Foundation Apprenticeship in Hardware and Systems Support

at SCQF level 6

Learning Provider Guide to Support Employers

Skills Development Scotland

SQA

Aims

The aim of this guide is to support Learning Providers to identify and discuss with employers' appropriate activities for learners during a Foundation Apprenticeship work placement.

It provides the following information:

- **What are Foundation Apprenticeships?**

- **The definition of work-based learning in the context of Foundation Apprenticeships**

- **How a Foundation Apprenticeship is delivered**

- **How employers can support learners**

- **An understanding of the Scottish Vocational Qualification (SVQ) units within Foundation Apprenticeship qualifications**

- **Practical examples of work-based activities and evidence for the SVQ units within the Foundation Apprenticeship in Hardware and Systems Support at SCQF Level 6**

- **Links to useful resources**

"Doing the Foundation Apprenticeship at school gave me the edge when it came to my interview - it was easy to talk about my experiences"

Goudham, former Foundation Apprentice now Graduate Apprentice

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former Foundation Apprentice now Graduate Apprentice

What are Foundation Apprenticeships?

Foundation Apprenticeships are designed to provide school pupils with industry experience whilst gaining a work-based learning qualification at the same level as a Scottish Higher (SCQF Level 6).

A Foundation Apprenticeship is an industry-recognised qualification, designed to offer valuable insight and experience of the world of work. Delivered by learning providers in partnership with employers, knowledge gained is supported through a series of practical activities including industry projects or placements undertaken virtually and/or in person.

Foundation Apprenticeships at SCQF Level 6 are available in a wide range of subjects that are linked to the growth sectors of the Scottish economy:

Accountancy

Business Skills

Civil Engineering

Creative and Digital Media

Engineering

Financial Services

Food and Drink Technologies

Hardware and System Support

Scientific Technologies

Social Services and Healthcare

Social Services Children and Young People

Software Development

What is work-based learning and how does it apply to Foundation Apprenticeships?

For the purposes of this guide, work-based learning means learning that is directly linked to skills and knowledge required to operate competently in a workplace. A major component of a Foundation Apprenticeship is the sector specific work-based learning. In this context, work-based learning relates directly to the activities undertaken by learners whilst they are on a work-placement.

This provides the first-hand experience for learners to acquire sector specific skills, apply knowledge and reflect on their learning. These activities count towards the overall learning and assessment of the units from the Scottish Vocational Qualification (SVQ) within each Foundation Apprenticeship.

How is a Foundation Apprenticeship delivered?

Foundation Apprenticeships are chosen as a subject choice in S5 or S6 and taken alongside other National and Higher qualifications. Pupils work towards the Foundation Apprenticeship qualification over either one or two years.

Learning providers work alongside employers to develop the knowledge and skills learners need to meet all the outcomes of the Foundation Apprenticeship qualification. This includes the classroom-based teaching of knowledge and understanding elements of the Foundation Apprenticeship undertaken with the Learning Provider. This is combined with work-based learning opportunities with an employer to provide learners with the experiential learning they need to apply their learning directly in the workplace, ultimately to meet the requirements of the SVQ units of the Foundation Apprenticeship qualification.

Learners attendance depends on whether they take part in a 1 year or a 2-year programme.

- 1 year = 1 day with employer and 1 day or 2 half days at college or training centre

- 2 years = 1st year – 1 day a week at college or training centre with some employer input = 2nd year = 1 day a week at work placement.

Attendance on the programme will be a mix of classroom-based activity and employer placement. The placement element is typically one day per week but can be flexible to meet the needs of the sector and employer for example, block intake.

1 The term 'learners' is used in this guide to refer to pupils.

Employer involvement

The involvement of employers is a critical aspect of Foundation Apprenticeships and includes:

- Providing learners with a work placement to enable them to gain valuable experience in the workplace
- Providing learners with appropriate work-based opportunities to enable them to develop their learning and skills
- Ensuring all work-based learning provided is based on current expertise, equipment, practices and processes
- Setting employer led projects industry challenge projects

Employers may also be involved in other activities, for example, the recruitment and selection process, guest speaking, coaching and mentoring, and in the assessment of practice of learners.

The learning provider meets regularly with employers to provide on-going support and ensure learners are being supported and are working on the right types of activities.

Scottish Vocational Qualification units

It is important that employers understand the SVQ units within a Foundation Apprenticeship, as this will help them to provide learners with access to work-based activities that are relevant to the SVQ units they need to complete.

Within every Foundation Apprenticeship qualification there are a number of SVQ units which relate to a particular occupational function, and which provide the standards upon which competence is assessed in the workplace.

SVQ units are derived directly from National Occupational Standards (NOS) which describe what an individual needs to do (performance criteria), know and understand (Knowledge and understanding criteria) to demonstrate

competence in the unit. Evidence (assessment) requirements specify the type and amount of evidence required for the unit and are developed by an Awarding Body to complete the unit development when it is used to form part of a qualification structure.

Learners must provide evidence they are competent across all criteria to meet the requirements of all SVQ units within the Foundation Apprenticeship. All evidence is assessed against the standards and leads to an overall judgment being made by an assessor on whether the learner is competent or not yet competent. Where a learner is found to be not yet competent in any part of the standards, they will be given the opportunity for further training and to provide further evidence for assessment at a later date.

Acceptable performance in a unit will be the satisfactory achievement of the standards set out in the SVQ unit specification. Every SVQ unit has knowledge statements which underpin competence.

About the assessment of SVQ units

Assessment is the process of evaluating an individual's attainment of knowledge, understanding and skills. Assessment of the SVQ units involves generating and collecting evidence of a learner's attainment of knowledge, understanding and skills and judging that evidence against defined standards.

The Guide to Assessment covers a wide range of assessment methods in unit assessments for school, college and workplace qualifications as well as external assessment for National Qualifications. There are three essential forms of assessment: observation, product evaluation and questioning. Assessment can also use a combination of some or all of the three forms. All assessment methods, such as a project or performance, can be classified under one or more of these forms.

SVQ units are assessed internally by centres, this means that work-place assessors are responsible for deciding whether evidence meets the standards for SVQ units. The assessors are identified by the centre, they are occupationally competent in the role and professionally competent in conducting work-based assessment (or working towards this). The internal assessment decisions are externally verified by the Awarding Organisation who offers the units.

Evidence must meet the following requirements:

Valid	The assessment method chosen will be appropriate to the standards being assessed. It will produce evidence relevant to the standards.
Authentic	The evidence will be the learner's own work.
Current	The evidence will exemplify the current level of the learner's performance.
Reliable	The assessment decision is comparable and consistent with other assessors within the centre.
Sufficient	The evidence will demonstrate competence over time (e.g. not just a single occasion).

Work Based Challenge Unit

The Work-based challenge unit (J4YL 04) has been included as a mandatory unit within the IT: Hardware System Support SCQF Level 6 Foundation Apprenticeship framework.

The aim of this unit is to give learners the opportunity to work with a local employer to design, develop and deliver a project as part of the Foundation Apprenticeship.

This helps develop the learner's meta skills such as: creativity, team-working and self-management, which can contribute to work readiness alongside the technical skills required for the project.

Learners' participation in project- based learning activity, which builds on the knowledge and skills gained in other component parts of the Foundation Apprenticeship. Learners work through the three stages of a plan, do, review process to generate a portfolio of evidence from the tasks, activities, and self-reflections that have been completed. Project based learning has proven to be an attractive method for learners and employers to work together to solve authentic workplace issues in a collaborative manner.

The Work-based Challenge could allow learners to plan, problem-solve and troubleshoot a project incorporating aspects of network, security and server fundamentals building on knowledge and skills developed in their National Progression Award (NPA) in Professional Computer Fundamentals (GG0F 46) and their wider Foundation Apprenticeship. This could include planning an upgrade to an existing office or network adding in additional hardware, for example, servers, telephony, workstations, and network equipment. Learners could be asked to produce a list of equipment involved and research any new equipment required, including a description of their functions.

Links to useful resources

Foundation Apprenticeship Guidance Note:

▸ Hardware and Systems Support Development Framework

This document provides all the information needed to deliver the Foundation Apprenticeship in Hardware and Systems Support Development at SCQF Level 6

▸ Developing the Young Workforce

Work Placements Standard: This document sets out the expectations for a young person, school, employer, local authority and parent/carer, before, during and after work placements. Refer to this document for information to help improve the quality of learning in the workplace.

▸ SQA Guide to Assessment

This guide is designed to provide support for everyone who assesses SQA qualifications. It covers the full range of SQA qualifications and is based around the principles of assessment, that all qualifications must be valid, reliable, practicable, equitable and fair. Refer to this document for information on unit content and standards, methods of assessment and acceptable evidence.

▸ FA Placement Options

▸ Meta skills support documentation

▸ Employer Welcome Pack

This guidance has been developed to share best practice and support employers to get the best experience from their involvement in Foundation Apprenticeships.

Practical Examples

Examples of activities and evidence for the SVQ units: A Foundation Apprenticeship in Information Technology: Hardware/ System Support at SCQF level 6 (GR53 46)

These examples support employers with identifying suitable work-based activities to develop the practical skills of S5 and S6 pupils during the work placement component of the Foundation Apprenticeship in Information Technology: Hardware/ System Support at SCQF level 6 (GR53 46)

The Foundation Apprenticeship in Information Technology: Hardware / System Support at SCQF level 6 includes five units from the Diploma in providing IT & Telecommunications Professionals:

- H39S 04 IT & Telecom System Operation 2
- H3AV 04 Testing IT & Telecom Systems 2
- H3B5 04 Working With IT & Telecom Hardware and Equipment 1
- H3C5 04 Health and Safety in IT & Telecoms

The tables on the following pages provide generic examples of typical work-based activities and examples of possible evidence which may support the development of the practical skills within each of the units. Please note, these are examples and are not intended to be prescriptive. Some examples of activities and evidence are holistic, therefore may cover several performance criteria (and knowledge and understanding) within a unit and/or across units, as opposed to aligning with a single performance criteria. This supports good practice in the holistic approach to assessment, which in turn reduces the volume of evidence required by leaners and reduces bureaucracy in assessment.

It is important to note that not all work-based activities may be suitable for a pupil to undertake (e.g. not an employee). For example, there may be a legislative reason a pupil/non-employee cannot conduct a particular activity within a workplace.

H39S 04 It & Telecom System Operation 2

Learning Outcomes	Assessment Criteria	Examples of work-based activities which may support learners to develop the required practical skills in the unit	Examples of evidence which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)
1 Understand the technical architecture of an IT or Telecom system	■ 2.1 Describe the technical architecture of the system	■ Planning an upgrade to an existing office or network - this could be adding in additional hardware (servers, telephony, workstations, network equipment etc) ■ Creating user accounts and modifying group policies and access to shared resources ■ Moving software or clients records to new systems	■ Professional discussion with learner, explaining the importance in planning project with minimal / no impact to business ■ Recording of existing system with back-up and recovery options listed ■ Professional discussion/ written questions ■ Record of initial log

Learning Outcomes	Assessment Criteria	Examples of work-based activities	Examples of evidence
1 Understand the technical architecture of an IT or Telecom system (continued)	■ 1.2 Describe the main physical and logical components of the system and their contribution to overall system functionality ■ 1.3 Describe how system components are physically and logically interconnected ■ 1.4 Describe the external connections of the system ■ 1.5 Describe the facilities available for controlling and monitoring the operation of the system	■ Carrying out research to produce a list of equipment involved, including descriptions of their functions ■ Undertaking desktop research ■ Questioning users and project client	■ Planning document with diagrams where relevant to demonstrate knowledge and understanding of what is required to successfully complete project ■ Records of planning, agreeing and undertaking the research task ■ Minutes of meetings or emails ■ Records of discussions ■ Records of own involvement throughout the research ■ Copy of final research outcome, e.g. report or presentation including details of user and client interviews ■ Copies of accurately completed documents ■ Completed logbook of own activities **Please note:** Depending on the project, this may cover aspects of H3C5 04 Health & Safety in IT & Telecoms.
2 Understand the expected functionality and capacity of the system	■ 2.1 Identify how the expected functionality and capacity of the system is specified ■ 2.2 Interpret functionality and capacity specifications to derive qualitative and quantitative measures of system operation ■ 2.3 Describe how control facilities can be used to optimise system performance	■ Carrying out research to ensure hardware/ software sourced is appropriate for the task ■ Documenting and presenting outcomes from the research to the expert witness/ client and assessor for feedback before the project is started	■ Planning document ■ Records detailing the investigation of existing systems ■ Professional discussions with assessor and expert witness testimony ■ A record detailing the steps taken with photographic evidence or screenshots to back up the claims

Learning Outcomes	Assessment Criteria	Examples of work-based activities	Examples of evidence
2 Understand the expected functionality and capacity of the system (continued)	■ 2.4 Describe how monitoring can be used to measure the qualitative and quantitative operation of the system ■ 2.5 Identify any routine maintenance or replenishment required to maintain normal system operation	■ Planning for routine maintenance and upgrades including any justification for the necessary requirements	◄ See previous page
3 Operate the system	■ 3.1 Use available facilities to control system operation and optimise performance ■ 3.2 Use monitoring facilities effectively to identify actual and potential deviations from normal system operation ■ 3.3 Check the validity of reported deviations from normal system operation ■ 3.4 Investigate identified and reported deviations to identify required corrective actions ■ 3.5 Ensure that system performance information is correctly recorded	■ Updating software ■ Replacing faulty equipment ■ Benchmarking equipment ■ Using monitoring auditing software and logs to identify and record issues ■ Reporting any issues to appropriate staff and recording in line with procedures	■ Direct observation/witness testimony/ professional discussion of controlling and optimising system ■ Screenshots of log files demonstrating the system working as expected and explanations highlighting any errors or anomalies

Learning Outcomes	Assessment Criteria	Examples of work-based activities	Examples of evidence
4 Carry out system maintenance	■ 4.1 Follow procedures to schedule maintenance or replenishment activities to minimise disruption to system operation ■ 4.2 Ensure that system users are promptly informed of changes to system availability or performance during maintenance activities ■ 4.3 Accurately keep records of maintenance and replenishment activities	■ Performing regular maintenance over a period of time ■ Sending emails/ notifications of changes or down time to impacted users ■ Updating accurate records over the time period	■ Record of completed log book ■ Emails or records notifying changes ■ Direct questioning by expert witness or assessor may be used to determine knowledge and understanding e.g. where no issues arose over the time period ■ Direct observation by assessor

Notes

A holistic approach has been taken to provide examples of activities and evidence which cover performance criteria within and across units. This promotes efficient and effective gathering of evidence.

Any element that involves sensitive data should be anonymised.

Lone working is not suitable for learners at this level and ideally group based activities where individual responsibilities are easily highlighted is recommended. Learners upgrading computer components should be observed and aware of all necessary Health and Safety precautions and supplied with all necessary protection for themselves and the equipment. For any assessment criteria where there are concerns regarding the safety of the learner or that might disrupt the normal running of the organisation, the assessor can have a professional discussion including either written or oral questions with the learner to determine knowledge and understanding.

Guidance on simulation can be found in the Assessment Strategy. Where permitted, simulation should only be undertaken in a minority of situations, for example where there is a potential risk to the learner or others. To be effective, simulation must succeed in recreating the atmosphere, conditions and pressures of the real situation.

Learning Outcomes	Assessment Criteria	**Examples of work-based activities** which may support learners to develop the required practical skills in the unit	**Examples of evidence** which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)
1 Understand the principles of IT & Telecoms testing	■ 1.1 Describe the purposes of testing and the applicability of common classes of test ■ 1.2 Identify preparation and conclusion activities associated with testing and the circumstances in which they may be required ■ 1.3 Describe organisational requirements and procedures for testing and available test equipment and software	■ Reading operational procedures and manuals ■ Attending training sessions	■ Learner's submitted responses or testimony from the assessor ■ Completed logbook ■ Emails ■ Records of training sessions attended ■ Records of conversations ■ Minutes of meetings ■ Completed logbooks of own activities ■ Direct questioning and/or observation by assessor or expert witness ■ Records of planning, agreeing and undertaking the testing ■ Records of results and issues logged ■ Reflective account of own involvement throughout the work ■ Copy of final research outcome e.g. report or presentation ■ Copies of accurately completed documents ■ Personal statement and/or witness testimony

Learning Outcomes	Assessment Criteria	Examples of work-based activities	Examples of evidence
2 Plan for the testing of system components	■ 2.1 Correctly identify the components to be tested and the purpose of the test ■ 2.2 Select the types and sequences of test required to thoroughly test the components ■ 2.3 Select any test equipment or software to be used ■ 2.4 Define sufficient relevant inputs and expected outputs for the planned tests ■ 2.5 Document required test preparation and conclusion activities	■ Creating and completing a testing log, listing: - Tests included - Frequency - Equipment required - Expected results - Notification of results	◄ See previous page
3 Carry out the testing of system components	■ 3.1 Implement all required preparations prior to carrying out tests ■ 3.2 Correctly apply planned inputs making effective use of any test equipment or software ■ 3.3 Accurately record system and test equipment or software outputs ■ 3.4 Accurately record, and where necessary promptly respond to, any errors arising during the test ■ 3.5 Implement all required activities following the completion of testing	■ Testing over an agreed time frame	◄ See previous page

Learning Outcomes	Assessment Criteria	Examples of work-based activities	Examples of evidence
4 Interpret test results	■ 4.1 Analyse test records to identify any discrepancies between actual and expected outputs and the source of any recorded errors ■ 4.2 Investigate and document the possible causes of identified discrepancies and errors	■ Charting results over time period ■ Identifying issues with possible reasons and solutions	◄ See previous page

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Guidance on simulation can be found in the Assessment Strategy. Where permitted, simulation should only be undertaken in a minority of situations, for example where there is a potential risk to the learner or others. To be effective, simulation must succeed in recreating the atmosphere, conditions and pressures of the real situation.

H39S 04 It & Telecom System Operation 2

Learning Outcomes	Assessment Criteria	Examples of work-based activities which may support learners to develop the required practical skills in the unit	Examples of evidence which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)
1 Know how to work with IT & Telecoms hardware and equipment	■ 1.1 State the importance of planning IT & Telecoms work activities	■ Researching, sourcing, and installing new hardware, for example: - Printer - Additional screen - Additional hard drive OR ■ Migrating hardware and/or software from one station to another e.g. upgrading or replacing of a new workstation	■ Professional discussion with learner explaining the importance in planning project with minimal/no impact to business
1 Know how to work with IT & Telecoms hardware and equipment (continued)	■ 1.2 Identify available tools and their applicability to specific work activities	■ Researching requirements of project	■ Records of planning, agreeing and undertaking the research task ■ Personal statement and/or witness testimony ■ Document detailing what would be required ■ Direct questioning from mentor to demonstrate knowledge and understanding **Please note:** This could also cover some aspects of H3C5 04 Health & Safety in IT & Telecoms depending on the hardware task set.

Learning Outcomes	Assessment Criteria	Examples of work-based activities	Examples of evidence
1 Know how to work with IT & Telecoms hardware and equipment (continued)	■ 1.3 Describe organisational procedures for working with hardware and equipment and for recording information	■ Completing a research task which enables the learner to understand the relevant organisational procedures ■ Discussions with expert witness/mentor ■ Attending meetings and documenting findings	■ Reflective account demonstrating that the learner is aware of organisation's procedures, for example: - Updating inventories - Awareness of staff and business work schedules - Back-up procedures - Disposal regulation
1 Know how to work with IT & Telecoms hardware and equipment (continued)	■ 1.4 Describe the importance of product specifications when carrying out work activities	■ Researching project specifications in relation to learning outcome	■ Reflective account showing research has been undertaken to ensure appropriate hardware/software is being used
1 Know how to work with IT & Telecoms hardware and equipment (continued)	■ 1.5 Describe the regulatory requirements which affect planned work activities.	■ Researching regulations through speaking to mentor and online research ■ Once the task has been planned and approved the learner can start working on the project	■ Professional discussion with mentor ■ Written questions completed by the learner regarding any relevant regulations e.g. - Data protection - Disposal of equipment ■ Direct observation by the assessor or witness testimony ■ Log detailing steps taken with photographic evidence or screenshots to back up claims

Learning Outcomes	Assessment Criteria	Examples of work-based activities	Examples of evidence
2 Carry out work activities on IT & Telecoms hardware and equipment	■ 2.1 Interpret given work plans to identify relevant activities, hardware and equipment ■ 2.2 Check that any necessary work permissions have been obtained before commencing work activities ■ 2.3 Use and handle specified tools and equipment safely and in accordance with relevant guidelines and instructions when carrying out work activities ■ 2.4 Set specified configurations in line with work plans ■ 2.5 Accurately record information on work activities using organisational documentation ■ 2.6 Communicate progress and the outcomes of work, using organisational documentation, to specified people ■ 2.7 Follow organisational procedures and relevant legislation or regulations when carrying out work activities	■ Planning work requirements with dates ■ Attending meetings ■ Asking mentors for advice and guidance ■ Undertaking the project	■ Documented plan ■ Email evidence of permission given to undertake task with specified time frames ■ Direct observation by assessor or expert witness ■ Checklist indicating work being completed as required with dates and signatures of both learner and mentor ■ Screen shots (redacted if necessary) ■ Emails ■ Minutes from meetings ■ Updated work schedule/ inventory ■ Completed job tasks sign off sheets ■ Updated inventory ■ Confirmation of safely stored materials or safely disposed of materials ■ Reflective account of project work

▶ See notes on next page

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Guidance on simulation can be found in the Assessment Strategy. Where permitted, simulation should only be undertaken in a minority of situations, for example where there is a potential risk to the learner or others. To be effective, simulation must succeed in recreating the atmosphere, conditions and pressures of the real situation.

H3AV 04 Testing It & Telecom Systems 2

Learning Outcomes	Assessment Criteria	Examples of work-based activities which may support learners to develop the required practical skills in the unit	Examples of evidence which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)
1 Develop own personal and professional skills	■ 1.1 identify own development needs and the activities needed to meet them ■ 1.2 obtain and review feedback from others on performance ■ 1.3 agree personal goals and plan development activities to meet them	■ Discussing, agreeing, setting and meeting development needs, short/long term goals, progress, attendance and feedback etc.	■ Record of personal learning support plan showing personal progress, reviews, activities completed and approved by mentor/line manager

Learning Outcomes	Assessment Criteria	Examples of work-based activities	Examples of evidence
2 Work as a member of a team to achieve defined goals	■ 2.1 plan and manage own time to meet team objectives ■ 2.2 recognise and respect diversity, individual differences and perspectives ■ 2.3 accept and provide feedback in a constructive and considerate manner ■ 2.4 review the responsibilities, interests and concerns of colleagues to reduce obstacles to effective teamwork	■ Working on a small project including using the supporting documentation provided to plan, design, develop and evaluate a small project within the organisation	■ Records of team project overview, project timeline produced and/or project evaluation ■ Evidence of own involvement throughout the project through personal statements and/or witness testimonies ■ Reports completed
3 Understand what is meant by professional practice	■ 3.1 Interpret the implications of current legislation and regulation for IT & Telecoms professionals covering: - Data Protection - Computer Misuse - Digital Communications - Telecommunications ■ 3.2 Identify the role of professional bodies for IT & Telecoms, and the benefits of membership to individuals and organisations ■ 3.3 Describe quality management systems and standards for systems development	■ Completing a research task which enables the leaner to understand and apply professional practice in the workplace alongside issues that can arise within the role e.g. GDPR	■ Records of planning, agreeing and undertaking the research task ■ Copy of final research outcome, e.g. report or presentation ■ Personal statement and/or witness testimony

Learning Outcomes	Assessment Criteria	Examples of work-based activities	Examples of evidence
4 Understand the ethical and legislative environment relating to IT activities	■ 4.1 Describe the impact on the IT & Telecoms activities of your organisation of legislation covering: - Processing of financial transactions - Health and Safety - Privacy, Confidentiality and Security - Copyright and Intellectual Property Rights ■ 4.3 Describe the types of conflicts of interest which can arise for IT & Telecoms professionals	■ Completing a research task which enables the learner to understand and apply ethical and legislative issues in the workplace	■ Records of planning, agreeing and undertaking the research task ■ Copy of final research outcome, e.g. report, presentation ■ Personal statement and/or witness testimony
5 Improve organisational effectiveness	■ 5.1 Describe the aims and objectives of the organisation ■ 5.2 Describe the organisation's brand or image and how it can be promoted ■ 5.3 Identify the organisation's structure, roles and responsibilities ■ 5.4 Identify and justify potential improvements to organisational effectiveness	■ Producing an advertisement to promote the organisation which includes: - Aims of the organisation - Company brand - Structure - Future growth/expansion ideas ■ Using IT to develop the advertisement	■ Records of planning and undertaking the work ■ Copies of posters, leaflets or videos produced ■ Records of own involvement ■ Personal statement and/or witness testimony

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H3C5 04 Health & Safety In It & Telecoms

Learning Outcomes	Assessment Criteria	Examples of work-based activities which may support learners to develop the required practical skills in the unit	Examples of evidence which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)
1 Comply with relevant Health and Safety procedures	■ 1.1 Identify relevant organisational Health and Safety procedures ■ 1.2 Identify available sources of Health and Safety information ■ 1.3 Demonstrate how relevant Health and Safety procedures have been followed	■ Attending relevant Health and Safety training sessions and meetings ■ Reading and comprehension of organisational policies, standards and procedures e.g. Health and Safety, information security and confidentiality policies and procedures ■ Undertaking a workstation assessment ■ Completing a research task which enables the learner to understand and apply organisational Health and Safety procedures ■ Identifying and reporting any health and safety issues within own area of work	■ Records of training attended ■ Records of attending meetings including own contributions ■ Questioning by assessor ■ Emails ■ Completed health and safety checks ■ Copies of accurately completed Health and Safety documentation ■ Records of reporting issues according to organisational procedures ■ Personal statement and/or witness testimony detailing Health and Safety procedures demonstrated in your day to day activity

Notes

A holistic approach has been taken to provide examples of activities and evidence which cover performance criteria within and across units. This promotes efficient and effective gathering of evidence.

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Simulation should only be undertaken in a minority of situations when the learner is unable to complete the standards because of the lack of opportunity within their practice. Simulation may also be considered if there is a potential risk to the learner or others. Evidence of competence in such situations is viewed as essential to ensure best practice and confidence in the learner's ability to act appropriately. Further information can be found in the Assessment Strategy.