Therefore ...'; try to calm the situation and to gain time for both of you to reflect on the situation.

Passive behaviours are where the person asserts the rights and needs of other people above their own rights and needs. Again, this may not appear 'passive' in the sense of someone behaving meekly or shyly. Passive behaviours include: doing things that you don't want to do; not putting forward your own point of view; insisting that the other person has their way, even when offered the opportunity to argue for your own.

Appropriate responses to passive behaviours include: do not take advantage! be assertive in asking the person what it is that they would like before answering a similar question; tell the person what you intend to do and ask them what they will do; stand your ground if they continue to try and 'help' you and disadvantage themselves.

Assertive behaviours acknowledge the equal right of both parties to have their needs met.

Assertive behaviours include: giving the other person time to think and respond to points made in a conversation, using questioning skills to elicit further comments and to clarify points, negotiating decisions, seeking an equal division of labour or activities.

Appropriate responses to assertive behaviours: there is only one – be assertive, too.

6.2 Evaluate a situation which shows the benefits of assertive behaviour.

'Evaluate a situation' requires the learner to review an instance in which one or all participants have used assertive behaviour to resolve a difficulty or negotiate an agreement. The learner should compare and contrast the benefits of assertive behaviour with those of aggressive and passive behaviour.

6.3 Explain how demonstrating more confident behaviour can affect relationships with others.

The learner is required to explain how demonstrating 'more confident' behaviour affects relationships with others.

Confident Behaviour includes:

Stance: upright and relaxed, head up, leaning in to a speaker during conversation

Body language: maintaining eye contact, smiling, nodding

Speech: clear and at a moderate pace, 'turn taking' in conversation, pausing to choose words, asking questions to elicit further information, giving own opinion having paid attention to the other person's.

Other behaviours: taking on tasks and situations that are not familiar, 'face the fear and do it anyway', Assertiveness.

Relationships with others are generally benefited by more confident behaviour because communication is clearer and more honest. Each person in the relationship feels that it is more 'genuine' and this builds trust.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary
- Practical demonstration

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

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Presentation Skills

Unit Reference	R/504/8136
Level	3
Credit Value	3
Guided Learning	21
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know why and/or when formal presentations can be used	1.1. Explain why and/or when a formal presentation could be used.
2. Be able to plan a presentation	2.1 Identify the issues to be considered when preparing and delivering a presentation. 2.2 Explain the aims and purpose of the presentation. 2.3 Plan the presentation to include: (a) A clear structure (b) Clear points based on subject knowledge (c) An awareness of audience needs (d) Timely use of appropriate visual aids
3. Know about using visual images in presentations	3.1 Identify visual aids for use in own presentation. 3.2 Prepare visual aids for use in a presentation. 3.3 Use visual aids in a simple presentation.

4. Know about techniques for scripting a presentation	<p>4.1 Explain types of scripting techniques that can be used for presentations.</p> <p>4.2 Demonstrate the use of a scripting technique.</p>
5. Know about the health and safety requirements involved in using equipment for presentations	5.1 Apply health and safety procedures when making a presentation.
6. Be able to deliver a presentation	<p>6.1 Give a presentation that includes the following:</p> <ul style="list-style-type: none"> (a) Style relevant to the needs of the particular audience, situation and subject (b) Clear, audible delivery with varied tone and pace (c) Eye contact with the audience (d) Unobtrusive use of notes (e) Use of techniques to engage the audience (f) Use of visual aids (g) Comprehension check with the audience that they have followed the main points <p>6.2 Evaluate own presentation skills.</p>

Supporting Unit Information

Presentation Skills – R/504/8136 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know why and/or when formal presentations can be used.

1.1 Explain why and/or when a formal presentation could be used.

Formal Presentations may be necessary:

- As part of a work role, to colleagues or customers
- As part of a college course
- To put over your point of view to a group
- To inform a group or pass on (disseminate) knowledge
- To motivate others to take action
- When part of a group working on a joint project

Learning Outcome 2: Be able to plan a presentation.

This LO requires the learner to choose a presentation topic and start preparation for delivery.

2.1 Identify the issues to be considered when preparing and delivering a presentation.

Purpose: The structure, style, content and visual aids should be appropriate to the purpose of the presentation (see examples of purpose in AC1.1)

Audience: The audience may be people who have some prior knowledge or people with no knowledge of the topic. The needs, expectations and aspirations of the audience must be considered during planning.

Accessibility: the audience may include people who have accessibility requirements, such as language interpretation, wheelchair access, etc. and it is good practice to remember that 56% of the population have some hearing loss.

Resources: Venue layout and available equipment, including projector/laptop, flipchart, microphone and electronic resources such as live feed, polling software, etc.

Structure: Presentations may be formal or informal. In either case, they should include:

- a) a welcoming introduction with a brief overview of the subject matter
- b) a coherent series of the main points, presented in a logical order
- c) a conclusion that sums up the main points

There may also be a 'call to action' – what the presenter wants the audience to do following the presentation.

Three common structures:

1. Problem-Solution – a problem is stated that the content seeks to solve
2. Story – Using a narrative as a starting point, a problem or dilemma is presented and the remainder of the presentation seeks to resolve the dilemma. There is usually a 'call back' at the end of the presentation to the original narrative, linking the solution to what happened in the story.
3. Review of arguments – reviews a number of different viewpoints, critiques them and offers a better (or the best) solution.

Delivery styles: An informal presentation may not include visual images, especially if the presentation is impromptu (e.g., to a work or study group).

Visual style – this relies on images to convey a mood or a message. Steve Jobs and Seth Godin are both well known for the use of startling, simple visuals and their presentations can be found on YouTube. This style supports the use of narrative (story-telling) and humour.

Instruction – this style of presentation is aimed at conveying information and knowledge, rather than inspiring or 'selling' an idea. Visual aids often contain statistics, charts and flow diagrams.

Story-telling – this style of presentation uses the presenter's own experiences to inspire, motivate and inform. Amy Cuddy's TED Talk 'Your body language may shape who you are' is a notable example.

Facilitative – not all presentations are solely from the presenter to the audience. A presenter using the facilitative style will ask the audience to come up with ideas or answer questions and hold, in effect, a conversation around their chosen subject. This may be interspersed with 'input' – the presenter speaking on their own and often showing visuals that illustrate their points.

Visual Aids: may include PowerPoint, flipchart, handouts, physical resources (toys, models, article being presented), tablets, smart phones or other electronic devices, coloured paper and sticky notes, etc. Reasons for the use of visual aids: they may provide clarity of information, the ability to collect and collate information from audience, visual representation of the article being presented, to aid engagement with the audience, to introduce humour.

2.2 Explain the aims and purpose of the presentation.

The learner must choose a topic for their presentation and explain their Aims and Purpose (see AC2.1 for some examples).

2.3 Plan the presentation to include:

- (a) A clear structure
- (b) Clear points based on subject knowledge
- (c) An awareness of audience needs
- (d) Timely use of appropriate visual aids.

Plan the presentation, choosing a structure that is appropriate to the topic and the audience's needs. The learner will need to explain what these are and why the structure is appropriate. The order of ideas should flow and that the audience should be able to make sense of the rationale behind the ideas. A simple method to help with this is:

1. facts first
2. explain facts and the conflict or problem
3. show new information
4. explain how new information solves problem
5. check that the audience understood

'Subject knowledge' may be the learner's own but could include research using websites, leaflets, books, social media, experts on the topic, the audience (for instance, to find out their level of knowledge and learning needs), operation manuals, colleagues and managers, newspapers and magazines.

'Timely use' – that is, appropriate visual aids should be integrated smoothly into the overall presentation.

Learning Outcome 3: Know about using visual images in presentations.

3.1 Identify visual aids for use in own presentation.

Examples of visual aids are given in AC2.1. The learner is required to identify two or more that will support a simple presentation (AC3.3).

3.2 Prepare visual aids for use in a presentation.

'Preparation' may include PowerPoint slides, pre-prepared flipchart sheets, printed handouts, electronic polling or live feed devices, models or products.

3.3 Use visual aids in a simple presentation.

Deliver a 'simple presentation' using the visual aids prepared in AC3.2 'Simple' is likely to be shorter than the full presentation in LO6 and based on two or three straightforward points with an introduction and a conclusion.

Learning Outcome 4: Know about techniques for scripting a presentation.

4.1 Explain types of scripting techniques that can be used for presentations.

'Scripting' is the use of prompts for the spoken element of the presentation.

Examples include: the use of Notes in PowerPoint, either printed or visible in Presenter's View setting; cards with prompts for the key points, autocue.

4.2 Demonstrate the use of a scripting technique.

'Demonstrate' means that the learner should prepare a script, using one of the techniques in AC4.1, and demonstrate its use. See Teaching Strategies and Learning Activities.

Learning Outcome 5: Know about the health and safety requirements involved in using equipment for presentations.

5.1 Apply health and safety procedures when making a presentation.

'Health and Safety procedures' will include a simple risk assessment of the equipment to be used in the presentation.

Wires should be tucked away or concealed beneath trunking or cord covers. Chairs should be laid out with adequate room for people to pass along the rows or around the tables. Flipchart stands are inherently unstable and must be at the correct angle for safe use. Laptop (and projector, if it is not ceiling mounted) must be on a flat, level, stable surface. Flipchart markers are often 'permanent' and it is safer to use whiteboard markers, which can be washed out of clothing

and off boards.

Learning Outcome 6: Be able to deliver a presentation.

- 6.1 Give a presentation that includes the following:
- (a) Style relevant to the needs of the particular audience, situation and subject
 - (b) Clear, audible delivery with varied tone and pace
 - (c) Eye contact with the audience
 - (d) Unobtrusive use of notes
 - (e) Use of techniques to engage the audience
 - (f) Use of visual aids
 - (g) Comprehension check with the audience that they have followed the main points.

See Teaching Strategies and Learning Activities.

- a) See AC2.1 for guidance on Styles
- b) 'Clear and Audible' – so that all the audience can hear
- c) 'Tone' – means the pitch of the voice. Learners should aim to speak in a middle range to enhance audibility and clarity. This is particularly difficult when the speaker is nervous. A presentation delivered in a monotone is inherently boring.
- d) 'Pace' means the speed of delivery. Learners should know that there is a place for silence in delivery, especially when changing topics or to get the audience's attention.
- e) 'Eye contact' – it is good practice for the presenter to look at one member of the audience, then another, so long as this doesn't become either a 'stare' or a glance. The intention is to appear to be addressing just that one person, which engages the whole audience as the presenter appear interested in them.
- f) 'Unobtrusive' means not obviously reading off a script. The use of Presenter's View in PowerPoint can be an excellent way to avoid this, as are notes in large script and left on a nearby lectern (discourage learners from standing behind a lectern, though, as this introduces a barrier)
- g) A humorous tone is appropriate to some topics, especially when the presentation is informal, but not to others. For instance, it would probably not be appropriate to a presentation around the introduction of a new work procedure.
- h) Other ways to engage the audience include: story-telling, asking the audience their opinion, asking a rhetorical question (our brains automatically engage when a question is asked, even if it doesn't demand an answer), showing a product or using a prop as part of the presentation (e.g., using building blocks to demonstrate how the points in the presentation are stacking up)
- i) Visual aids – see LO3

- j) 'Comprehension check' should not only be an offer to answer questions. The presenter might ask the audience for a show of hands on the most important thing they learned, the best thing about the new product, etc.

6.2 Evaluate own presentation skills.

'Evaluate' is not only about the skills of the presenter, it is also about the value of the presentation to the audience and the presenter's effectiveness in achieving this. A combination of self-assessment, peer assessment and tutor feedback will support the learner to identify what went well and what improvements will make them more effective.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

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Additional Information

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Problem Solving in the Workplace

Unit Reference	L/504/8670
Level	3
Credit Value	3
Guided Learning	21
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how different factors might influence problem solving in the workplace	1.1 Analyse the factors which influence the choice of solution for a problem. 1.2 Evaluate the implications of possible solutions. 1.3 Identify solutions that take account of the constraints identified.
2. Know how to solve problems	2.1 Analyse the nature of the problem. 2.2 Describe the possible solutions. 2.3 Explain the action that needs to be taken to solve the problem. 2.4 Analyse the consequences of that action.
3. Be able to apply solutions to problems	3.1 Select a preferred solution. 3.2 Explain how the solution was selected. 3.3 Justify the selection. 3.4 Evaluate the effectiveness of the solution.

4. Be able to make appropriate decisions in the workplace	4.1 Justify the decision making process.
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Supporting Unit Information

Problem Solving in the Workplace – L/504/8670 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand how different factors might influence problem solving in the workplace.

1.1 Analyse the factors which influence the choice of solution for a problem.

Here is a single problem and some solutions to help us think about 'factors' influencing the choice of a solution.

Some members of staff are regularly late.

Solutions include:

1. the imposition of a 'clocking in' system for all staff
2. disciplinary action
3. a gentle reminder that all staff should be at their desks by 9am
4. acceptance of the current situation (do nothing)

Scope (the scale) of the problem and the corresponding scope and impact of the potential solution.

We need to consider whether the scope (the scale) of the solution matches the scope of the problem. If one or two staff members are a little bit late in the morning but make up the time by staying later at the end of the day, solutions 1 and 2 are out of balance with the situation and we should choose from 3 and 4.

Impact of the problem and the corresponding impact of the potential solution.

If the impact of these few people being late is significant - other staff members are fed up with their behaviour and are starting to emulate it so that the majority of staff members now turn in late at least once a week, or perhaps the organisation hasn't been able to open its doors at the scheduled time, then we might want to choose solution 1 or 2.

The impact of 1 (clocking in system) demands a considerable amount of

planning, some costs and the introduction of a different culture in the organisation. When we take on board that other teams in the organisation may need to be involved because we are now changing standard terms and conditions, that staff members may dislike the changes so much that they leave or their behaviour becomes disruptive, we recognise that this solution will have a considerable impact on the organisation.

Readiness for Change describes the extent to which staff members will accept the need to change and their willingness to accept the potential solution.

If staff members are generally accepting of the current situation, their tolerance for change will be very low. If the current situation has caused significant frustration, then staff members may actively want change and accept the impact on them as individuals.

Cost of the solution has to be compared to the cost of the problem.

Cost is not only about money, it is also about staff and customer goodwill, effort and time. The cost of the solution must be proportionate to the cost of the problem.

1.2 Evaluate the implications of possible solutions.

Solutions can be evaluated by comparing the factors listed in AC1.1. If no clear solution emerges or if the problem is more complex, two further methods are available:

The Pros and Cons method is a simple comparison of factors in favour of each solution and factors against. 'Doing nothing' must always be included in the list of options, as must the emotional impact of potential solutions. Pros and Cons can be analysed by sharing the different solutions with those involved in the problem and asking them to add their opinions.

For the solutions listed in AC1.1, the simple Pro-Con method might look like this:

Solution	Advantages	Disadvantages
The imposition of a 'clocking in' system for all staff	All staff are treated fairly There will be no need to spend time on monitoring staff lateness	Significant financial cost Staff don't like this system Lack of flexibility when it suits us to

		have staff working at different times
Disciplinary action	We are seen to take action Staff who are arriving late have fair warning to change habits	Time costs of disciplinary action Staff resentment if they feel some are more at fault than others
A gentle reminder that all staff should be at their desks by 9am	Low cost Low time	May be ignored Difficult to prove that the warning was given
Acceptance of the current situation (do nothing)	No cost No time	Problem may grow I continue to feel frustrated about the problem

A weighted scoring method takes a more subtle approach and can be used following the Pros and Cons method to narrow down the choices. In this system, each advantage and disadvantage identified for each solution is given a score that describes the 'weight' or 'value' of the consideration.

The weighted scoring method looks like this:

the imposition of a 'clocking in' system for all staff	Advantages out of 5	Disadvantages out of 5
	All staff are treated fairly 4	Significant financial cost 5
	There will be no need to spend time on monitoring staff lateness 3	Staff don't like this system 5
		Lack of flexibility when it suits us to have staff working at different times 5
Scores	2 advantages, scoring 7	3 disadvantages, scoring 15

Do this for each of the potential solutions and compare the scores.

1.3 Identify solutions that take account of the constraints identified.

In their Practice File, learners should record the most relevant and appropriate solutions for the problem they have identified in LO2.

Learning Outcome 2: Know how to solve problems.

2.1 Analyse the nature of the problem.

Start by stating the problem: *Some members of staff are regularly late.*

Analysis of the problem first involves investigating its Scope (see AC1.1) and this will be through monitoring, counting and recording. In this example, the total of missed staff hours may be very considerable once these figures are brought together.

Follow this by analysing each of the factors listed in AC1.1.

2.2 Describe the possible solutions.

List all the possible solutions and describe them (see example in AC1.1)

2.3 Explain the action that needs to be taken to solve the problem.

Having chosen a solution in AC3.1, explain what action needs to be taken to implement it.

2.4 Analyse the consequences of that action.

What will be the consequences of implementing the solution? You might use the weighted scoring method to analyse them.

Learning Outcome 3: Be able to apply solutions to problems.

3.1 Select a preferred solution.

From the list in AC1.3, select a solution.

3.2 Explain how the solution was selected.

Explain how the solution was arrived at. This will include AC1.1 and AC1.2

3.3 Justify the selection.

'Justify the selection' means that the learner should sum up the factors that led them to this conclusion.

3.4 Evaluate the effectiveness of the solution.

'Evaluate the effectiveness' means that learners must implement the solution and review the extent to which it solved the problem. They might

include unexpected benefits or disadvantages in their evaluation.

Learning Outcome 4: Be able to make appropriate decisions in the workplace.

4.1 Justify the decision making process.

'Justify the process' means that the learners should understand why they used the decision-making process they have learned and its limitations.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

To achieve this Unit, learners must be in a position to solve workplace problems and keep a Practice File of their actions.

These are the stages of problem-solving in the correct order. You may choose to use this order when planning learning activities instead of the LO order.

1. Identify the issues: be clear about what the problem is through monitoring, counting, analysis
2. Understand everyone's interests: how do people feel about the problem? Are there competing interests?
3. List the possible solutions (options for change)
4. Evaluate the options
5. Select an option or options to solve the problem
6. Document the agreed solution, agreement or plans
7. Agree on contingencies, monitoring and evaluation

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Practice file

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

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Stress and Stress Management Techniques

Unit Reference	H/504/8822
Level	3
Credit Value	6
Guided Learning	42
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the term stress.	1.1. Analyse different definitions of the term 'stress'. 1.2. Compare and contrast different types of stress.
2. Be able to recognise signs and symptoms of stress.	2.1 Explain different signs and symptoms of stress that may affect an individual. 2.2 Evaluate their long term influence on physical health.
3. Understand potential causes of stress in everyday life.	3.1 Analyse different causes of stress at home. 3.2 Analyse different causes of stress in the workplace.
4. Understand a range of stress management techniques.	4.1 Compare and contrast different techniques used to manage stress. 4.2 Use stress management techniques. 4.3 Evaluate stress management techniques.

<p>5. Be able to devise a stress management action plan.</p>	<p>5.1 Assess potential causes of stress.</p> <p>5.2 Explain suitable stress management techniques.</p> <p>5.3 Explain how the stress management action plan would be evaluated.</p>
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Supporting Unit Information

Stress and Stress Management Techniques – H/504/8822 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the term stress.

1.1 Analyse different definitions of the term 'stress'.

Answers should include an analysis of at least three definitions taken from three different sources. Sources might include: health organisations such as NHS, GPs, other medical professionals; physiological definitions, legal definitions, employment-based definitions, any other valid source of a definition. The analysis might consider how the range of definitions in different settings can influence an individual's experience of stress. Note: At level three it is preferable to avoid using the dictionary definition of stress as a source.

1.2 Compare and contrast different types of stress.

Answers should compare and contrast at least two models of categorising 'types' of stress that may be related to: timespan – acute, episodic acute, chronic; how stress impacts the individual – physical, psychological, emotional, nutritional, etc; the circumstances under which stress is experienced – Time stress, Anticipatory stress, Situational stress, Encounter stress (Albrecht); any other valid categorisation model or 'type'.

Learning Outcome 2: Be able to recognise signs and symptoms of stress.

2.1 Explain different signs and symptoms of stress that may affect an individual.

Answers may include: sweating, raised blood pressure, raised heart rate, headaches, aches and pains, low energy levels, feeling irritable, light-headedness, over or under eating, problems resting or sleeping, feelings of anxiety, feeling that cannot cope, feelings of depression, any other valid physical or emotional or psychological symptom.

2.2 Evaluate their long term influence on physical health.

Answers may include mention of the symptoms stated in 2.1 but will explore how these symptoms may eventually lead to long term health conditions that impact: the body e.g.: obesity/ severely low BMI, Angina, acid reflux, irritable bowel, links to some cancers, Chronic Fatigue Syndrome etc. The impact of stress in causing/aggravating generic and/or specific health conditions should be evaluated using appropriate evidence.

Learning Outcome 3: Understand potential causes of stress in everyday life.

3.1 Analyse different causes of stress at home.

Answers may include an analysis of any of the following causes related to: relationships (divorce, issues with parents, breakdown in relationships, concerns about the welfare of partner/parents/children etc); life events (moving house, weddings, having a baby, changing jobs, bereavement, ill health, exams etc), any other valid cause of stress. Responses should consider how these causes of stress could arise and impact an individual.

3.2 Analyse different causes of stress in the workplace.

Answers may include an analysis of any of the following causes related to work/employment/finances (loss of job, overloaded, not progressing, bullying or harassment, financial difficulties, etc). Responses should consider how these causes of stress could arise and impact an individual.

Learning Outcome 4: Understand a range of stress management techniques.

4.1 Compare and contrast different techniques used to manage stress.

Answers should compare and contrast specific types of stress and the techniques that will enable effective stress management – for example: An individual who suffers from 'time stresses could set short/mid/term priorities/goals, create timetables, create to-do lists to enable them to manage their time more effectively. Someone prone to feeling anxiety as a result of stress (emotional stress/psychological stress) could practice Mindfulness, meditation, or use a reflective tool (e.g. Driscoll's What, So, What, Now What) to help them rationally consider the outcomes of a stress-inducing event etc.

4.2 Use stress management techniques.

Answers should describe how a learner has used stress management techniques in general and/or specific situations. For example, a learner who has exam anxiety may use dissociation techniques such as a flick band on their wrist to distract them from focusing excessively on the cause of their anxiety (negative reinforcement techniques). Conversely, stress over giving a presentation can be managed via Positive Visualisation techniques.

4.3 Evaluate stress management techniques.

Answers should evaluate what the cause of the stress is, how it impacts the learner (this might be expressed qualitatively or quantitatively), the details of the specific techniques that are used to manage stress generally and/or in specific situations.

Learning Outcome 5: Be able to devise a stress management action plan.

5.1 Assess potential causes of stress.

Answers could be based on a real or imagined selection of potential causes of stress and should indicate how they are likely to impact an individual.

5.2 Explain suitable stress management techniques.

Answer should explain how general and/or specific stress management techniques can be expected to aid the individual in both a general and specific sense.

5.3 Explain how the stress management action plan would be evaluated.

Answers should consider which methods would enable effective evaluation of the effectiveness of the action plan. For example: self-reflection tools such as mood questionnaires could be used at the start of the process, at interim points and at a designated end/review point.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Role play/simulation
- Practical demonstration
- Production of artefact

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Units from the IT Group

Database Software

Unit Reference	T/502/4556
Level	3
Credit Value	6
Guided Learning	45
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Plan, create and modify relational database tables to meet requirements.	<p>Explain how a relational database design enables data to be organised and queried.</p> <p>Plan and create multiple tables for data entry with appropriate fields and properties.</p> <p>Set up and modify relationships between database tables.</p> <p>Explain why and how to maintain data integrity.</p> <p>Respond appropriately to problems with database tables.</p> <p>Use database tools and techniques to ensure data integrity is maintained.</p>
2. Enter, edit and organise structured information in a database.	<p>2.1 Design and create forms to access, enter, edit and organise data in a database.</p> <p>2.2 Select and use appropriate tools and techniques to format data entry forms.</p> <p>2.3 Check data entry meets needs, using IT tools and making corrections as necessary.</p> <p>2.4 Respond appropriately to data entry errors.</p>

<p>3. Use database software tools to create, edit and run data queries and produce reports.</p>	<p>3.1 Explain how to select, generate and output information from queries according to requirements.</p> <p>3.2 Create and run database queries to display, amend or calculate selected data.</p> <p>3.3 Plan and produce database reports from multiple-table relational database.</p> <p>3.4 Select and use appropriate tools and techniques to format database reports.</p> <p>3.5 Check reports meet needs, using IT tools and making corrections as necessary.</p>
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Supporting Unit Information

Database Software – T/502/4556 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Plan, create and modify relational database tables to meet requirements.

- 1.1 Explain how a relational database design enables data to be organised and queried.
- 1.2 Plan and create multiple tables for data entry with appropriate fields and properties.
- 1.3 Set up and modify relationships between database tables.
- 1.4 Explain why and how to maintain data integrity.
- 1.5 Respond appropriately to problems with database tables.
- 1.6 Use database tools and techniques to ensure data integrity is maintained.

Learning Outcome 2: Enter, edit and organise structured information in a database.

- 2.1 Design and create forms to access, enter, edit and organise data in a database.
- 2.2 Select and use appropriate tools and techniques to format data entry forms.
- 2.3 Check data entry meets needs, using IT tools and making corrections as necessary.
- 2.4 Respond appropriately to data entry errors.

Learning Outcome 3: Use database software tools to create, edit and run data queries and produce reports.

- 3.1 Explain how to select, generate and output information from queries according to requirements.
- 3.2 Create and run database queries to display, amend or calculate selected data.
- 3.3 Plan and produce database reports from a multiple-table relational database.
- 3.4 Select and use appropriate tools and techniques to format database reports.
- 3.5 Check reports meet needs, using IT tools and making corrections as necessary.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

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Additional Information

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Desktop Publishing Software

Unit Reference	H/502/4567
Level	3
Credit Value	5
Guided Learning	40
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Select and use appropriate designs and page layouts for publications.	<p>1.1. Explain what types of information are needed.</p> <p>1.2. Explain when and how to change page design and layout to increase effectiveness of a publication.</p> <p>1.3. Select, change, define, create and use appropriate page design and layout for publications in line with local guidelines, where relevant.</p> <p>1.4. Select and use appropriate media for the publication.</p>
2. Input and combine text and other information within publications.	<p>2.1 Find and input information into a publication so that it is ready for editing and formatting.</p> <p>2.2 Organise and combine information for publications in line with any copyright constraints, including importing information produced using other software.</p> <p>2.3 Provide guidance on how copyright constraints affect use of own and others' information.</p>

	<p>2.4 Explain which file format to use for saving designs and images.</p> <p>2.5 Store and retrieve publication files effectively, in line with local guidelines and conventions where available.</p>
<p>3. Use desktop publishing software techniques to edit and format publications.</p>	<p>3.1 Determine and discuss what styles, colours, font schemes, editing and formatting to use for the publications.</p> <p>3.2 Create styles, colours and font schemes to meet needs.</p> <p>3.3 Select and use appropriate techniques to edit publications and format text.</p> <p>3.4 Manipulate images and graphic elements accurately.</p> <p>3.5 Control text flow within single and multiple columns and pages.</p> <p>3.6 Check publications meet needs, using IT tools and making corrections as necessary.</p> <p>3.7 Identify and respond appropriately to quality problems with publications to ensure that outcomes are fit for purpose and meet needs.</p>

Supporting Unit Information

Desktop Publishing Software – H/502/4567 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Select and use appropriate designs and page layouts for publications.

- 1.1 Explain what types of information are needed.
- 1.2 Explain when and how to change page design and layout to increase effectiveness of a publication.
- 1.3 Select, change, define, create and use appropriate page design and layout for publications in line with local guidelines, where relevant.
- 1.4 Select and use appropriate media for the publication.

Learning Outcome 2: Input and combine text and other information within publications.

- 2.1 Find and input information into a publication so that it is ready for editing and formatting.
- 2.2 Organise and combine information for publications in line with any copyright constraints, including importing information produced using other software.
- 2.3 Provide guidance on how copyright constraints affect use of own and others' information.
- 2.4 Explain which file format to use for saving designs and images.
- 2.5 Store and retrieve publication files effectively, in line with local guidelines and conventions where available.

Learning Outcome 3: Use desktop publishing software techniques to edit and format publications.

- 3.1 Determine and discuss what styles, colours, font schemes, editing and formatting to use for the publication.
- 3.2 Create styles, colours and font schemes to meet needs.
- 3.3 Select and use appropriate techniques to edit publications and format text.
- 3.4 Manipulate images and graphic elements accurately.
- 3.5 Control text flow within single and multiple columns and pages.
- 3.6 Check publications meet needs, using IT tools and making corrections as necessary.
- 3.7 Identify and respond appropriately to quality problems with publications to ensure that outcomes are fit for purpose and meet needs.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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Additional Information

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Imaging Software

Unit Reference	R/502/4614
Level	3
Credit Value	5
Guided Learning	35
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Obtain, insert and combine information for images.	1.1. Explain what images are needed. 1.2. Explain how the context affects the way images should be prepared. 1.3. Provide guidance on what and how any copyright or other constraints may apply to the use of own and others' images. 1.4. Obtain, insert and prepare images. 1.5. Explain how file format affects image quality, format and size and how to choose appropriate formats for saving images. 1.6. Use appropriate techniques to organise and combine information of different types or from different source. 1.7. Store and retrieve files effectively, in line with guidelines and conventions where available.

<p>2. Use imaging software tools to create, manipulate and edit images.</p>	<p>2.1 Explain what technical factors affecting images need to be taken into account and how to do so.</p> <p>2.2 Select and use suitable tools and techniques efficiently to create images.</p> <p>2.3 Use guidelines and dimensioning tools appropriately to enhance precision.</p> <p>2.4 Select and use suitable tools and techniques efficiently to manipulate and edit images.</p> <p>2.5 Check images meet needs, using IT tools and making corrections as necessary.</p> <p>2.6 Identify and respond appropriately to quality problems to ensure that images are fit for purpose and meet needs.</p>
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Supporting Unit Information

Imaging Software – R/502/4614 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Obtain, insert and combine information for images.

- 1.1 Explain what images are needed.
- 1.2 Explain how the context affects the way images should be prepared.
- 1.3 Provide guidance on what and how any copyright or other constraints may apply to the use of own and others' images.
- 1.4 Obtain, insert and prepare images.
- 1.5 Explain how file format affects image quality, format and size and how to choose appropriate formats for saving images.
- 1.6 Use appropriate techniques to organise and combine information of different types or from different source.
- 1.7 Store and retrieve files effectively, in line with guidelines and conventions where available.

Learning Outcome 2: Use imaging software tools to create, manipulate and edit images.

- 2.1 Explain what technical factors affecting images need to be taken into account and how to do so.
- 2.2 Select and use suitable tools and techniques effectively to create images.
- 2.3 Use guidelines and dimensioning tools appropriately to enhance precision.
- 2.4 Select and use appropriate tools and techniques to manipulate and

- edit images.
- 2.5 Check images meet needs, using IT tools and making corrections as necessary.
- 2.6 Identify and respond appropriately to quality problems to ensure that images are fit for purpose and meet needs.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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Additional Information

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Presentation Software

Unit Reference	T/502/4623
Level	3
Credit Value	6
Guided Learning	45
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Input and combine text and other information within presentation slides.	1.1. Explain what types of information are required for the presentation. 1.2. Enter text and other information using layouts appropriate to type of information. 1.3. Insert charts and tables and link to source data. 1.4. Insert images, video or sound to enhance the presentation. 1.5. Identify any constraints which may affect the presentation. 1.6. Organise and combine information for presentations in line with any constraints. 1.7. Store and retrieve presentation files effectively, in line with local guidelines and conventions where available.
2. Use presentation software tools to structure, edit and format presentations.	2.1 Explain when and how to use and change slide structure and themes to enhance presentations. 2.2 Create, amend and use appropriate templates and themes for slides.

	<p>2.3 Explain how interactive and presentation effects can be used to aid meaning or impact.</p> <p>2.4 Select and use appropriate techniques to edit and format presentations to meet needs.</p> <p>2.5 Create and use interactive elements to enhance presentations.</p> <p>2.6 Select and use animation and transition techniques appropriately to enhance presentations.</p>
<p>3. Prepare interactive slideshow for presentation.</p>	<p>3.1 Explain how to present slides to communicate effectively for different contexts.</p> <p>3.2 Prepare an interactive slideshow and associated products for presentation.</p> <p>3.3 Check presentations meet needs, using IT tools and making corrections as necessary.</p> <p>3.4 Evaluate presentations, identify any quality problems and discuss how to respond to them.</p> <p>3.5 Respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose.</p>

Supporting Unit Information

Presentation Software – T/502/4623 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Input and combine text and other information within presentation slides.

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

Learning Outcome 2: Use presentation software tools to structure, edit and format presentations.

- 2.1 Explain when and how to use and change slide structure and themes to enhance presentations.
- 2.2 Create, amend and use appropriate templates and themes for slides.
- 2.3 Explain how interactive and presentation effects can be used to aid meaning or impact.

- 2.4 Select and use appropriate techniques to edit and format presentations to meet needs.
- 2.5 Create and use interactive elements to enhance presentations.
- 2.6 Select and use animation and transition techniques appropriately to enhance presentations.

Learning Outcome 3: Prepare interactive slideshow for presentation.

- 3.1 Explain how to present slides to communicate effectively for different contexts.
- 3.2 Prepare an interactive slideshow and associated products for presentation.
- 3.3 Check presentations meet needs, using IT tools and making corrections as necessary.
- 3.4 Evaluate presentations, identify any quality problems and discuss how to respond to them.
- 3.5 Respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Practical demonstration
- Performance/exhibition
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Spreadsheet Software

Unit Reference	J/502/4626
Level	3
Credit Value	6
Guided Learning	45
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Use a spreadsheet to enter, edit and organise numerical and other data.	1.1. Identify what numerical and other information is needed in the spreadsheet and how it should be structured. 1.2. Enter and edit numerical and other data accurately. 1.3. Combine and link data from different sources. 1.4. Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available.
2. Select and use appropriate formulas and data analysis tools and techniques to meet requirements.	2.1 Explain what methods can be used to summarise, analyse and interpret spreadsheet data and when to use them. 2.2 Select and use a wide range of appropriate functions and formulas to meet calculation requirements. 2.3 Select and use a range of tools and techniques to analyse and interpret data to meet requirements. 2.4 Select and use forecasting tools and techniques.

<p>3. Use tools and techniques to present, and format and publish spreadsheet information.</p>	<p>3.1 Explain how to present and format spreadsheet information effectively to meet needs.</p> <p>3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets effectively.</p> <p>3.3 Select and use appropriate tools and techniques to generate, develop and format charts and graphs.</p> <p>3.4 Select and use appropriate page layout to present, print and publish spreadsheet information.</p> <p>3.5 Explain how to find and sort out any errors in formulas.</p> <p>3.6 Check spreadsheet information meets needs, using IT tools and making corrections as necessary.</p> <p>3.7 Use auditing tools to identify and respond appropriately to any problems with spreadsheets.</p>
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Supporting Unit Information

Spreadsheet Software – J/502/4626 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Use a spreadsheet to enter, edit and organise numerical and other data.

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

Learning Outcome 2: Select and use appropriate formulas and data analysis tools and techniques to meet requirements.

- 2.1 Explain what methods can be used to summarise, analyse and interpret spreadsheet data and when to use them.
- 2.2 Select and use a wide range of appropriate functions and formulas to meet calculation requirements.
- 2.3 Select and use a range of tools and techniques to analyse and interpret data to meet requirements.
- 2.4 Select and use forecasting tools and techniques.

Learning Outcome 3: Use tools and techniques to present, and format and publish spreadsheet information.

- 3.1 Explain how to present and format spreadsheet information effectively to meet needs.

- 3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets effectively.
- 3.3 Select and use appropriate tools and techniques to generate, develop and format charts and graphs.
- 3.4 Select and use appropriate page layout to present, print and publish spreadsheet information.
- 3.5 Explain how to find and sort out any errors in formulas.
- 3.6 Check spreadsheet information meets needs, using IT tools and making corrections as necessary.
- 3.7 Use auditing tools to identify and respond appropriately to any problems with spreadsheets.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam

- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Website Software

Unit Reference	Y/502/4632
Level	3
Credit Value	5
Guided Learning	40
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Create structures and styles and use them to produce websites.	1.1. Determine what website content and layout will be needed for each page and for the site. 1.2. Plan and create web page templates to layout content. 1.3. Select and use website features and structures to enhance website navigation and functionality. 1.4. Create, select and use styles to enhance website consistency and readability. 1.5. Provide guidance on laws, guidelines and constraints that affect the content and use of websites. 1.6. Explain what access issues may need to be taken into account. 1.7. Explain when and why to use different file types for saving content. 1.8. Store and retrieve files effectively, in line with local guidelines and conventions where available.

<p>2. Select and use website software tools and features to develop multiple page websites with multimedia and interactive features.</p>	<p>2.1 Prepare content for web pages so that it is ready for editing and formatting.</p> <p>2.2 Organise and combine information needed for web pages in line with any copyright constraints, including across different software.</p> <p>2.3 Select and use appropriate editing and formatting techniques to aid meaning.</p> <p>2.4 Select and use appropriate programming and development techniques to add features and enhance websites.</p> <p>2.5 Select and use file formats that make information easier to download.</p> <p>2.6 Check web pages meet needs, using IT tools and making corrections as necessary.</p>
<p>3. Publish and test multiple page websites with multimedia and interactive features.</p>	<p>3.1 Select and use appropriate testing methods to check that all elements and features of complex websites are working as planned.</p> <p>3.2 Identify any quality problems with websites and explain how to respond to them.</p> <p>3.3 Select and use an appropriate programme to upload and publish the website and make sure that it will download efficiently.</p> <p>3.4 Respond appropriately to quality problems with websites to ensure outcomes are fit for purpose.</p>

Supporting Unit Information

Website Software – Y/502/4632 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Create structures and styles and use them to produce websites.

- 1.1 Determine what website content and layout will be needed for each page and for the site.
- 1.2 Plan and create web page templates to layout content.
- 1.3 Select and use website features and structures to enhance website navigation and functionality.
- 1.4 Create, select and use styles to enhance website consistency and readability.
- 1.5 Provide guidance on laws, guidelines and constraints that affect the content and use websites.
- 1.6 Explain what access issues may need to be taken into account.
- 1.7 Explain when and why to use different file types for saving content.
- 1.8 Store and retrieve files effectively, in line with local guidelines and conventions where available.

Learning Outcome 2: Select and use website software tools and features to develop multiple page websites with multimedia and interactive features.

- 2.1 Prepare content for web pages so that it is ready for editing and formatting.
- 2.2 Organise and combine information needed for web pages in line with any copyright constraints, including across different software.
- 2.3 Select and use appropriate editing and formatting techniques to aid

meaning.

- 2.4 Select and use appropriate programming and development techniques to add features and enhance websites.
- 2.5 Select and use file formats that make information easier to download.
- 2.6 Check web pages meet needs, using IT tools and making corrections as necessary.

Learning Outcome 3: Publish and test multiple page websites with multimedia and interactive features.

- 3.1 Select and use appropriate testing methods to check that all elements and features of complex websites are working as planned.
- 3.2 Identify any quality problems with websites and explain how to respond to them.
- 3.3 Select and use an appropriate programme to upload and publish the website and make sure that it will download efficiently.
- 3.4 Respond appropriately to quality problems with websites to ensure outcomes are fit for purpose.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Word Processing Software

Unit Reference	Y/502/4629
Level	3
Credit Value	6
Guided Learning	45
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Enter and combine text and other information accurately within word processing documents.	<p>1.1. Summarise what types of information are needed for the document and how they should be linked or integrated.</p> <p>1.2. Use appropriate techniques to enter text and other types of information accurately and efficiently.</p> <p>1.3. Create, use and modify appropriate templates for different types of documents.</p> <p>1.4. Explain how to combine and merge information from other software or multiple documents.</p> <p>1.5. Combine and merge information within a document from a range of sources.</p> <p>1.6. Store and retrieve document and associated files effectively, in line with local guidelines and conventions where available.</p> <p>1.7. Select and use tools and techniques to work with multiple documents or users.</p> <p>1.8. Customise interface to meet needs.</p>

<p>2. Create and modify appropriate layouts, structures for word processing documents.</p>	<p>2.1 Analyse and explain the requirements for structure and style.</p> <p>2.2 Create, use and modify columns, tables and forms to organise information.</p> <p>2.3 Define and modify styles for document elements.</p> <p>2.4 Select and use tools and techniques to organise and structure long documents.</p>
<p>3. Use word processing software tools and techniques to format and present documents effectively to meet requirements.</p>	<p>3.1 Explain how the information should be formatted to aid meaning.</p> <p>3.2 Select and use appropriate techniques to format characters and paragraphs.</p> <p>3.3 Select and use appropriate page and section layouts to present and print multi-page and multi-section documents.</p> <p>3.4 Check documents meet needs, using IT tools and making corrections as necessary.</p> <p>3.5 Evaluate the quality of the documents produced to ensure they are fit for purpose.</p> <p>3.6 Respond appropriately to any quality problems with documents to ensure that outcomes meet needs and are fit for purpose.</p>

Supporting Unit Information

Word Processing Software – Y/502/4629 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Enter and combine text and other information accurately within word processing documents.

- 1.1 Summarise what types of information are needed for the document and how they should be linked or integrated.
- 1.2 Use appropriate techniques to enter text and other types of information accurately and efficiently.
- 1.3 Create, use and modify appropriate templates, for different types of documents.
- 1.4 Explain how to combine and merge information from other software or multiple documents.
- 1.5 Combine and merge information from other software or multiple documents.
- 1.6 Store and retrieve document and associated files effectively, in line with local guidelines and conventions where available.
- 1.7 Select and use tools and techniques to work with multiple documents or users.
- 1.8 Customise interface to meet needs.

Learning Outcome 2: Create and modify appropriate layouts, structures and styles for word processing documents.

- 2.1 Analyse and explain the requirements for structure and style.
- 2.2 Create, use and modify columns, tables and forms to organise information.

- 2.3 Define and modify styles for document elements.
- 2.4 Select and use tools and techniques to organise and structure long documents.

Learning Outcome 3: Use word processing tools and techniques to format and present documents effectively to meet requirements.

- 3.1 Explain how the information should be formatted to aid meaning.
- 3.2 Select and use appropriate techniques to format characters and paragraphs.
- 3.3 Select and use appropriate page and section layouts to present and print multi-page and multi-section documents.
- 3.4 Check documents meet needs, using IT tools and making corrections as necessary.
- 3.5 Evaluate the quality of the documents produced to ensure they are fit for purpose.
- 3.6 Respond appropriately to any quality problems with documents to ensure that outcomes meet needs and are fit for purpose.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question & answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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Additional Information

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Units from the Optional Group

Database Software

Unit Reference	T/502/4556
Level	3
Credit Value	6
Guided Learning	45
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Plan, create and modify relational database tables to meet requirements.	1.1. Explain how a relational database design enables data to be organised and queried. 1.2. Plan and create multiple tables for data entry with appropriate fields and properties. 1.3. Set up and modify relationships between database tables. 1.4. Explain why and how to maintain data integrity. 1.5. Respond appropriately to problems with database tables. 1.6. Use database tools and techniques to ensure data integrity is maintained.
2. Enter, edit and organise structured information in a database.	2.1 Design and create forms to access, enter, edit and organise data in a database. 2.2 Select and use appropriate tools and techniques to format data entry forms. 2.3 Check data entry meets needs, using IT tools and making corrections as necessary. 2.4 Respond appropriately to data entry errors.

<p>3. Use database software tools to create, edit and run data queries and produce reports.</p>	<p>3.1 Explain how to select, generate and output information from queries according to requirements.</p> <p>3.2 Create and run database queries to display, amend or calculate selected data.</p> <p>3.3 Plan and produce database reports from multiple-table relational database.</p> <p>3.4 Select and use appropriate tools and techniques to format database reports.</p> <p>3.5 Check reports meet needs, using IT tools and making corrections as necessary.</p>
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Supporting Unit Information

Database Software – T/502/4556 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Plan, create and modify relational database tables to meet requirements.

- 1.1 Explain how a relational database design enables data to be organised and queried.
- 1.2 Plan and create multiple tables for data entry with appropriate fields and properties.
- 1.3 Set up and modify relationships between database tables.
- 1.4 Explain why and how to maintain data integrity.
- 1.5 Respond appropriately to problems with database tables.
- 1.6 Use database tools and techniques to ensure data integrity is maintained.

Learning Outcome 2: Enter, edit and organise structured information in a database.

- 2.1 Design and create forms to access, enter, edit and organise data in a database.
- 2.2 Select and use appropriate tools and techniques to format data entry forms.
- 2.3 Check data entry meets needs, using IT tools and making corrections as necessary.
- 2.4 Respond appropriately to data entry errors.

Learning Outcome 3: Use database software tools to create, edit and run data queries and produce reports.

- 3.1 Explain how to select, generate and output information from queries according to requirements.
- 3.2 Create and run database queries to display, amend or calculate selected data.
- 3.3 Plan and produce database reports from a multiple-table relational database.
- 3.4 Select and use appropriate tools and techniques to format database reports.
- 3.5 Check reports meet needs, using IT tools and making corrections as necessary.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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Additional Information

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Desktop Publishing Software

Unit Reference	H/502/4567
Level	3
Credit Value	5
Guided Learning	40
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Select and use appropriate designs and page layouts for publications.	<p>1.1. Explain what types of information are needed.</p> <p>1.2. Explain when and how to change page design and layout to increase effectiveness of a publication.</p> <p>1.3. Select, change, define, create and use appropriate page design and layout for publications in line with local guidelines, where relevant.</p> <p>1.4. Select and use appropriate media for the publication.</p>
2. Input and combine text and other information within publications.	<p>2.1 Find and input information into a publication so that it is ready for editing and formatting.</p> <p>2.2 Organise and combine information for publications in line with any copyright constraints, including importing information produced using other software.</p> <p>2.3 Provide guidance on how copyright constraints affect use of own and others' information.</p>

	<p>2.4 Explain which file format to use for saving designs and images.</p> <p>2.5 Store and retrieve publication files effectively, in line with local guidelines and conventions where available.</p>
<p>3. Use desktop publishing software techniques to edit and format publications.</p>	<p>3.1 Determine and discuss what styles, colours, font schemes, editing and formatting to use for the publications.</p> <p>3.2 Create styles, colours and font schemes to meet needs.</p> <p>3.3 Select and use appropriate techniques to edit publications and format text.</p> <p>3.4 Manipulate images and graphic elements accurately.</p> <p>3.5 Control text flow within single and multiple columns and pages.</p> <p>3.6 Check publications meet needs, using IT tools and making corrections as necessary.</p> <p>3.7 Identify and respond appropriately to quality problems with publications to ensure that outcomes are fit for purpose and meet needs.</p>

Supporting Unit Information

Desktop Publishing Software – H/502/4567 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Select and use appropriate designs and page layouts for publications.

- 1.1 Explain what types of information are needed.
- 1.2 Explain when and how to change page design and layout to increase effectiveness of a publication.
- 1.3 Select, change, define, create and use appropriate page design and layout for publications in line with local guidelines, where relevant.
- 1.4 Select and use appropriate media for the publication.

Learning Outcome 2: Input and combine text and other information within publications.

- 2.1 Find and input information into a publication so that it is ready for editing and formatting.
- 2.2 Organise and combine information for publications in line with any copyright constraints, including importing information produced using other software.
- 2.3 Provide guidance on how copyright constraints affect use of own and others' information.
- 2.4 Explain which file format to use for saving designs and images.
- 2.5 Store and retrieve publication files effectively, in line with local guidelines and conventions where available.

Learning Outcome 3: Use desktop publishing software techniques to edit and format publications.

- 3.1 Determine and discuss what styles, colours, font schemes, editing and formatting to use for the publication.
- 3.2 Create styles, colours and font schemes to meet needs.
- 3.3 Select and use appropriate techniques to edit publications and format text.
- 3.4 Manipulate images and graphic elements accurately.
- 3.5 Control text flow within single and multiple columns and pages.
- 3.6 Check publications meet needs, using IT tools and making corrections as necessary.
- 3.7 Identify and respond appropriately to quality problems with publications to ensure that outcomes are fit for purpose and meet needs.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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Additional Information

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Imaging Software

Unit Reference	R/502/4614
Level	3
Credit Value	5
Guided Learning	35
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Obtain, insert and combine information for images.	1.1. Explain what images are needed. 1.2. Explain how the context affects the way images should be prepared. 1.3. Provide guidance on what and how any copyright or other constraints may apply to the use of own and others' images. 1.4. Obtain, insert and prepare images. 1.5. Explain how file format affects image quality, format and size and how to choose appropriate formats for saving images. 1.6. Use appropriate techniques to organise and combine information of different types or from different source. 1.7. Store and retrieve files effectively, in line with guidelines and conventions where available.
2. Use imaging software tools to create, manipulate and edit images.	2.1 Explain what technical factors affecting images need to be taken into account and how to do so. 2.2 Select and use suitable tools and techniques efficiently to create images.

	<p>2.3 Use guidelines and dimensioning tools appropriately to enhance precision.</p> <p>2.4 Select and use suitable tools and techniques efficiently to manipulate and edit images.</p> <p>2.5 Check images meet needs, using IT tools and making corrections as necessary.</p> <p>2.6 Identify and respond appropriately to quality problems to ensure that images are fit for purpose and meet needs.</p>
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Supporting Unit Information

Imaging Software – R/502/4614 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Obtain, insert and combine information for images.

- 1.1 Explain what images are needed.
- 1.2 Explain how the context affects the way images should be prepared.
- 1.3 Provide guidance on what and how any copyright or other constraints may apply to the use of own and others' images.
- 1.4 Obtain, insert and prepare images.
- 1.5 Explain how file format affects image quality, format and size and how to choose appropriate formats for saving images.
- 1.6 Use appropriate techniques to organise and combine information of different types or from different source.
- 1.7 Store and retrieve files effectively, in line with guidelines and conventions where available.

Learning Outcome 2: Use imaging software tools to create, manipulate and edit images.

- 2.1 Explain what technical factors affecting images need to be taken into account and how to do so.
- 2.2 Select and use suitable tools and techniques effectively to create images.
- 2.3 Use guidelines and dimensioning tools appropriately to enhance precision.
- 2.4 Select and use appropriate tools and techniques to manipulate and

- edit images.
- 2.5 Check images meet needs, using IT tools and making corrections as necessary.
- 2.6 Identify and respond appropriately to quality problems to ensure that images are fit for purpose and meet needs.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
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Additional Information

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Play and Child Development

Unit Reference	F/505/1582
Level	3
Credit Value	3
Guided Learning	21
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand children's key stages of development	<p>1.1. Explore the key stages of development of children: a) 0-2 years b) 2-4 years c) 4-7 years 11 months.</p> <p>1.2. Discuss the early learning goals and key stages for a given setting.</p> <p>1.3. Evaluate major theories in child development.</p> <p>1.4. Evaluate the factors that affect a child's development.</p>
2. Understand the importance of providing suitable resources and play activities for children	<p>2.1 Produce a planned play activity for a child/children.</p> <p>2.2 Critically analyse resources needed for the play activity.</p> <p>2.3 Evaluate how equal opportunities and inclusion can be promoted in the activity.</p> <p>2.4 Evaluate the types of play involved in the activity.</p> <p>2.5 Explain how the different types of play promote children's learning and</p>

	development.
3. Understand the nature and function of play in a childcare setting	<p>3.1 Evaluate the major areas of play for children.</p> <p>3.2 Discuss how play enables children to be active learners.</p> <p>3.3 Discuss and assess the different play activities suitable for following ages a) 0-2 years b) 2-4 years c) 4-7 years 11 months</p> <p>3.4 Describe how play promotes achievement in a child's development.</p>

Supporting Unit Information

Play and Child Development – F/505/1582 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand children's key stages of development.

- 1.1 Explore the key stages of development of children:
- 0-2 years
 - 2-4 years
 - 4-7 years 11 months

Each age group should include physical, social, emotional, intellectual, cognitive, moral, language and communication development.

- 1.2 Discuss the early learning goals and key stages for a given setting.

Prime areas:

- Communication and Language development – ELG (Early Learning Goal) listening and attention, understanding, speaking.
- Physical Development – ELG – moving and handling, health and self-care
- Personal, Social and Emotional development – ELG – Self-confidence and self-awareness, managing feelings and behaviour, making relationships.
- Specific areas
- Literacy – ELG – Reading, writing
- Mathematics – ELG – Numbers, shapes, space and measures.
- Understanding of the world – ELG – People and communities, the world, technology.
- Expressive arts and design – ELG – Exploring using media and materials, being imaginative.
- Settings could include nurseries, play groups, Pre-schools or EYFS stage of primary schools.

1.3 Evaluate major theories in child development.

Theorists should include but not limited to; Freud, Erickson, Watson, Skinner, Pavlov, Piaget, Bowlby, Bandura, Vygotsky.

1.4 Evaluate the factors that affect a child's development.

Factors should include personal and external e.g. health, environment, learning difficulties, poverty and deprivation, personal choices, education, background and looked after/care status.

Example – Health – If a child suffers poor health this may restrict their development opportunities.

Learning Outcome 2: Understand the importance of providing suitable resources and play activities for children.

2.1 Produce a planned play activity for a child/children.

A detailed activity plan should be used to include the following: Aim, Description of the play activity, how enabling environment will be provided, and theoretical perceptions that have influenced the plan, the role of the learner, differentiation (how will the activity will be adapted to suit individual needs)

Examples of some play activities could include: messy play, art and crafts, games, speaking and listening activities etc.

2.2 Critically analyse resources needed for the play activity.

Learners should consider the resources they are using, how they will be used and if additions or adaptations will be required. They should also consider health and safety of the resources. E.g. if using scissors with young children extra supervision maybe required for some children.

2.3 Evaluate how equal opportunities and inclusion can be promoted in the activity.

Learners may have included this in their plan, they must show how they have included equality of opportunity and inclusion for example when carrying out a role play activity in the home corner they promoted equal opportunity when the children were dressing up boys dressing up in girls clothes, ensuring non-stereotypical assumptions did not take place e.g. girls clean and boys go to work.

2.4 Evaluate the types of play involved in the activity.

Types of play could include but not limited to: Physical, creative, sensory, imaginative, heuristic play. For example, when children played in the home corner this included physical, creative and imaginative play.

2.5 Explain how the different types of play promote children's learning and development.

Each area of play should be explained physical, creative, sensory, imaginative and heuristic play.

Example of details that should be included: Sensory play encourages: Physical - fine motor movements and hand-eye co-ordination. Cognitive – Encourages learning about textures of different materials. Language – if children are playing together it encourages children to talk to each other and organise their play. Emotional – Express emotions, relaxation. Social – Take turns and sharing.

Learning Outcome 3: Understand the nature and function of play in a childcare setting.

3.1 Evaluate the major areas of play for children.

Learners should discuss how the areas of play support children's development and learning and the suitability of these for the varied age groups 0-2yrs, 2-4yrs, 4-7yrs 11 months. For example for 0-2yrs physical play is about children exploring and developing their fine and gross motor skills this can be done independently but will also require adult led activities to promote this further.

3.2 Discuss how play enables children to be active learners.

Play allows children to explore, think and create and by doing so they become active learners. Learners should consider all areas of play.

3.3 Discuss and assess the different play activities suitable for following ages:

a) 0-2 years - Play activities could include but not limited to: treasure baskets, push and pull toys, musical instruments, water play.

b) 2-4 years - Play activities could include but not limited to: hoops, wooden blocks, paints, dough.

c) 4-7 years 11 months - Play activities could include but not limited to: sports equipment e.g. balls, bats, bikes, games, arts and crafts.

3.4 Describe how play promotes achievement in a child's development.

Learners should include detail on how play allows children to learn and develop new skills from the activities as well as from peers and adults.

How completing a task during play or winning a game, gives children a sense of achievement and reward.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Written description

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Report
- Project
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Presentation Software

Unit Reference	T/502/4623
Level	3
Credit Value	6
Guided Learning	45
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Input and combine text and other information within presentation slides.	1.1. Explain what types of information are required for the presentation. 1.2. Enter text and other information using layouts appropriate to type of information. 1.3. Insert charts and tables and link to source data. 1.4. Insert images, video or sound to enhance the presentation. 1.5. Identify any constraints which may affect the presentation. 1.6. Organise and combine information for presentations in line with any constraints. 1.7. Store and retrieve presentation files effectively, in line with local guidelines and conventions where available.
2. Use presentation software tools to structure, edit and format presentations.	2.1 Explain when and how to use and change slide structure and themes to enhance presentations. 2.2 Create, amend and use appropriate templates and themes for slides.

	<p>2.3 Explain how interactive and presentation effects can be used to aid meaning or impact.</p> <p>2.4 Select and use appropriate techniques to edit and format presentations to meet needs.</p> <p>2.5 Create and use interactive elements to enhance presentations.</p> <p>2.6 Select and use animation and transition techniques appropriately to enhance presentations.</p>
<p>3. Prepare interactive slideshow for presentation.</p>	<p>3.1 Explain how to present slides to communicate effectively for different contexts.</p> <p>3.2 Prepare an interactive slideshow and associated products for presentation.</p> <p>3.3 Check presentations meet needs, using IT tools and making corrections as necessary.</p> <p>3.4 Evaluate presentations, identify any quality problems and discuss how to respond to them.</p> <p>3.5 Respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose.</p>

Supporting Unit Information

Presentation Software – T/502/4623 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Input and combine text and other information within presentation slides.

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

Learning Outcome 2: Use presentation software tools to structure, edit and format presentations.

- 2.1 Explain when and how to use and change slide structure and themes to enhance presentations.
- 2.2 Create, amend and use appropriate templates and themes for slides.
- 2.3 Explain how interactive and presentation effects can be used to aid meaning or impact.

- 2.4 Select and use appropriate techniques to edit and format presentations to meet needs.
- 2.5 Create and use interactive elements to enhance presentations.
- 2.6 Select and use animation and transition techniques appropriately to enhance presentations.

Learning Outcome 3: Prepare interactive slideshow for presentation.

- 3.1 Explain how to present slides to communicate effectively for different contexts.
- 3.2 Prepare an interactive slideshow and associated products for presentation.
- 3.3 Check presentations meet needs, using IT tools and making corrections as necessary.
- 3.4 Evaluate presentations, identify any quality problems and discuss how to respond to them.
- 3.5 Respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Practical demonstration
- Performance/exhibition
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Sports Coaching Skills

Unit Reference	K/505/1334
Level	3
Credit Value	6
Guided Learning	42
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role of the sports coach	1.1. Review the role of the sports coach with in relation to: a) Planning b) Leading c) Evaluation of session d) Personal strengths and weaknesses e) Expectations
2. Understand the skills involved in sports coaching	2.1 Explain the skills involved in sports coaching. 2.2 Carry out a sports coaching session demonstrating the skills explained. 2.3 Evaluate the contribution of these skills to the coaching session. 2.4 Evaluate the factors necessary to plan and administer a successful coaching session.
3. Understand factors affecting performance of participants	3.1 Analyse the effect of the following factors which determine a participant's performance: a) Drugs and sport b) Over training c) Age d) Body types e) Psychological.

Supporting Unit Information

Sports Coaching Skills – K/505/1334 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the role of the sports coach.

1.1 Review the role of the sports coach with in relation to:

a) Planning

The information that is needed (venue, equipment, number of participants, ability and age of participants, weather forecast, first aid facilities etc). Where this information can be located (previous planning documents, other sports coaches, participants), Methods of collecting this information (conversations between coaches or with participants), Content of the session (introduction, warm up, main activity, games, cool down and close). Ensure sessions are 'inclusive' to everyone

b) Leading

Types of effective communication: verbal and non-verbal, motivational methods, organisational skills, adapt sessions to meet the needs of the participants, explain and enforce rules/space/equipment so everyone can achieve and be successful

c) Evaluation of session

Reflective practice what went well, what could have been done differently, how to improve own performance and future planning, select an area to focus on and review, methods to review: colleagues / peers / participants, record the review in a suitable format

d) Personal strengths and weaknesses

Work on areas of weakness for personal development and future progress, links to evaluation of sessions and gaining feedback from peers and participants. Confidence building to acknowledge areas of strength

e) Expectations

Come from a wide variety of people who are linked to the sessions: participants, colleagues, peers, and parents, coaches from other schools or companies, line managers and other stake holders. Personal expectations and goals.

Learning Outcome 2: Understand the skills involved in sports coaching.

2.1 Explain the skills involved in sports coaching.

Learning, practicing and mastering a 'skill'.

Being able to plan, lead, educate, coach, instruct, demonstrate, correct technique, encourage, motivate, engage, conclude and evaluate / review each session delivered. Coaches need to be multi skilled and open to development and improvement

2.2 Carry out a sports coaching session demonstrating the skills explained.

Practical application of skills required to become a successful sports coach. Lead a session with a group of participants through a chosen sport / physical activity to include: (introduction, warm up, main activity, games, cool down and conclusion/evaluation). Plan, prepare, deliver and evaluate the session.

2.3 Evaluate the contribution of these skills to the coaching session.

Importance of each of the skills and attributes required by the coach, which ones are most important to become a successful sports coach, could some of them have been included more frequently or in more detail, was everyone in the session fully engaged and did the session go as planned, what feedback was received, what has been learnt.

2.4 Evaluate the factors necessary to plan and administer a successful coaching session.

Planning: (date, time, location, number of participants, equipment, experience and ability), leading: (effective communication: verbal and non-verbal, motivational methods, explain and enforce rules/ space/equipment) evaluation of session: (reflective practice, what went well, what could have been done differently, how to improve own performance) personal strengths and weaknesses: (work on areas of weakness for personal development confidence building to acknowledge areas of strength) expectations: (come from everyone, participants, colleagues, peers, parents, coaches).

Learning Outcome 3: Understand factors affecting performance of participants.

3.1 Analyse the effect of the following factors which determine a participant's performance:

a) Drugs and sport

Could be recreational or medical, should be picked up in pre-screening, if medical GP clearance might be required. If recreational exercise shouldn't take place under the influence, can affect ability to execute simple tasks

b) Over training

Has many symptoms including: Fatigue, physical and/or emotional, decrease in performance, trouble sleeping, reduced appetite, changes in mood, lower immunity. Factor in at least one rest day per week, encourage cross training, massage and correct diet

c) Age

Generally physical fitness declines with the aging process however, the speed at which the effects of aging occur can be offset by regular physical activity. Weight bearing activity (walking, jogging, playing sport) can help to strengthen bones and joints. Social opportunities can have a positive impact on overall health

d) Body types

Three body types: Ectomorph: slim build, low body fat percentage – suited to long distance running / cycling, Endomorph: rounded shape, higher body fat percentage, suited to strength/ power activities, wrestling and throwing events. Mesomorph: athletic build high muscle mass suited to sprints and swimming

e) Psychological

The mental factors that can assist or hinder participants from being in the right 'frame of mind'. Two types of motivation: intrinsic and extrinsic. Other factors: arousal, boredom, stress, confidence and anxiety. Personality types can have an impact: Extroverts / Introverts.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Report
- Written description
- Project
- Role play/simulation
- Practical demonstration
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Spreadsheet Software

Unit Reference	J/502/4626
Level	3
Credit Value	6
Guided Learning	45
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Use a spreadsheet to enter, edit and organise numerical and other data.	<p>1.1. Identify what numerical and other information is needed in the spreadsheet and how it should be structured.</p> <p>1.2. Enter and edit numerical and other data accurately.</p> <p>1.3. Combine and link data from different sources.</p> <p>1.4. Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available.</p>
2. Select and use appropriate formulas and data analysis tools and techniques to meet requirements.	<p>2.1 Explain what methods can be used to summarise, analyse and interpret spreadsheet data and when to use them.</p> <p>2.2 Select and use a wide range of appropriate functions and formulas to meet calculation requirements.</p> <p>2.3 Select and use a range of tools and techniques to analyse and interpret data to meet requirements.</p> <p>2.4 Select and use forecasting tools and techniques.</p>

<p>3. Use tools and techniques to present, and format and publish spreadsheet information.</p>	<p>3.1 Explain how to present and format spreadsheet information effectively to meet needs.</p> <p>3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets effectively.</p> <p>3.3 Select and use appropriate tools and techniques to generate, develop and format charts and graphs.</p> <p>3.4 Select and use appropriate page layout to present, print and publish spreadsheet information.</p> <p>3.5 Explain how to find and sort out any errors in formulas.</p> <p>3.6 Check spreadsheet information meets needs, using IT tools and making corrections as necessary.</p> <p>3.7 Use auditing tools to identify and respond appropriately to any problems with spreadsheets.</p>
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Supporting Unit Information

Spreadsheet Software – J/502/4626 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Use a spreadsheet to enter, edit and organise numerical and other data.

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

Learning Outcome 2: Select and use appropriate formulas and data analysis tools and techniques to meet requirements.

- 2.1 Explain what methods can be used to summarise, analyse and interpret spreadsheet data and when to use them.
- 2.2 Select and use a wide range of appropriate functions and formulas to meet calculation requirements.
- 2.3 Select and use a range of tools and techniques to analyse and interpret data to meet requirements.
- 2.4 Select and use forecasting tools and techniques.

Learning Outcome 3: Use tools and techniques to present, and format and publish spreadsheet information.

- 3.1 Explain how to present and format spreadsheet information effectively to meet needs.

- 3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets effectively.
- 3.3 Select and use appropriate tools and techniques to generate, develop and format charts and graphs.
- 3.4 Select and use appropriate page layout to present, print and publish spreadsheet information.
- 3.5 Explain how to find and sort out any errors in formulas.
- 3.6 Check spreadsheet information meets needs, using IT tools and making corrections as necessary.
- 3.7 Use auditing tools to identify and respond appropriately to any problems with spreadsheets.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

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Additional Information

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Understanding Different Approaches to the Use of Counselling Skills

Unit Reference	R/505/6107
Level	3
Credit Value	3
Guided Learning	24
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand different approaches to using counselling skills.	1.1. Describe a range of different approaches to helping. 1.2. Explain the key concepts underlying each approach. 1.3. Judge which client issues are most likely to benefit from each of the different approaches. 1.4. Outline potential cultural barriers to each of the approaches chosen. 1.5. Explain the key vocabulary specific to each of the approaches.
2. Be able to apply counselling skills and techniques.	2.1 Demonstrate a range of skills/techniques relevant to any of the approaches identified. 2.2 Evaluate the advantages and disadvantages of the skills and techniques associated with different approaches.

Supporting Unit Information

Understanding Different Approaches to the Use of Counselling Skills – R/505/6107 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand different approaches to using counselling skills.

1.1 Describe a range of different approaches to helping.

Answers may include descriptions of: Directive psychoanalytic approach, cognitive approach, Humanistic (Affective) approach, Behavioral approach, hypnotherapy, multimodal therapy, etc.

1.2 Explain the key concepts underlying each approach.

Answers will be specific to the responses that were provided for 1.1. The explanations should include: what the approach entails and what it seeks to address.

For example:

Cognitive Behavioural therapy seeks to address behaviours and thoughts that are detrimental to the well-being of the patient. The approach aims to use greater self-awareness of causes and destructive behaviours/thoughts to enable the patient to put in place coping strategies for the future.

1.3 Judge which client issues are most likely to benefit from each of the different approaches.

Answers should describe in detail examples of the application of at least three of the approaches. Examples (in brief): Cognitive therapy may be used to help someone who is suffering from depression or anxiety by asking them to discuss the thoughts that they have that cause them to feel depressed or anxious. In discussing these the patient can be encouraged to rationalise or accept what has happened in their past or that they fear will happen. Behavioural therapy can be used to aid patients that display obsessive or compulsive behaviours. The treatment would focus 'unlearning' behaviours.

1.4 Outline potential cultural barriers to each of the approaches chosen.

Answers should be specific to the approaches identified by the learner. However, broadly speaking cultural barriers might include: language barriers, certain topics might be taboo in some cultures causing the patient to withhold, gender and age power-dynamics (for example some male clients from some Asian cultures may not trust the skills of a female professional), cultural knowledge gaps, and differences in racial identity-shaping.

1.5 Explain the key vocabulary specific to each of the approaches.

Answers will be specific to the approaches that have been identified by the learner – but at least five terms should be discussed for each of the approaches (at least three).

Learning Outcome 2: Be able to apply counselling skills and techniques.

2.1 Demonstrate a range of skills/techniques relevant to any of the approaches identified.

Learners will identify and describe the skills/techniques that they have used that related to at least two of the identified approaches.

2.2 Evaluate the advantages and disadvantages of the skills and techniques associated with different approaches.

Answers should consider at least two approaches. The evaluation should include: why certain approaches were adopted, details of how they were used and how successful the skills/techniques were.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is

important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project

All evidence must be clearly signposted and made available for the external moderator upon request.

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Additional Information

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Understanding Spoken Language and Communication Difficulties in Children

Unit Reference	L/505/8907
Level	3
Credit Value	6
Guided Learning	42
Unit Summary	This unit has nine learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know listening skills needed for the development of speech and language.	1.1. Describe the various levels of auditory discrimination and the skills needed for active listening. 1.2. Evaluate the factors affecting the listening environment.
2. Understand the development of comprehension of vocabulary and sentence grammar.	2.1 Explain the normal development of comprehension of vocabulary and sentence grammar. 2.2 Describe the main problems caused by delayed development.
3. Understand the development of spoken vocabulary and sentence grammar.	3.1 Explain the normal development of spoken vocabulary and sentence grammar. 3.2 Identify areas of curriculum affected by delayed development.
4. Understand the development of speech sounds.	4.1 Describe the normal development of speech sounds. 4.2 Identify difficulties caused by delayed or unusual development.

	4.3	Evaluate how this affects social interaction and learning phonological skills.
5. Understand how children use language for a variety of purposes.	5.1	Describe seven uses of language.
	5.2	Identify a range of verbal and nonverbal ways of communication.
6. Understand the skills needed for successful conversation.	6.1	Identify the basic skills needed for successful conversation.
	6.2	Explain the resulting problems when these do not develop.
7. Know the implications of poorly developed social skills	7.1	Describe the basic skills needed for social interaction.
	7.2	Identify the problems caused by poor social skills with friendships and in learning situations.
8. Understand the importance of the development of phonological skills as a basis for reading and spelling.	8.1	Evaluate the link between phonological skills and reading and spelling.
9. Know the relationship between spoken and written language skills.	9.1	Provide evidence to show the link between spoken and written language skills at the level of sounds, words and sentences.

Supporting Unit Information

Understanding Spoken Language and Communication Difficulties in Children – L/505/8907 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know listening skills needed for the development of speech and language.

- 1.1 Describe the various levels of auditory discrimination and the skills needed for active listening.
- 1.2 Evaluate the factors affecting the listening environment.

Learning Outcome 2: Understand the development of comprehension of vocabulary and sentence grammar.

- 2.1 Explain the normal development of comprehension of vocabulary and sentence grammar.
- 2.2 Describe the main problems caused by delayed development.

Learning Outcome 3: Understand the development of spoken vocabulary and sentence grammar.

- 3.1 Explain the normal development of spoken vocabulary and sentence grammar.
- 3.2 Identify areas of curriculum affected by delayed development.

Learning Outcome 4: Understand the development of speech sounds.

- 4.1 Describe the normal development of speech sounds.
- 4.2 Identify difficulties caused by delayed or unusual development.

4.3 Evaluate how this affects social interaction and learning phonological skills.

Learning Outcome 5: Understand how children use language for a variety of purposes.

5.1 Describe seven uses of language.

5.2 Identify a range of verbal and nonverbal ways of communication.

Learning Outcome 6: Understand the skills needed for successful conversation.

6.1 Identify the basic skills needed for successful conversation.

6.2 Explain the resulting problems when these do not develop.

Learning Outcome 7: Know the implications of poorly developed social skills.

7.1 Describe the basic skills needed for social interaction.

7.2 Identify the problems caused by poor social skills with friendships and in learning situations.

Learning Outcome 8: Understand the importance of the development of phonological skills as a basis for reading and spelling.

8.1 Evaluate the link between phonological skills and reading and spelling.

Learning Outcome 9: Know the relationship between spoken and written language skills.

9.1 Provide evidence to show the link between spoken and written language skills at the level of sounds, words and sentences.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment method. Evidence for this unit may include, but is not limited to:

- Case study
- Essay
- Report
- Reflective log/diary
- Written description
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Understanding the Promotion of Physical Development of Children and Young People

Unit Reference	R/505/8682
Level	3
Credit Value	3
Guided Learning	21
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the physical growth and development of children and how this relates to other aspects of development.	1.1. Describe the physical growth and development of children. 1.2. Evaluate how this relates to other aspects of their development.
2. Understand needs and requirements to promote the physical development of children.	2.1 Describe needs and requirements that promote the physical development of children. 2.2 Assess the importance of these needs and requirements in relation to promoting the physical development of children.
3. Understand the difference between fine and gross motor skills and how these can be developed through a range of activities and equipment.	3.1 Describe gross and fine motor skills and evaluate a range of activities and equipment that promote these skills.

<p>4. Understand ways of promoting physical development regardless of gender, race, culture or disability.</p>	<p>4.1 Describe and discuss inclusive strategies to promote the physical development of children.</p> <p>4.2 Evaluate examples of inclusive strategies.</p>
<p>5. Understand the importance of maintaining a safe environment whilst promoting the physical development of children.</p>	<p>5.1 Explain the features of a safe environment for physical development.</p> <p>5.2 Assess a suitable environment for safety.</p>

Supporting Unit Information

Understanding the Promotion of Physical Development of Children and Young People – R/505/8682 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the physical growth and development of children and how this relates to other aspects of development.

- 1.1 Describe the physical growth and development of children.
- 1.2 Evaluate how this relates to other aspects of their development.

Learning Outcome 2: Understand needs and requirements to promote the physical development of children.

- 2.1 Describe needs and requirements that promote the physical development of children.
- 2.2 Assess the importance of these needs and requirements in relation to promoting the physical development of children.

Learning Outcome 3: Understand the difference between fine and gross motor skills and how these can be developed through a range of activities and equipment.

- 3.1 Describe gross and fine motor skills and evaluate a range of activities and equipment that promote these skills.

Learning Outcome 4: Understand ways of promoting physical development regardless of gender, race, culture or disability.

- 4.1 Describe and discuss inclusive strategies to promote the physical development of children.
- 4.2 Evaluate examples of inclusive strategies.

Learning Outcome 5: Understand the importance of maintaining a safe environment whilst promoting the physical development of children.

- 5.1 Explain the features of a safe environment for physical development.
- 5.2 Assess a suitable environment for safety.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Website Software

Unit Reference	Y/502/4632
Level	3
Credit Value	5
Guided Learning	40
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Create structures and styles and use them to produce websites.	1.1. Determine what website content and layout will be needed for each page and for the site. 1.2. Plan and create web page templates to layout content. 1.3. Select and use website features and structures to enhance website navigation and functionality. 1.4. Create, select and use styles to enhance website consistency and readability. 1.5. Provide guidance on laws, guidelines and constraints that affect the content and use of websites. 1.6. Explain what access issues may need to be taken into account. 1.7. Explain when and why to use different file types for saving content. 1.8. Store and retrieve files effectively, in line with local guidelines and conventions where available.

<p>2. Select and use website software tools and features to develop multiple page websites with multimedia and interactive features.</p>	<p>2.1 Prepare content for web pages so that it is ready for editing and formatting.</p> <p>2.2 Organise and combine information needed for web pages in line with any copyright constraints, including across different software.</p> <p>2.3 Select and use appropriate editing and formatting techniques to aid meaning.</p> <p>2.4 Select and use appropriate programming and development techniques to add features and enhance websites.</p> <p>2.5 Select and use file formats that make information easier to download.</p> <p>2.6 Check web pages meet needs, using IT tools and making corrections as necessary.</p>
<p>3. Publish and test multiple page websites with multimedia and interactive features.</p>	<p>3.1 Select and use appropriate testing methods to check that all elements and features of complex websites are working as planned.</p> <p>3.2 Identify any quality problems with websites and explain how to respond to them.</p> <p>3.3 Select and use an appropriate programme to upload and publish the website and make sure that it will download efficiently.</p> <p>3.4 Respond appropriately to quality problems with websites to ensure outcomes are fit for purpose.</p>

Supporting Unit Information

Website Software – Y/502/4632 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Create structures and styles and use them to produce websites.

- 1.1 Determine what website content and layout will be needed for each page and for the site.
- 1.2 Plan and create web page templates to layout content.
- 1.3 Select and use website features and structures to enhance website navigation and functionality.
- 1.4 Create, select and use styles to enhance website consistency and readability.
- 1.5 Provide guidance on laws, guidelines and constraints that affect the content and use websites.
- 1.6 Explain what access issues may need to be taken into account.
- 1.7 Explain when and why to use different file types for saving content.
- 1.8 Store and retrieve files effectively, in line with local guidelines and conventions where available.

Learning Outcome 2: Select and use website software tools and features to develop multiple page websites with multimedia and interactive features.

- 2.1 Prepare content for web pages so that it is ready for editing and formatting.
- 2.2 Organise and combine information needed for web pages in line with any copyright constraints, including across different software.

- 2.3 Select and use appropriate editing and formatting techniques to aid meaning.
- 2.4 Select and use appropriate programming and development techniques to add features and enhance websites.
- 2.5 Select and use file formats that make information easier to download.
- 2.6 Check web pages meet needs, using IT tools and making corrections as necessary.

Learning Outcome 3: Publish and test multiple page websites with multimedia and interactive features.

- 3.1 Select and use appropriate testing methods to check that all elements and features of complex websites are working as planned.
- 3.2 Identify any quality problems with websites and explain how to respond to them.
- 3.3 Select and use an appropriate programme to upload and publish the website and make sure that it will download efficiently.
- 3.4 Respond appropriately to quality problems with websites to ensure outcomes are fit for purpose.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the

units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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Additional Information

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Word Processing Software

Unit Reference	Y/502/4629
Level	3
Credit Value	6
Guided Learning	45
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Enter and combine text and other information accurately within word processing documents.	<p>1.1. Summarise what types of information are needed for the document and how they should be linked or integrated.</p> <p>1.2. Use appropriate techniques to enter text and other types of information accurately and efficiently.</p> <p>1.3. Create, use and modify appropriate templates for different types of documents.</p> <p>1.4. Explain how to combine and merge information from other software or multiple documents.</p> <p>1.5. Combine and merge information within a document from a range of sources.</p> <p>1.6. Store and retrieve document and associated files effectively, in line with local guidelines and conventions where available.</p> <p>1.7. Select and use tools and techniques to work with multiple documents or users.</p> <p>1.8. Customise interface to meet needs.</p>

<p>2. Create and modify appropriate layouts, structures for word processing documents.</p>	<p>2.1 Analyse and explain the requirements for structure and style.</p> <p>2.2 Create, use and modify columns, tables and forms to organise information.</p> <p>2.3 Define and modify styles for document elements.</p> <p>2.4 Select and use tools and techniques to organise and structure long documents.</p>
<p>3. Use word processing software tools and techniques to format and present documents effectively to meet requirements.</p>	<p>3.1 Explain how the information should be formatted to aid meaning.</p> <p>3.2 Select and use appropriate techniques to format characters and paragraphs.</p> <p>3.3 Select and use appropriate page and section layouts to present and print multi-page and multi-section documents.</p> <p>3.4 Check documents meet needs, using IT tools and making corrections as necessary.</p> <p>3.5 Evaluate the quality of the documents produced to ensure they are fit for purpose.</p> <p>3.6 Respond appropriately to any quality problems with documents to ensure that outcomes meet needs and are fit for purpose.</p>

Supporting Unit Information

Word Processing Software – Y/502/4629 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Enter and combine text and other information accurately within word processing documents.

- 1.1 Summarise what types of information are needed for the document and how they should be linked or integrated.
- 1.2 Use appropriate techniques to enter text and other types of information accurately and efficiently.
- 1.3 Create, use and modify appropriate templates, for different types of documents.
- 1.4 Explain how to combine and merge information from other software or multiple documents.
- 1.5 Combine and merge information from other software or multiple documents.
- 1.6 Store and retrieve document and associated files effectively, in line with local guidelines and conventions where available.
- 1.7 Select and use tools and techniques to work with multiple documents or users.
- 1.8 Customise interface to meet needs.

Learning Outcome 2: Create and modify appropriate layouts, structures and styles for word processing documents.

- 2.1 Analyse and explain the requirements for structure and style.
- 2.2 Create, use and modify columns, tables and forms to organise information.

- 2.3 Define and modify styles for document elements.
- 2.4 Select and use tools and techniques to organise and structure long documents.

Learning Outcome 3: Use word processing tools and techniques to format and present documents effectively to meet requirements.

- 3.1 Explain how the information should be formatted to aid meaning.
- 3.2 Select and use appropriate techniques to format characters and paragraphs.
- 3.3 Select and use appropriate page and section layouts to present and print multi-page and multi-section documents.
- 3.4 Check documents meet needs, using IT tools and making corrections as necessary.
- 3.5 Evaluate the quality of the documents produced to ensure they are fit for purpose.
- 3.6 Respond appropriately to any quality problems with documents to ensure that outcomes meet needs and are fit for purpose.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question & answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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