Qualification Handbook

BIIAB Level 2 Certificate in Cultural Heritage

601/6496/7

C00/0716/2

Version 4

Version and date	Change, alteration or addition	Section
Version 2, February 2016	Unit CH7 recoded CAA6	Rules of Combination and Structure, Unit Pack
Version 3, June 2016	Unit CH42 recoded CFAQ60	Rules of Combination and Structure, Unit Pack
Version 4, January 2018	Updated handbook throughout to remove reference to "QCF"	Front page, header, Section 1, 5, 8, 13

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1. About the BIIAB Level 2 Certificate in Cultural Heritage

BIIAB is regulated to deliver this qualification by Ofqual, Qualifications Wales and CCEA Regulations in England, Wales and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)	Qualification Wales Approval/Designation Number
BIIAB Level 2 Certificate in Cultural Heritage	601/6496/7	C00/0716/2

2. Objective and Purpose of this Qualification

This qualification has been designed to give learners the knowledge, understanding and skills to work in roles including those of the 'Conservation Assistant', 'Exhibition Guide/Demonstrator' and 'Front of House Support Staff', for example in supporting and repairing/restoring objects, hosting tours for groups, assisting talks/presentations or explaining exhibition displays, supporting curators/developers/planners/private businesses, demonstrating ancient skills or practices, working in ticket sales, dealing with customers, supporting, setting up and servicing meetings and maintaining systems, such as finance, staff records and visitor numbers.

Achievement of this qualification indicates competence. Alongside the BIIAB Level 2 Award in Principles of the Creative and Cultural Sector, Functional Skills in English, Maths and Information and Communications Technology and Employment Rights and Responsibilities, the qualification is designed to make up the component parts of the Apprenticeship in Community Arts in England and Wales.

The primary purpose of the qualification is to confirm occupational competence.

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

3. About this Handbook

This handbook has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the handbook is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this handbook is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (ROC). The ROC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (eg Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Guided Learning Hours (GLH)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and GLH
- Any barred units (units that cannot be taken together as part of the qualification)

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 2 Certificate in Cultural Heritage Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Certificate in Cultural Heritage learners **must** achieve a **total of 30** credits. This **must** consist of:

- **Minimum total** credit: 30

- Mandatory Group A **minimum** credit: 6

- Optional Group B **minimum** credit: 24 (barred units apply)

- **GLH: 143**

- **TQT: 300**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

Unit No.	URN	Unit Title	Credit	Level	GLH
CH1	R/601/5941	Assist with incidents and emergency procedures	2	2	18
CH2	A/502/3571	Working with colleagues	1	2	6
CH3	D/601/7515	Contribute to the care of a cultural venue premises	3	2	24

Optional Group B

Unit No.	URN	Unit Title	Credit	Level	GLH
CH4	D/601/6817	Make and maintain conservation records for cultural heritage	5	2	35
CH5	T/601/6922	Assist customers, visitors or audiences in getting the best from their experience of a creative or cultural organisation	4	2	28
CH6	L/601/6828	Support learning activities in a creative and cultural context	4	2	28
CAA6	R/601/6832	Support marketing activities in a creative and cultural context	4	2	28
CH8	K/601/6822	Support fundraising for a creative and cultural organisation	4	2	28
CH9	R/601/2490	Store and retrieve information	3	2	17
CH10	M/501/3961	Identity and Cultural Diversity	2	2	20
CH11	K/601/5850	Assisting with daily financial issues	3	2	27
CH12	D/601/6882	Provide information on a cultural heritage collection	6	3	36
CH13	J/601/6858	Handle, pack and transport cultural heritage items and objects	6	3	36
CH14	T/601/6838	Build cultural heritage exhibitions and displays	8	3	48
CH15	H/601/6835	Apply procedures for the management of cultural heritage collections	6	3	36
CH16	H/601/6852	Introduction to ethics and professional judgement for cultural heritage conservation	5	3	30
CH17	R/601/6877	Protect cultural heritage through basic conservation measures	6	3	36
CH18	F/601/6907	Undertake routine conservation treatments for cultural heritage	12	3	72
CH19	D/601/6834	Apply preventive conservation measures for cultural heritage	12	3	72
CH20	J/601/6889	Set up and maintain conservation equipment	6	3	36
CH21	K/601/6867	Make copies or representations of items of heritage	6	3	36
CH22	M/601/6854	Handle, clean and reposition cultural heritage objects	6	3	36
CH23	A/601/6873	Promote and sell goods and services in a creative and cultural organisation	6	3	36

Unit No.	URN	Unit Title	Credit	Level	GLH
CH24	R/601/6913	Work with volunteers in a creative and cultural context	4	3	24
CH25	D/601/6901	Taking responsibility for work in a creative and cultural context	4	3	24
CH26	D/601/6865	Maintain competence and undertake work-related learning in the creative and cultural sector	6	3	36
CH27	L/601/6912	Work effectively with other people in a creative and cultural context	4	3	24
CH28	L/601/6893	Supervise and support the work of others in creative and cultural contexts	8	3	48
CH29	Y/601/6850	Deliver learning or interpretation activities in a creative and cultural context	8	3	48
CH30	K/601/6884	Provide interpretation for creative and cultural exhibitions or displays	6	3	36
CH31	D/601/6994	Develop learning materials for use in a creative and cultural context	6	3	36
CH32	K/601/6903	Undertake marketing activities in a creative and cultural context	8	3	48
CH33	M/601/6885	Raise funds for a creative and cultural organisation	6	3	36
CH34	R/601/6846	Control the security of a cultural venue	6	3	36
CH35	J/601/1210	Deliver reliable customer service	5	2	33
CH36	T/601/6841	Catalogue objects and collections	6	3	36
CH37	T/601/6869	Monitor the security and environment of cultural heritage objects	6	3	36
CH38	J/601/6844	Contribute to the care of cultural heritage objects	6	3	36
CH39	R/601/6880	Provide guided tours in a cultural venue	8	3	48
CH40	H/601/6897	Support the organisation of creative or cultural events or exhibitions	6	3	36
CH41	A/601/5867	Ensure responsibility for actions to reduce risks to health and safety	4	3	38
CFAQ60	L/601/0933	Give customers a positive impression of yourself and your organisation	5	2	33

Barred units

Unit	Barred Against
CH8: Support fundraising for a creative and cultural organisation (K/601/6822)	CAA6: Support marketing activities in a creative and cultural context (R/601/6832)
CH24: Work with volunteers in a creative and cultural context (R/601/6913)	CH28: Supervise and support the work of others in creative and cultural contexts (L/601/6893)
CH18: Undertake routine conservation treatments for cultural heritage (F/601/6907)	CH38: Contribute to the care of cultural heritage objects (J/601/6844)
CH38: Contribute to the care of cultural heritage objects (J/601/6844)	CH17: Protect cultural heritage through basic conservation measures (R/601/6877)
	CH19: Apply preventive conservation measures for cultural heritage (D/601/6834)
	CH22: Handle, clean and reposition cultural heritage objects (M/601/6854)
CH17: Protect cultural heritage through basic conservation measures (R/601/6877)	CH37: Monitor the security and environment of cultural heritage objects (T/601/6869)

7. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18
- 19+.

8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the knowledge and skills to work effectively in a number of roles such as Conservation Assistant, Exhibition Guide/Demonstrator, or Front of House Support Staff. It will also allow for a number of progression routes into Level 3 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 3 Diploma in Cultural Heritage

9. Assessment

Overview of Assessment Strategy

The qualification contains competence units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor. Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certificating the team leading qualification.

Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

Assessors - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must:**

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.

- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.

- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

Internal Quality Assurer (IQA) - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's. IQAs **must:**

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.

- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.

- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

External Quality Assurer (EQA) - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must:**

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.

- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.

- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Awarding organisations require all assessors, moderators and verifiers to maintain current subject competence to deliver these functions and recognise this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.

These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence

BIIAB expects most appeals from learners to be resolved within the centre. BIIAB will only consider a learners appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to www.biiab.org

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrices for the competence / NVQ units
- a Learner Summative Reflection
- Access to the units

All of these resources are available for download via The Hub on centrezone.bii.org.

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via centrezone.bii.org

Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

12. Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

13. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (http://register.ofqual.gov.uk).

Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

14. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at http://centrezone.bii.org/thehub/apprenticeships/qadocuments.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at http://centrezone.bii.org/thehub/apprenticeships/qadocuments.

15. Qualification Review and Feedback

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be reviewed and revised to ensure the approach remains appropriate and that it is fit for purpose.

16. Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please visit centrezone.bii.org.

Unit Title	**Assist with incidents and emergency procedures**
BIIAB Reference	CH1
Level	2
Credit Value	2
GLH	18
Unit Reference No.	R/601/5941

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand organisational procedures for dealing with incidents and emergencies	1.1	Describe organisation's procedures for dealing with incidents and emergencies
	1.2	Describe organisation's procedures for monitoring and controlling risks
	1.3	Describe how risk assessments and evacuation procedures are produced
	1.4	Identify the first aid officer in organisation
2 Understand how to use emergency equipment and systems	2.1	Describe how to use emergency equipment
	2.2	Describe how to initiate alarm systems and access escape routes
3 Be able to assist with emergency procedures in the event of an incident or emergency	3.1	Assist with evacuation procedures
	3.2	Follow instructions for taking action in a way that minimises injury to self, others or premises

Unit Title	Working with colleagues
BIIAB Reference	CH2
Level	2
Credit Value	1
GLH	6
Unit Reference No.	A/502/3571

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand work colleagues expectations of them in the place of work	1.1	Describe the expectations their colleagues will have of them as a work colleague.
	1.2	Assess how they currently behave in relation to these expectations and describe how they can improve how they work with colleagues
2 Know how to use a range of communication skills and techniques to help secure good working relationships with colleagues	2.1	Describe 3 communication techniques and two types of behaviour that can help establish and maintain effective working relationships with colleagues.
	2.2	Recognise supportive and effective communication techniques and behaviour being used by others.
	2.3	Demonstrate the ability to use 2 appropriate verbal and 2 non-verbal communication techniques when working with colleagues

Unit Title	Contribute to the care of a cultural venue premise
BIIAB Reference	CH3
Level	2
Credit Value	3
GLH	24
Unit Reference No.	D/601/7515
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to monitor the condition of premises	1.1 Examine the condition of the premises according to agreed schedules 1.2 Explain reasons for changes in conditions
2 Be able to report on condition of premises	2.1 Report indications of changes to relevant people 2.2 Record information accurately in appropriate documentation
3 Be able to undertake minor maintenance activities	3.1 Identify any problems and report to relevant staff member 3.2 Describe the types of maintenance activities to be carried out 3.3 Implement minor maintenance activities 3.4 Accurately record maintenance activities using appropriate documentation
4 Be able to carry out all procedures in line with health and safety regulations and procedures	4.1 Perform activities which keep work and public areas free from health and safety hazards 4.2 Perform activities according to all health and safety regulations and procedures 4.3 Identify potential health and safety hazards 4.4 Produce reports which identify potential health and safety hazards 4.5 Carry out appropriate action to prevent harm to self and others

The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

Learner Name: _____

Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

Learner Reflection

Learner Signature: _____   Date:
                        _____

Assessor Signature: _____   Date:
                        _____

Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.