

Qualification specification

**NCFE Entry Level Award in Exploring
Occupational Studies for the Workplace (Entry 3)**

QN: 601/1073/9

**NCFE Entry Level Award in Occupational
Studies for the Workplace (Entry 3)**

QN: 601/1186/0

**NCFE Entry Level Certificate in Occupational
Studies for the Workplace (Entry 3)**

QN: 601/1185/9

**NCFE Entry Level Diploma in Occupational
Studies for the Workplace (Entry 3)**

QN: 601/1015/6

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 4.1 January 2020).

Version	Publication date	Summary of amends
v4.2	May 2022	Information regarding the wellbeing and safeguarding of learners added to Section 1 'things' amended to 'plants' in the unit summary for unit 03, wording amended in assessment criteria 2 for unit 06, and 'required' added to learning outcome 1 for unit 13
v4.3	June 2022	Further information added to the how the qualifications are assessed section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the support for centres section about how to access support handbooks.

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning, delivery and assessment of the NCFE Entry Level Occupational Studies for the Workplace (Entry 3).

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise these qualifications using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification titles:

- NCFE Entry Level Award in Exploring Occupational Studies for the Workplace (Entry 3)
 - NCFE Entry Level Award in Occupational Studies for the Workplace (Entry 3)
 - NCFE Entry Level Certificate in Occupational Studies for the Workplace (Entry 3)
 - NCFE Entry Level Diploma in Occupational Studies for the Workplace (Entry 3)
-

Things you need to know**NCFE Entry Level Award in Exploring Occupational Studies for the Workplace (Entry 3)**

Qualification number (QN)	601/1073/9
Aim reference	60110739
Guided learning hours (GLH):	24
Total qualification time (TQT)	30
Credit value	3
Level	Entry Level 3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

NCFE Entry Level Award in Occupational Studies for the Workplace (Entry 3)

Qualification number (QN)	601/1186/0
Aim reference	60111860
Guided learning hours (GLH):	40
Total qualification time (TQT)	60
Credit value	6
Level	Entry Level 3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

NCFE Entry Level Certificate in Occupational Studies for the Workplace (Entry 3)

Qualification number (QN)	601/1185/9
Aim reference	60111859
Guided learning hours (GLH):	100
Total qualification time (TQT)	130
Credit value	13
Level	Entry Level 3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

NCFE Entry Level Diploma in Occupational Studies for the Workplace (Entry 3)

Qualification number (QN)	601/1015/6
Aim reference	60110156
Guided learning hours (GLH):	328
Total qualification time (TQT)	370
Credit value	37
Level	Entry Level 3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About these qualifications

These are regulated qualifications. The regulated numbers for these qualifications are 601/1073/9, 601/1186/0, 601/1185/9 and 601/1015/6.

These qualifications may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Aims and objectives of these qualifications

These qualifications are intended to be accessible to a wide range of learners of all abilities. Learners can develop a 'hands-on' approach to their learning and gain practical skills, knowledge and understanding in their chosen vocational area(s). The skills, knowledge and understanding gained may help learners prepare for work through real or simulated work situations and may contribute to preparing them for working life beyond education.

Learners are not intended or expected to be competent following successful completion of the Occupational Studies for the Workplace qualifications. Competency would be achieved through the completion of recognised competence-based Qualifications (CBQs) or National Vocational Qualifications (NVQs).

The NCFE Occupational Studies for the Workplace (Entry 3) qualifications are intended to give learners a solid base from which to further develop their skills and learning.

Achieving these qualifications

These qualifications consist of **77** optional units across **10** occupational areas:

To be awarded the NCFE Entry Level Award in Exploring Occupational Studies for the Workplace (Entry 3) (601/1073/9), learners must achieve a minimum of 3 credits.

To be awarded the NCFE Entry Level Award in Occupational Studies for the Workplace (Entry 3) (601/1186/0), learners must achieve a minimum of 6 credits.

To be awarded the NCFE Entry Level Certificate in Occupational Studies for the Workplace (Entry 3) (601/1185/9), learners must achieve a minimum of 13 credits.

To be awarded the NCFE Entry Level Diploma in Occupational Studies for the Workplace (Entry 3) (601/1015/6), learners must achieve a minimum of 37 credits.

Land-based units

Unit No	Unit title	Credit
Unit 01	Understanding the skills required for floristry	1 credit
Unit 02	Introduction to propagation of plants	3 credits
Unit 03	Introduction to garden horticulture	3 credits
Unit 04	Introduction to practical floristry skills	3 credits
Unit 05	Introduction to garden maintenance skills	3 credits
Unit 06	Environmental improvement	3 credits
Unit 07	Building confidence: working with animals	3 credits
Unit 08	Check that a small animal is healthy	3 credits
Unit 09	Developing skills for using and maintaining garden hand tools	3 credits

Construction and engineering units

Unit No	Unit title	Credit
Unit 10	Introduction to painting and decorating	3 credits
Unit 11	Brickwork: introduction to assisting workshop practice	3 credits
Unit 12	Brickwork: introduction to building a half brick wall three courses high	3 credits
Unit 13	Introducing tiling skills	3 credits
Unit 14	Brickwork: introduction to building a three brick square hollow pillar	3 credits
Unit 15	Carpentry and joinery	3 credits
Unit 16	Health and safety in construction	3 credits
Unit 17	Working in construction	3 credits
Unit 18	Wallpapering skills	3 credits
Unit 19	Introduction to engineering	1 credit
Unit 20	Electrical wiring	2 credits
Unit 21	Plastering skills	3 credits
Unit 22	Energy production	1 credit
Unit 23	Working with electrical circuits	3 credits

Motor vehicle units

Unit No	Unit title	Credit
Unit 24	Identification of basic external and internal car parts	1 credit
Unit 25	Valeting a car interior	3 credits
Unit 26	Introduction to working in a garage	3 credits
Unit 27	Washing a car exterior	1 credit
Unit 28	Introduction to vehicle engine operation principles	4 credits
Unit 29	Routine braking system checks	2 credits
Unit 30	Simple body repair processes	2 credits
Unit 31	Routine wheel and tyre checks	2 credits

Hospitality and catering units

Unit No	Unit title	Credit
Unit 32	Customer service in the hospitality industry	1 credit
Unit 33	Introduction to the hospitality industry	1 credit
Unit 34	Basic cooking	2 credits
Unit 35	Basic food preparation	2 credits
Unit 36	Food hygiene and safety	2 credits

Design, media and technology units

Unit No	Unit title	Credit
Unit 37	Developing creative media skills	3 credits
Unit 38	Introduction to personal digital photograph processing	1 credit
Unit 39	Audio and video software	2 credits
Unit 40	Design and imaging software	2 credits
Unit 41	Creating images digitally	3 credits
Unit 42	Digital music	2 credits
Unit 43	Producing soft furnishings	3 credits

Office and business units

Unit No	Unit title	Credit
Unit 44	Working in an office setting	2 credits
Unit 45	IT user fundamentals	2 credits
Unit 46	Using the telephone and photocopier	3 credits
Unit 47	Developing reception and filing skills	3 credits
Unit 48	Spreadsheet software skills	2 credits
Unit 49	Using the Internet	1 credit

Retail and service enterprise units

Unit No	Unit title	Credit
Unit 50	Introduction to handling stock in a retail environment	3 credits
Unit 51	Introduction to keeping the work area clean, tidy and safe in a retail environment	3 credits
Unit 52	Introduction to clothing design	3 credits
Unit 53	Introduction to retail skills	3 credits
Unit 54	Introduction to customer service skills	3 credits

Sport, leisure and tourism units

Unit No	Unit title	Credit
Unit 55	Displaying travel and tourism information	3 credits
Unit 56	Health and fitness	3 credits
Unit 57	Planning for and taking part in a visit	3 credits
Unit 58	Taking part in sport	3 credits
Unit 59	Assist in sports coaching	3 credits
Unit 60	How the body works	3 credits
Unit 61	Indoor team games	3 credits

Hairdressing and beauty units

Unit No	Unit title	Credit
Unit 62	Assist with styling women's hair	3 credits
Unit 63	Introduction to hair and beauty	3 credits
Unit 64	Assist with hair colour services	3 credits
Unit 65	Assist with styling men's hair	3 credits
Unit 66	Hairdressing: introduction to health and safety	3 credits
Unit 67	Skin care	3 credits
Unit 68	Maintaining healthy skin and nails	3 credits

Employability and social development units

Unit No	Unit title	Credit
Unit 69	Working as a volunteer	2 credits
Unit 70	Working in a team	2 credits
Unit 71	Problem solving skills for work	2 credits
Unit 72	Food and nutrition for children	3 credits
Unit 73	Caring for young children and babies	3 credits
Unit 74	Parenting skills	3 credits
Unit 75	Improving own confidence	3 credits
Unit 76	Introduction to self-employment	3 credits
Unit 77	Personal finances	3 credits

The learning outcomes and assessment criteria for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit www.ncfe.org.uk/units for further information.

To achieve the NCFE Entry Level Occupational Studies for the Workplace (Entry 3), learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Entry guidance

These qualifications are suitable for learners aged pre-16 and above.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications. Learners registered on these qualifications shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Progression opportunities

Following the successful completion of any of the Occupational Studies in the Workplace qualifications, learners may progress to work-based learning and develop the skills, knowledge and understanding necessary to demonstrate competency through NVQs/CBQs.

Progression to further learning within the FE sector is also possible and there are many qualifications available to learners that offer them a broad choice of options.

Equivalent units

Some of the units in these qualifications have equivalent units identified against them.

Please see Section 2 for details of which units have equivalences.

If a learner has achieved any of the equivalent identified units, they can use them towards achievement of these qualifications.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Examples of relevant qualifications/experience

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for Assessors and Internal Quality Assurers.

The guidance in this section isn't intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment/internal quality assurance roles.

NCFE is not responsible for any complications that arise in the delivery, assessment or internal quality assurance process as a result of internal recruitment and training decisions. Decisions regarding staff recruitment and training should be made at the discretion of centres. Centres should be aware of their obligations under their Agreement with NCFE to ensure that all staff involved in the delivery, assessment and internal quality assurance of NCFE qualifications are suitably qualified/experienced.

Land-based

Examples of relevant qualifications:

- NVQ/vocational Level 2 qualifications in Animal Management/Environment, Countryside and Conservation, Equine and Floristry
- Level 3 Award in Education and Training
- Certificate of Competence (CoC) qualification in Forestry and Pesticides

Examples of work experience:

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- possess a good knowledge of health and safety and first aid
- current or recent work experience as an Agricultural/Horticultural Technician or Gardener
- current or recent work experience in animal management, land and wildlife management

Construction and engineering

Examples of relevant qualifications:

- NVQ/vocational Level 2 qualifications in Construction and Engineering
- Level 2 qualifications/Apprenticeship in Construction
- Level 3 Award in Education and Training

Examples of work experience:

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- experience working as a Construction Ambassador
- possess a good knowledge of health and safety and first aid

Motor vehicle

Examples of relevant qualifications:

- NVQ/vocational Level 2 qualifications in Motor Vehicle Maintenance
- Level 2 qualification in Motor Vehicle and Engineering
- Level 3 Award in Education and Training

Examples of work experience:

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- experience in working in transport operations or as a mechanic
- possess a good knowledge of health and safety and first aid

Hospitality and catering

Examples of relevant qualifications:

- NVQ/vocational Level 2 qualifications in Food Preparation and Cooking
- NCFE Level 2 Certificate in Food and Cookery
- NVQ Level 2 in Food and Drink Service
- Level 2 Certificate in Food and Beverage Service
- Level 3 Award in Education & Training

Examples of work experience:

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- working in the hospitality/catering/food preparation sector
- experience working in event management
- experience working as a Pub/Bar Manager

Design, media and technology

Examples of relevant qualifications:

- Level 2 Diploma in Art and Design
- Level 1 or above Certificate in Art and Design/Graphic Design/Media and Technology
- Level 3 Award in Education and Training
- qualifications in interactive media; animation; web design; media studies

Examples of work experience:

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- current or recent work experience as an Art Editor, Audio-visual Technician, Internet/Web Professional or Multimedia Designer

Office and business

Examples of relevant qualifications:

- Level 2 Diploma in Office Professionals
- NVQ Level 2 in Business Administration
- Level 3 Award in Education and Training

Examples of work experience:

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- experience working as an Office Manager

Retail and service enterprise

Examples of relevant qualifications:

- NVQ/vocational Level 2 qualifications in Customer Service
- Level 3 Award in Education and Training
- Level 2 Diploma in Retail Skills

Examples of work experience:

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- supervisor in a retail outlet
- current or recent work experience in the retail sector teaching retail/retail operations
- experience working in training for retail merchandising

Hairdressing and beauty

Examples of relevant qualifications:

- NVQ/vocational Level 2 qualifications in Hairdressing and Beauty
- Level 3 Award in Education and Training
- Level 1 or above NVQ or Diploma in Hairdressing

Examples of work experience:

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- current experience working as a stylist
- in-house salon training schemes

Employability and social development

Examples of relevant qualifications:

- NVQ/vocational Level 2 in Advice and Guidance
- Level 3 Award in Education and Training
- NCFE Entry Level 3, Level 1, or Level 2 Award in Employability Skills

Examples of work experience:

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- experience working in human resources and personal development
- experience of leading a team
- managing a project

Resource requirements

Specific resource requirements will vary significantly depending upon the subject area a centre chooses to deliver. Allocation of suitable resources is at the discretion of the centre; however, real-life situations should be replicated in as much detail as is reasonably possible.

The resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Customer Support team

Our award winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact your Customer Support Assistant on 0191 239 8000 or email customersupport@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on our website here: <https://www.ncfe.org.uk/media/822929/reasonable-adjustments-and-special-consideration-policy.pdf>.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current fees and pricing guide is available on the NCFE website.

Useful websites

Centres may find the following website helpful for the Construction and engineering units and Motor vehicle units. The website contains useful materials and resources to assist with the delivery of qualifications:

- www.scheduleofsuppliers.co.uk

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

The unit summary provides an overview of each unit including:

- unit title and number
- unit summary
- guided learning hours
- credit value
- level
- indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes (the learner will) and assessment criteria (the learner can)

The regulators' unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about these qualifications please contact our Product Development team on 0191 239 8000.

Unit 01 Understanding the skills required for floristry (D/505/3579)

Unit summary	In this unit the learner will understand the equipment, types of plant material, preservation and conditioning techniques used in floristry. The learner will also understand the design principles and construction techniques used in floristry.
Guided learning hours	10
Credit value	1
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know the relevant tools and equipment used in floristry

The learner can:

- 1.1 Identify basic tools used by florists
- 1.2 Identify common pieces of equipment used by florists

The learner will:

- 2 Know about different types of plant material

The learner can:

- 2.1 Identify items of plant material (flowers or foliage) that could be included in a display

The learner will:

- 3 Understand preservation and conditioning techniques in floristry

The learner can:

- 3.1 State one way to preserve plant material
- 3.2 State one way to condition plant material
- 3.3 State why it is important to preserve and condition plant material

Unit 01 Understanding the skills required for floristry (D/505/3579) (cont'd)

The learner will:

- 4 Understand design principles in floristry

The learner can:

- 4.1 Identify their favourite 'shape' for a floral display from a given range
 - 4.2 Select the colours for a specified floral display
 - 4.3 State why they chose those colours
-

The learner will:

- 5 Understand construction techniques used in floristry

The learner can:

- 5.1 State the purpose of a construction element in a given floral display
-

Equivalent unit for Understanding the skills required for floristry (D/505/3579)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Understanding the skills required for floristry (R/500/5397)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit D/505/3579.

Unit 02 Introduction to propagation of plants (F/505/3574)

Unit summary	In this unit the learner will understand the different forms and potential sources of embryo plants and understand the need to plant appropriately.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know how to recognise different forms of embryo plants

The learner can:

- 1.1 Identify a range of seeds
- 1.2 Identify bulbs and tubers
- 1.3 List plants from which cuttings can be taken

The learner will:

- 2 Understand potential sources of embryo plants

The learner can:

- 2.1 Identify sources where these can be purchased
- 2.2 Identify alternative ways of obtaining new plants

The learner will:

- 3 Understand the need to plant appropriately

The learner can:

- 3.1 Identify a range of containers
- 3.2 Identify planting materials
- 3.3 Outline the importance of taking environmental factors into account
- 3.4 Identify the benefits of correct maintenance

Unit 02 Introduction to propagation of plants (F/505/3574) (cont'd)

Equivalent unit for Introduction to propagation of plants (F/505/3574)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Introduction to propagation of plants (K/500/5017)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit F/505/3574.

Unit 03 Introduction to garden horticulture (J/505/3575)

Unit summary	In this unit the learner will understand plants that grow in a garden or allotment, be able to propagate plants, prepare an outside growing bed and be able to grow and care for plants.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know about plants that grow in a garden or allotment

The learner can:

- 1.1 Identify different flowers and vegetables to grow on an allotment or in a domestic garden
- 1.2 Identify common weeds
- 1.3 Identify common vegetables

The learner will:

- 2 Be able to propagate plants

The learner can:

- 2.1 Sow seed in open ground
- 2.2 Sow seed in a tray under glass
- 2.3 Sow tubers and rooted plants directly into prepared ground

The learner will:

- 3 Be able to prepare an outside growing bed

The learner can:

- 3.1 Prepare an open growing bed

Unit 03 Introduction to garden horticulture (J/505/3575) (cont'd)

The learner will:

- 4 Be able to grow and care for plants

The learner can:

- 4.1 Sow seed directly in ground and thin out as required
 - 4.2 Sow seed in trays
 - 4.3 Prick out seeds and plant in prepared ground
 - 4.4 Identify 3 ways to maintain plants
-

Equivalent unit for Introduction to garden horticulture (J/505/3575)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Introduction to garden horticulture (Y/500/5398)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit J/505/3575.

Unit 04 Introduction to practical floristry skills (R/505/3577)

Unit summary	In this unit the learner will understand design in floristry and be able to plan, prepare and make a floral arrangement and buttonhole. The learner will also be able to review their work.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Understand design in floristry

The learner can:

- 1.1 State one thing they like about 3 existing arrangements and one thing they would change

The learner will:

- 2 Be able to plan and prepare a floral arrangement

The learner can:

- 2.1 Identify tools and equipment needed to produce a given display
- 2.2 List tasks they need to perform to produce the arrangement
- 2.3 Condition one type of flower or floral material to be used

The learner will:

- 3 Be able to make a floral arrangement

The learner can:

- 3.1 Produce a floral arrangement using specified floral material and one basic material

Unit 04 Introduction to practical floristry skills (R/505/3577) (cont'd)

The learner will:

- 4 Be able to make a buttonhole

The learner can:

- 4.1 Produce a buttonhole
-

The learner will:

- 5 Be able to review own work

The learner can:

- 5.1 Identify one skill they found easy and one skill they found hard
-

Equivalent unit for Introduction to practical floristry skills (R/505/3577)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Introduction to practical floristry skills (L/500/5401)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit R/505/3577.

Unit 05 Introduction to garden maintenance skills (T/505/3572)

Unit summary	In this unit the learner will understand tools used in garden maintenance and be able to maintain a garden. They will also understand the importance of lawn maintenance and the correct methods of garden waste disposal.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Understand tools used in garden maintenance

The learner can:

- 1.1 List tools and equipment needed for garden maintenance
-

The learner will:

- 2 Be able to maintain a garden

The learner can:

- 2.1 Carry out given garden maintenance tasks, according to season
-

The learner will:

- 3 Understand the importance of lawn maintenance

The learner can:

- 3.1 Identify 5 requirements and processes involved in lawn preparation and maintenance
-

The learner will:

- 4 Understand the correct methods of garden waste disposal

The learner can:

- 4.1 List 5 types of garden waste
 - 4.2 Demonstrate the methods of waste disposal as directed
-

Unit 05 Introduction to garden maintenance skills (T/505/3572) (cont'd)

Equivalent unit for Introduction to garden maintenance skills (T/505/3572)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Introduction to garden maintenance skills (D/500/5399)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit T/505/3572.

Unit 06 Environmental improvement (T/505/3877)

Unit summary	In this unit the learner will understand how to carry out an environmental survey of a site and how to carry out improvement work.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Understand how to carry out an environmental survey of a site

The learner can:

- 1.1 Identify a site on which to carry out a survey
- 1.2 Outline how to mark the survey site on a map
- 1.3 Outline the materials needed to carry out the survey
- 1.4 Outline how to use the survey materials safely
- 1.3 Outline the materials needed to carry out the survey
- 1.4 Outline how to use the survey materials safely
- 1.5 Identify the appropriate protective clothing needed for carrying out site survey work
- 1.6 Outline how to collect and record data for the survey
- 1.7 Identify the plant/animal species they would expect to encounter in the survey
- 1.8 Outline how to list plant/animal species
- 1.9 Outline how to enter the results collected onto appropriate record sheet

The learner will:

- 2 Understand how to carry out improvement work

The learner can:

- 2.1 List features in a landscape that are good, and features that could be improved
- 2.2 Outline how to produce an improvement plan
- 2.3 Outline how to use an improvement plan
- 2.4 Identify the appropriate protective clothing required to undertake improvement work
- 2.5 Identify the range of tools needed to undertake improvement work
- 2.6 Outline how the various tools needed for improvement work should be used
- 2.7 List the health and safety risks associated with the use of tools used in improvement work
- 2.8 Outline the methods used to minimise environmental damage during the improvement work

Equivalent unit for Environmental improvement (T/505/3877)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Environmental improvement (L/503/2646)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit T/505/3877.

Unit 07 Building confidence: working with animals (D/505/0780)

Unit summary	In this unit the learner will be able to follow health and safety rules when working with animals, know about domesticated animals, be able to recognise behaviours in both animals and humans and know how to encourage animals to behave normally whilst following health and safety rules.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to follow health and safety rules when working with animals

The learner can:

- 1.1 Follow general safety rules when in the working environment
 - 1.2 Follow specific safety rules when working around animals
 - 1.3 Follow specific safety rules when handling animals
 - 1.4 Use personal protective equipment as directed
 - 1.5 Use tools and equipment as directed
-

The learner will:

- 2 Know about domesticated animals

The learner can:

- 2.1 Name domesticated animals
 - 2.2 State why humans domesticated the named animals
 - 2.3 State the natural habitat of domesticated animals
 - 2.4 Give examples of good practice when working with animals
-

The learner will:

- 3 Be able to recognise behaviours in both animals and humans

The learner can:

- 3.1 List behaviours animals and humans use to express their feelings
 - 3.2 Give examples of how human behaviour can impact on animals
 - 3.3 Give examples of how human feelings can be affected by animals
-

Unit 07 Building confidence: working with animals (D/505/0780) (cont'd)

The learner will:

- 4 Know how to encourage animals to behave normally

The learner can:

- 4.1 Follow instructions to care for animals
 - 4.2 Give an example of abnormal behaviour in animals being cared for
 - 4.3 Use a care routine that encourages normal behaviour in an animal
 - 4.4 Change one aspect of own personal behaviour in order to have a more positive impact on animals
 - 4.5 Change one aspect of own personal behaviour in order to have a more positive impact on people
-

Equivalent unit for Building confidence: working with animals (D/505/0780)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Developing confidence working with animals (L/503/2985)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit D/505/0780.

Unit 08 Check that a small animal is healthy (F/505/0769)

Unit summary	In this unit the learner will understand the signs of good health in a small animal and be able to restrain one.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to restrain a small animal

The learner can:

- 1.1 Prepare to restrain a small animal
- 1.2 Restrain a small animal
- 1.3 Maintain own safety and hygiene throughout operations

The learner will:

- 2 Know the signs of good health in a small animal

The learner can:

- 2.1 Recognise areas of the body for checking to establish health in a small animal
- 2.2 State the signs which indicate that a small animal is healthy
- 2.3 Identify signs of good health in small animals

Equivalent unit for Check that a small animal is healthy (F/505/0769)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Check that a small animal is healthy (Y/502/0614)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit F/505/0769.

Unit 09 Developing skills for using and maintaining garden hand tools (M/505/3571)

Unit summary	In this unit the learner will understand a range of gardening hand tools and how to use and maintain them. The learner will also understand health and safety during the use and transportation of garden hand tools.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know a range of hand tools used in gardening

The learner can:

- 1.1 List hand tools used in gardening
- 1.2 State the use of each tool

The learner will:

- 2 Be able to maintain a range of garden hand tools

The learner can:

- 2.1 Check the condition of garden hand tools and identify any problems
- 2.2 Carry out maintenance checks on garden hand tools, reporting any defects
- 2.3 Place garden hand tools back into stores in the correct location

The learner will:

- 3 Be able to use a range of garden hand tools

The learner can:

- 3.1 Select appropriate tool(s) for a range of gardening tasks
- 3.2 Use the selected tools to carry out garden tasks

Unit 09 Developing skills for using and maintaining garden hand tools (M/505/3571) (cont'd)

The learner will:

- 4 Understand health and safety in the use and transportation of garden hand tools

The learner can:

- 4.1 State how to use a range of garden hand tools safely
 - 4.2 State how to safely transport garden hand tools
-

Equivalent unit for Developing skills for using and maintaining garden hand tools (M/505/3571)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Developing skills for using and maintaining garden tools (D/500/5404)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit M/505/3571.

Unit 10 Introduction to painting and decorating (J/505/3897)

Unit summary	In this unit the learner will understand compliance with safe working practices in a painting and decorating environment to prepare and maintain a work area and use and maintain equipment. The learner will also understand how to prepare and apply materials to a prepared surface area.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know how to comply with safe working practices in a painting and decorating environment

The learner can:

- 1.1 Name different safety signs
- 1.2 Follow fire and accident procedures
- 1.3 Select and wear appropriate protective clothing

The learner will:

- 2 Be able to prepare and maintain a work area

The learner can:

- 2.1 Prepare an area for decorating
- 2.2 Identify items to be removed and stored
- 2.3 Apply dust sheets appropriately
- 2.4 Maintain a clean and tidy working area at all times

The learner will:

- 3 Be able to use and maintain tools and equipment

The learner can:

- 3.1 Name hand tools suitable for painting and decorating
- 3.2 Use hand tools suitable for painting and decorating
- 3.3 Demonstrate safe use of portable access equipment
- 3.4 Clean, check and store tools and equipment, reporting deficiencies to supervisor

Unit 10 Introduction to painting and decorating (J/505/3897) (cont'd)

The learner will:

- 4 Be able to prepare one surface for application of materials

The learner can:

- 4.1 Outline how to prepare one type of surface
 - 4.2 Prepare a surface using hand or power tools
-

The learner will:

- 5 Be able to apply materials to a prepared surface

The learner can:

- 5.1 Identify appropriate materials to apply to a prepared surface
 - 5.2 Apply appropriate materials to a prepared surface
-

Unit 11 Brickwork: Introduction to assisting workshop practice (A/505/3850)

Unit summary	In this unit the learner will be able to prepare for brickwork tasks, dismantle a practice section of wall and know how to mix mortar for workshop practice. The learner will also understand how to prepare for workshop practice and how to tidy a work area.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to prepare for brickwork tasks

The learner can:

- 1.1 Select and wear the appropriate protective clothing for designated tasks
- 1.2 Select and use the correct tools for designated tasks

The learner will:

- 2 Be able to dismantle a practice section of wall

The learner can:

- 2.1 Dismantle a small section of wall that is approximately 8 courses high, 5 stretchers long
- 2.2 Clean bricks and stack ready for use
- 2.3 Remove and dispose of soil and/or rubble in an appropriate location

The learner will:

- 3 Know how to mix mortar for workshop practice

The learner can:

- 3.1 Use builder's bucket as measure
- 3.2 Mix mortar to a 5:1 ratio
- 3.3 Mix mortar to correct consistency

Unit 11 Brickwork: Introduction to assisting workshop practice (A/505/3850) (cont'd)

The learner will:

- 4 Know how to prepare for workshop practice

The learner can:

- 4.1 Sweep site ready for building
 - 4.2 Select and stack bricks next to building line
 - 4.3 Position, dampen and load mortar boards with mortar mix
 - 4.4 Replenish mortar boards
 - 4.5 Keep area clean and tidy while work is in progress
-

The learner will:

- 5 Know how to tidy work area

The learner can:

- 5.1 Clear and tidy work area
-

Equivalent unit for Brickwork: Introduction to assisting workshop practice (A/505/3850)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Brickwork: introduction to assisting workshop practice (M/501/5189)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit A/505/3850.

Unit 12 Brickwork: introduction to building a half brick wall three courses high (D/505/3856)

Unit summary	In this unit the learner will be able to prepare for tasks, build a half brick wall and tidy a work area.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to prepare for tasks

The learner can:

- 1.1 Select and wear the appropriate protective clothing for designated tasks
- 1.2 Select and use the correct tools for designated tasks
- 1.3 Prepare area with bricks and mortar

The learner will:

- 2 Be able to build a half brick wall, 3 courses high

The learner can:

- 2.1 Participate in building a half brick wall, 3 courses high and 4 stretchers long
- 2.2 Participate in ensuring that the wall is sound, level, straight and vertical
- 2.3 Maintain a tidy working area while work is in progress

The learner will:

- 3 Be able to tidy work area

The learner can:

- 3.1 Clear and tidy work area

Equivalent unit for Brickwork: introduction to building a half brick wall three courses high (D/505/3856)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Brickwork: introduction to building a half brick wall three courses high (H/501/5187)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit D/505/3856.

Unit 13 Introducing tiling skills (Y/505/3970)

Unit summary	In this unit the learner will understand the resources needed for fixing tiles, be able to prepare the work area and fix tiles.
Guided learning hours	24
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know the resources required for fixing tiles

The learner can:

- 1.1 Identify tiling hand tools
 - 1.2 Identify tiling resources
-

The learner will:

- 2 Be able to prepare the work area

The learner can:

- 2.1 Protect surrounding areas from damage
 - 2.2 Prepare surfaces
-

The learner will:

- 3 Be able to fix tiles

The learner can:

- 3.1 Use safe working practices to:
 - set out
 - measure
 - fix
 - grout
 - 3.2 Clean up area on completion
-

Unit 13 Introducing tiling skills (Y/505/3970) (cont'd)

Equivalent unit for Introducing tiling skills (Y/505/3970)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Introducing tiling skills (Y/504/1978)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit Y/505/3970.

Unit 14 Brickwork: introduction to building a three brick square hollow pillar (L/505/3870)

Unit summary	In this unit the learner will be able to prepare for and build a three brick square hollow pillar and tidy the work area.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to prepare for building a 3 brick square hollow pillar

The learner can:

- 1.1 Select and wear the appropriate protective clothing for designated tasks
- 1.2 Select and use the correct tools for designated tasks

The learner will:

- 2 Be able to build a 3 brick square hollow pillar

The learner can:

- 2.1 Participate in building a half 3 brick square, 6 courses high hollow pillar built following laid-down procedures
- 2.2 Participate in ensuring that the wall is sound, level, straight and vertical
- 2.3 Maintain a tidy working area while work is in progress

The learner will:

- 3 Be able to tidy work area

The learner can:

- 3.1 Clear and tidy work area

Equivalent unit for Brickwork: introduction to building a three brick square hollow pillar (L/505/3870)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Brickwork: introduction to building a three brick square hollow pillar (K/501/5188)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit L/505/3870.

Unit 15 Carpentry and joinery (H/505/0568)

Unit summary	In this unit the learner will understand the equipment used and be able to tackle basic problems in carpentry and joinery. The learner will also be able to communicate with others and review their own performance.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know about the tools, equipment and materials used in carpentry and joinery

The learner can:

- 1.1 Name tools and equipment used in carpentry and joinery
- 1.2 Name materials used in carpentry and joinery

The learner will:

- 2 Be able to tackle basic carpentry and joinery problems

The learner can:

- 2.1 Select correct tools and equipment for specific projects
- 2.2 Select correct materials for specific projects
- 2.3 Use tools and equipment to perform specific tasks
- 2.4 Prepare materials for use without excessive waste or mess
- 2.5 Follow safe working practices throughout completion of tasks

The learner will:

- 3 Be able to communicate with others when performing carpentry and joinery tasks

The learner can:

- 3.1 Follow simple instructions given by Tutor
- 3.2 Communicate with others to perform carpentry and joinery tasks

Unit 15 Carpentry and joinery (H/505/0568) (cont'd)

The learner will:

- 4 Be able to review own performance

The learner can:

- 4.1 Give an example of:
- what went well
 - what went not so well
- 4.2 Participate in a discussion with Tutor about what might have been done differently
-

Equivalent unit for Carpentry and joinery (H/505/0568)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Introduction to carpentry and joinery (L/501/5183)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit H/505/0568.

Unit 16 Health and safety in construction (K/505/0569)

Unit summary	In this unit the learner will understand the hazards, personal protective equipment (PPE) and be able to apply process to tackle basic health and safety problems in construction. The learner will also be able to communicate with others and review their own performance.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know about hazards in construction

The learner can:

- 1.1 Name hazardous construction materials
- 1.2 Identify hazardous working situations in construction

The learner will:

- 2 Know about personal protective equipment (PPE)

The learner can:

- 2.1 Identify personal protective equipment
- 2.2 Select appropriate PPE in the working process

The learner will:

- 3 Be able to apply process to tackle basic health and safety problems

The learner can:

- 3.1 Identify the dangers and hazards of a specific working problem
- 3.2 Prepare simple health and safety rules for carrying out a given task

Unit 16 Health and safety in construction (K/505/0569) (cont'd)

The learner will:

- 4 Be able to communicate with others when performing tasks

The learner can:

- 4.1 Follow simple instructions given by Tutor
4.2 Communicate with others to perform tasks
-

The learner will:

- 5 Be able to review own performance

The learner can:

- 5.1 Give an example of:
• what went well
• what went not so well
5.2 Participate in a discussion with Tutor about what might have been done differently
-

Equivalent unit for Health and safety in construction (K/505/0569)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Introduction to health and safety: construction (F/501/5181)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit K/505/0569.

Unit 17 Working in construction (R/505/1375)

Unit summary	In this unit the learner will understand the construction industry, jobs in construction and skills needed. The learner will also understand how to develop their own skills for working in construction.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know about the construction industry

The learner can:

- 1.1 List different types of organisation within the construction industry

The learner will:

- 2 Know about jobs in construction

The learner can:

- 2.1 Give examples of jobs in different organisations within the construction industry
- 2.2 Identify some entry-level jobs, suitable for someone starting out in construction
- 2.3 Outline the key responsibilities of a selected entry-level job role

The learner will:

- 3 Know about the skills needed to work in the construction industry

The learner can:

- 3.1 Outline some of the key skills needed to work in a chosen area of construction

The learner will:

- 4 Be able to develop own skills for working in construction

The learner can:

- 4.1 State some of the skills needed to work in construction that they already have
- 4.2 Contribute to planning how to develop some of the skills they will need if they are to be successful in the construction industry

Unit 18 Wallpapering skills (L/505/1598)

Unit summary	In this unit the learner will understand how to plan for, prepare, assist, and work safely in a wallpapering task.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to plan and prepare for a wallpapering task

The learner can:

- 1.1 Indicate suitable tools and materials for the task
- 1.2 Protect surrounding area
- 1.3 With guidance, estimate the number of complete drops needed to cover a given surface area
- 1.4 Follow instructions for mixing adhesive
- 1.5 Measure straight drops, making an allowance for trimming, and cut paper as instructed

The learner will:

- 2 Be able to assist in a wallpapering task

The learner can:

- 2.1 Apply adhesive to the paper
- 2.2 Apply drops as instructed
- 2.3 Smooth paper to minimise creases and bubbles
- 2.4 Follow instructions to trim excess paper

The learner will:

- 3 Be able to work safely and efficiently

The learner can:

- 3.1 Use safe working practice when carrying out wallpapering activities
- 3.2 Clean and store tools in line with safe working practice
- 3.3 Leave work area clean and free from debris

Unit 19 Introduction to engineering (Y/505/3922)

Unit summary	In this unit the learner will understand types of engineering organisations and know about the skills required in engineering.
Guided learning hours	10
Credit value	1
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know about types of engineering organisations

The learner can:

- 1.1 Define the following fields of engineering:
 - civil engineering
 - chemical engineering
 - electrical engineering
 - mechanical engineering
- 1.2 Identify an organisation which operates within each field
- 1.3 Outline a job role which exists within each identified organisation

The learner will:

- 2 Know about skills required in engineering

The learner can:

- 2.1 Identify the skills required for an engineering role they would like to hold
- 2.2 Carry out an individual skills audit to see which skills they have and which they need to develop

Equivalent unit for Introduction to engineering (Y/505/3922)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Introduction to engineering (K/503/2654)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit Y/505/3922.

Unit 20 Electrical wiring (H/503/2653)

Unit summary	In this unit the learner will understand how to work safely when dealing with electrical wiring and be able to wire a plug and change the fuse for a domestic appliance.
Guided learning hours	20
Credit value	2
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know how to work safely when dealing with electrical wiring

The learner can:

- 1.1 Identify the tools used in the installation of electrical components
 - 1.2 Identify the safety equipment used when working with electrical equipment
 - 1.3 List potential hazards when working with electrical equipment
 - 1.4 State safety rules and procedures when dealing with accidents
-

The learner will:

- 2 Be able to wire a plug and change the fuse for a domestic appliance

The learner can:

- 2.1 Select the appropriate tools for the job
 - 2.2 Take the plug apart, removing the wires safely
 - 2.3 Change the fuse and replace the wires safely
 - 2.4 Put the plug back together
 - 2.5 Test the plug to make sure it works
 - 2.6 Maintain a safe and tidy workspace
-

Unit 21 Plastering skills (K/505/1382)

Unit summary	In this unit the learner will be able to work safely when preparing equipment used in plastering, and when applying plaster. The learner will also understand materials used in plastering.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to work safely

The learner can:

- 1.1 Identify personal and protective equipment to carry out a plastering task
- 1.2 Follow safety instructions in relation to the materials and equipment used for plastering

The learner will:

- 2 Be able to prepare the tools and equipment used in plastering

The learner can:

- 2.1 Select basic hand tools/items of equipment used in plastering

The learner will:

- 3 Know about materials used in plastering

The learner can:

- 3.1 State some materials used in plastering
- 3.2 Describe backgrounds that commonly receive plaster, for example plasterboard, blockwork

The learner will:

- 4 Be able to apply plaster

The learner can:

- 4.1 Follow instructions to apply plaster coatings to a suitable surface
- 4.2 Produce a suitably smooth finish

Unit 22 Energy production (F/505/3980)

Unit summary	In this unit the learner will understand different energy sources and energy production facilities in the UK.
Guided learning hours	10
Credit value	1
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know about different energy sources

The learner can:

- 1.1 Give examples of at least 3 energy sources
- 1.2 Identify advantages and disadvantages for each identified energy source

The learner will:

- 2 Know about energy production facilities in the UK

The learner can:

- 2.1 Give examples of at least 4 different types of power station in the UK
- 2.2 List potential dangers associated with generating nuclear power

Equivalent unit for Energy production (F/505/3980)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Energy production (M/503/2655)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit F/505/3980.

Unit 23 Working with electrical circuits (D/505/4280)

Unit summary	In this unit the learner will understand the basic principles, know how to use electricity safely and be able to work with electrical circuits.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know basic principles of electrical circuits

The learner can:

- 1.1 Identify components in a simple circuit diagram
 - 1.2 State the purpose of the components in an electrical circuit
 - 1.3 Describe energy changes taking place in an electrical circuit
 - 1.4 Define key terms used in electrical circuits
-

The learner will:

- 2 Know how to use electricity safely

The learner can:

- 2.1 Identify hazards associated with the use of electricity
 - 2.2 Outline how the risks of using electricity can be reduced
-

The learner will:

- 3 Be able to work with electrical circuits

The learner can:

- 3.1 Build working circuits from simple circuit diagrams
 - 3.2 Measure current and voltage in electrical circuits
 - 3.3 Record results
-

Unit 23 Working with electrical circuits (D/505/4280) (cont'd)

Equivalent unit for Working with electrical circuits (D/505/4280)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Working with electrical circuits (H/503/3964)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit D/505/4280.

Unit 24 Identification of basic external and internal car parts (A/505/0415)

Unit summary	In this unit the learner will be able to identify and locate basic internal and external car parts.
Guided learning hours	10
Credit value	1
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Identify and locate basic external car parts

The learner can:

- 1.1 Identify and locate the following:
 - windscreen
 - headlamp
 - indicators
 - brake light
 - wing mirrors
 - wiper blades
 - aerial
 - door handles
 - bonnet
 - boot
 - exhaust
 - bumper bars
 - tyres
 - petrol filler cap
 - 1.2 Open bonnet and locate screenwash bottle
 - 1.3 Open boot and locate spare wheel
-

Unit 24 Identification of basic external and internal car parts (A/505/0415) (cont'd)

The learner will:

2 Identify and locate basic internal car parts

The learner can:

2.1 Identify and locate the following:

- steering wheel
- gear lever
- bonnet release lever
- seatbelts
- door handle
- window control
- radio
- spare wheel
- handbrake
- indicator
- wiper
- light
- horn
- seat adjustment controls

2.2 Operate horn, radio, headlamps and indicators

Unit 25 Valeting a car interior (J/505/0417)

Unit summary	In this unit the learner will be able to identify equipment and tools and be able to valet a car interior.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to identify equipment and tools to valet a car interior

The learner can:

- 1.1 Select equipment and tools required to valet a car interior

The learner will:

- 2 Be able to valet a car interior

The learner can:

- 2.1 Remove loose carpets, items and rubbish from car interior and boot
- 2.2 Vacuum seats, carpets and floors
- 2.3 Wipe inside windows clean
- 2.4 Clean windows using a proprietary cleaner, following manufacturer's instructions
- 2.5 Wipe all interior surfaces clean
- 2.6 Clean all interior vinyl surfaces using instructions
- 2.7 Replace items and carpets

Unit 26 Introduction to working in a garage (H/615/0051)

Unit summary	In this unit the learner will understand their duties, equipment used, health and safety procedures and communication used when working in a garage.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Understand own role, procedures and requirements when working in a garage

The learner can:

- 1.1 Identify the duties you would undertake when working in a garage
- 1.2 Give examples of why it is important to follow workplace procedures
- 1.3 State workplace requirements regarding:
 - personal appearance
 - attendance and punctuality
 - behaviour towards others

The learner will:

- 2 Understand how to follow health and safety procedures when working in a garage

The learner can:

- 2.1 State health and safety procedures when working in a garage
- 2.2 Outline the accident reporting procedure
- 2.3 Outline the fire reporting procedures and action to be taken in the event of a fire

Unit 26 Introduction to working in a garage (H/615/0051) (cont'd)

The learner will:

- 3 Know about the use of equipment when working in a garage

The learner can:

- 3.1 State different equipment used when working in a garage
 - 3.2 Demonstrate the correct use of garage equipment required to perform simple garage tasks
 - 3.3 State the maintenance, care and storage of garage equipment required to ensure it is free from defects and suitable for service use
-

The learner will:

- 4 Know how to communicate with others when working in a garage

The learner can:

- 4.1 State the procedure for responding to a complaint
 - 4.2 Identify the different types of information that needs to be communicated to a colleague and a supervisor
-

Unit 27 Washing a car exterior (L/505/0418)

Unit summary	In this unit the learner will be able to select equipment and wash a car exterior.
Guided learning hours	10
Credit value	1
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to select appropriate equipment to wash a car exterior

The learner can:

- 1.1 Identify appropriate equipment to wash a car exterior
 - 1.2 Select appropriate equipment to wash a car exterior
-

The learner will:

- 2 Be able to wash a car exterior

The learner can:

- 2.1 Identify actions required prior to washing a car exterior
 - 2.2 Use appropriate equipment to wash a car exterior in a methodical manner
 - 2.3 Use appropriate equipment to dry car windows and paintwork
-

Unit 28 Introduction to vehicle engine operation principles (L/508/6562)

Unit summary	In this unit the learner will be able to follow safety procedures and understand the principles of petrol and diesel combustion engines when working on a vehicle's engine. They will also understand the principles of engine diagnostic equipment.
Guided learning hours	31
Credit value	4
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to follow safety procedures when working on engines

The learner can:

- 1.1 State where the health and safety policies of the garage are kept and displayed
- 1.2 Use the correct personal protective equipment
- 1.3 Give examples of the potential health and safety hazards and risks when working on vehicle engines
- 1.4 Locate the accident and incident book in the garage
- 1.5 Give an example of an accident or incident which would be recorded

The learner will:

- 2 Know the principles of a petrol fuelled internal combustion engine

The learner can:

- 2.1 Outline the four stroke cycle of a petrol fuelled internal combustion engine
- 2.2 Identify the key components of a petrol engine
- 2.3 Define the term 'top dead centre'
- 2.4 State the function of each of the key components
- 2.5 Give examples of common faults in a petrol engine
- 2.6 Outline how each of the key parts works together in order to make the engine function effectively

Unit 28 Introduction to vehicle engine operation principles (L/508/6562) (cont'd)

The learner will:

- 3 Know the principles of a diesel fuelled internal combustion engine

The learner can:

- 3.1 Identify the key components of a diesel engine
 - 3.2 State the function of each of the key components
 - 3.3 Outline how each of the key parts works together in order to make the engine function effectively
-

The learner will:

- 4 Know the principles of engine diagnostic equipment to repair or replace basic faulty functions or parts

The learner can:

- 4.1 Identify the appropriate tools and equipment to repair or replace basic faulty parts
 - 4.2 Identify engine diagnostic equipment to carry out post repair checks to ensure that repairs are effective
-

Unit 29 Routine braking system checks (J/505/4063)

Unit summary	In this unit the learner will be able to work safely on braking systems. They will know about braking systems and be able to remove and replace simple brake components and carry out simple checks. They will know how to dispose of braking system components.
Guided learning hours	20
Credit value	2
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to work safely

The learner can:

- 1.1 Use appropriate Personal Protective Equipment (PPE) and methods when working on braking systems

The learner will:

- 2 Know about braking systems

The learner can:

- 2.1 State the function of a vehicle braking system
- 2.2 State in simple terms how the driver's effort is converted into braking forces
- 2.3 Identify the main components of a vehicle braking system

The learner will:

- 3 Be able to remove and replace simple brake components and carry out simple checks

The learner can:

- 3.1 Remove and refit a set of disc pads
- 3.2 Check operation of brake lights
- 3.3 Check and top-up brake fluid reservoir

Unit 29 Routine braking system checks (J/505/4063) (cont'd)

The learner will:

- 4 Know how to dispose of braking system components

The learner can:

- 4.1 State how to dispose of brake friction materials
 - 4.2 State how to dispose of brake fluid
-

Equivalent unit for Routine braking system checks (J/505/4063)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Routine braking system checks (M/502/4667)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit J/505/4063.

Unit 30 Simple body repair processes (L/505/4064)

Unit summary	In this unit the learner will be able to work safely and know the basic hand tools used in vehicle body repairs. They will be able to carry out simple body repair procedures and demonstrate correct use of basic hand tools.
Guided learning hours	20
Credit value	2
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to work safely

The learner can:

- 1.1 Use appropriate Personal Protective Equipment (PPE) and safe working practices when undertaking vehicle body repairs

The learner will:

- 2 Know the basic hand tools used in vehicle body repairs

The learner can:

- 2.1 List the basic hand tools used in vehicle body repairs

The learner will:

- 3 Be able to carry out simple body repair procedures by using basic hand tools

The learner can:

- 3.1 Demonstrate the correct use of basic hand tools to carry out a range of body repair tasks

Unit 30 Simple body repair processes (L/505/4064) (cont'd)

The learner will:

- 4 Be able to carry out mixing, application and shaping of body fillers

The learner can:

- 4.1 Demonstrate the ability to select appropriate quantities of filler and hardener to mix
 - 4.2 Demonstrate the correct sequence and procedure to mix filler and hardener
 - 4.3 Demonstrate the correct sequence and procedure to apply filler to damaged panels
 - 4.4 Demonstrate the correct sequence and procedure to shape and rub down filled panels
-

Equivalent unit for Simple body repair processes (L/505/4064)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Simple body repair processes (R/502/4662)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit L/505/4064.

Unit 31 Routine wheel and tyre checks (T/505/3880)

Unit summary	In this unit the learner will understand wheel and tyre terminology, identify the main markings and terminology associated with vehicle wheels and tyres. The learner will also understand how wheels and tyres are constructed and be able to work safely when removing and refitting road wheels. The learner will be able to check tyre pressure and tread depth.
Guided learning hours	20
Credit value	2
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to work safely

The learner can:

- 1.1 Use appropriate Personal Protective Equipment and methods when removing and refitting wheels

The learner will:

- 2 Know how wheels and tyres are constructed

The learner can:

- 2.1 State the common types of tyre used on light vehicles
- 2.2 Identify the main construction details of radial and cross-ply tyres
- 2.3 Identify the common types of wheel used on light vehicles

The learner will:

- 3 Know wheel and tyre terminology

The learner can:

- 3.1 Identify the main markings and terminology associated with vehicle wheels and tyres

Unit 31 Routine wheel and tyre checks (T/505/3880) (cont'd)

The learner will:

- 4 Be able to safely and correctly remove and refit road wheels

The learner can:

- 4.1 Select the correct tools, equipment and technical data used for removing and refitting wheels
 - 4.2 Outline the safety precautions when removing and refitting wheels
 - 4.3 Demonstrate the correct sequence and procedure for removing and refitting a wheel
-

The learner will:

- 5 Be able to check tyre pressure and tread depth

The learner can:

- 5.1 Demonstrate the correct sequence to check and correct tyre pressures
 - 5.2 Demonstrate the correct methods to record tyre depths
-

Equivalent unit for Routine wheel and tyre checks (T/505/3880)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Routine wheel and tyre checks (A/502/4669)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit T/505/3880.

Unit 32 Customer service in the hospitality industry (D/505/3582)

Unit summary	In this unit the learner will understand the importance of good customer service and good personal presentation and be able to communicate with customers.
Guided learning hours	10
Credit value	1
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know the importance of good customer service

The learner can:

- 1.1 Outline why good customer service is important

The learner will:

- 2 Be able to communicate with customers

The learner can:

- 2.1 Communicate positively in routine situations (to include verbal and non-verbal methods)

The learner will:

- 3 Know the importance of good personal presentation

The learner can:

- 3.1 Give examples of good personal presentation
- 3.2 Present themselves appropriately to serve customers

Equivalent unit for Customer service in the hospitality industry (D/505/3582)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Customer service in the hospitality industry (D/502/4874)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit D/505/3582.

Unit 33 Introduction to the hospitality industry (H/505/3583)

Unit summary	In this unit the learner will understand the main outlets and job opportunities within the hospitality industry.
Guided learning hours	10
Credit value	1
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know the main outlets in the hospitality industry

The learner can:

- 1.1 Give examples of outlets in the hospitality industry
- 1.2 Outline different services offered within the hospitality industry

The learner will:

- 2 Know the job opportunities within the hospitality industry

The learner can:

- 2.1 List job roles in the hospitality industry
- 2.2 List the job opportunities available in the industry

Equivalent unit for Introduction to the hospitality industry (H/505/3583)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Introduction to the hospitality industry (A/502/4834)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit H/505/3583.

Unit 34 Basic cooking (R/505/3580)

Unit summary	In this unit the learner will be able to cook basic food items and dishes.
Guided learning hours	20
Credit value	2
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to cook basic food items and dishes

The learner can:

- 1.1 Select the correct ingredients for basic dishes
 - 1.2 Choose the correct equipment and handle safely and hygienically
 - 1.3 Cook food items safely and hygienically
 - 1.4 Clean work areas and equipment safely and hygienically during and after cooking
 - 1.5 Identify what went well and suggest any improvements
-

Equivalent unit for Basic cooking (R/505/3580)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Basic cooking (Y/502/4808)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit R/505/3580.

Unit 35 Basic food preparation (Y/505/3581)

Unit summary	In this unit the learner will be able to prepare food for cold presentation or cooking.
Guided learning hours	20
Credit value	2
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to prepare food for cold presentation or cooking

The learner can:

- 1.1 Select the correct ingredients for basic dishes
- 1.2 Choose the correct equipment and handle safely and hygienically
- 1.3 Prepare food items for cold presentation or cooking safely and hygienically
- 1.4 Clean work areas and equipment safely and hygienically during and after preparing food
- 1.5 Set aside or store prepared food items ready for use according to instructions

Equivalent unit for Basic food preparation (Y/505/3581)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Basic food preparation (J/600/0711)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit Y/505/3581.

Unit 36 Food hygiene and safety (L/505/3920)

Unit summary	In this unit the learner will understand basic food hygiene and how food safety measures are implemented.
Guided learning hours	20
Credit value	2
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know about basic food hygiene

The learner can:

- 1.1 Identify ways of handling food safely
- 1.2 Outline why it is important to follow basic hygiene rules when dealing with food

The learner will:

- 2 Know how food safety measures are implemented

The learner can:

- 2.1 Outline the meaning of use by and sell by dates on different products
- 2.2 Identify ways of knowing whether food is safe to eat
- 2.3 Identify ways of keeping food stored safely

Equivalent unit for Food hygiene and safety (L/505/3920)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Food hygiene and safety (L/601/9888)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit L/505/3920.

Unit 37 Developing creative media skills (A/505/3587)

Unit summary	In this unit the learner will understand different mediums used in creative media and be able to plan, produce and present a media product as a team member. The learner will be able to comment on their own work.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know the use of different mediums used in creative media

The learner can:

- 1.1 Name at least 2 different types of mediums used in creative media
- 1.2 Outline the uses of different mediums used in creative media

The learner will:

- 2 Be able to plan producing a media product as a team member

The learner can:

- 2.1 Contribute positively as a team member during the planning process
- 2.2 Produce an action plan for producing a simple media product
- 2.3 Identify key stages of planning

The learner will:

- 3 Be able to produce and present a media product as a team member

The learner can:

- 3.1 Contribute positively as a team member when producing and presenting a media product
- 3.2 Present product to an audience

Unit 37 Developing creative media skills (A/505/3587) (cont'd)

The learner will:

- 4 Be able to comment on own work

The learner can:

- 4.1 Identify what went well
 - 4.2 Identify what could have been improved
-

Equivalent unit for Developing creative media skills (A/505/3587)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Developing creative media skills (A/601/2161)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit A/505/3587.

Unit 38 Introduction to personal digital photograph processing (R/506/0139)

Unit summary	In this unit the learner will be able to use a software package to process digital photographs.
Guided learning hours	10
Credit value	1
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to use a software package to process digital photographs

The learner can:

- 1.1 Open and close software suitable for processing digital photographs
 - 1.2 Connect a digital camera to a computer and download photographs
 - 1.3 Open and save a photographic file
 - 1.4 Resize a photograph on a page
 - 1.5 Print a photograph
-

Equivalent unit for Introduction to personal digital photograph processing (R/506/0139)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Introduction to personal digital photograph processing (M/500/5536)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit R/506/0139.

Unit 39 Audio and video software (M/505/3585)

Unit summary	In this unit the learner will be able to use audio and/or video hardware and software to capture and edit sequences and then play and present the audio and/or video sequences.
Guided learning hours	15
Credit value	2
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Use audio and/or video hardware and software to capture sequences

The learner can:

- 1.1 Identify what input device and associated software to use
- 1.2 Use input devices and built-in audio and/or video software to record information

The learner will:

- 2 Use audio and/or video software tools to edit sequences

The learner can:

- 2.1 Identify what audio and/or video editing software to use
- 2.2 Cut and paste short sequences to meet needs
- 2.3 Respond to common problems with audio and/or video sequences
- 2.4 Identify copyright constraints on using others' information

The learner will:

- 3 Play and present audio and/or video sequences

The learner can:

- 3.1 Select audio and/or video software to playback and display audio and/or video sequences
- 3.2 Use appropriate device to playback and display audio and/or video sequences

Unit 39 Audio and video software (M/505/3585) (cont'd)

Equivalent unit for Audio and video software (M/505/3585)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Audio and video software (H/502/0177)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit M/505/3585.

Unit 40 Design and imaging software (T/505/3586)

Unit summary	In this unit the learner will be able to obtain and insert information for designs or images and use design and imaging software tools to manipulate and edit drawings or images.
Guided learning hours	15
Credit value	2
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to obtain and insert information for designs or images

The learner can:

- 1.1 Identify what designs or images are needed
- 1.2 Obtain, input and prepare images to meet needs
- 1.3 Identify what copyright constraints apply to selected images
- 1.4 Use an appropriate file format to save design or image files

The learner will:

- 2 Be able to use design and imaging software tools to manipulate and edit drawings or images

The learner can:

- 2.1 Identify which manipulation and editing tools and techniques to use
- 2.2 Use suitable tools and techniques to create drawings and images
- 2.3 Use appropriate tools and techniques to manipulate and edit designs or images
- 2.4 Check designs or images meet needs, using IT tools and making corrections as necessary

Equivalent unit for Design and imaging software (T/505/3586)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Design and imaging software (L/502/0173)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit T/505/3586.

Unit 41 Creating images digitally (R/505/3885)

Unit summary	In this unit the learner will understand uses of digital images and be able to use hardware and software to create and edit digital images. They will be able to comment on their own work.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know uses of digital images

The learner can:

- 1.1 Identify at least 2 types of digital image
- 1.2 Describe at least 2 different uses of digital images

The learner will:

- 2 Be able to use hardware and software to create and edit digital images

The learner can:

- 2.1 Use different types of hardware to create digital images
- 2.2 Use software to create digital images
- 2.3 Edit images for different purposes

The learner will:

- 3 Be able to comment on own work

The learner can:

- 3.1 Identify what went well
- 3.2 Identify what could have been improved

Unit 41 Creating images digitally (R/505/3885) (cont'd)

Equivalent unit for Creating images digitally (R/505/3885)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Creating images digitally (F/601/2162)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit R/505/3885.

Unit 42 Digital music (Y/505/3886)

Unit summary	In this unit the learner will be able to use a media player and software to play music and use tools to organise a digital music collection.
Guided learning hours	15
Credit value	2
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to use a media player to play music

The learner can:

- 1.1 Identify the controls of a media player
- 1.2 Select and play music using volume and playback controls to control output

The learner will:

- 2 Be able to use appropriate software to play music

The learner can:

- 2.1 Use media player software to import music
- 2.2 Select and play music using software volume and playback controls to control output
- 2.3 Synchronise a media player with music software

The learner will:

- 3 Be able to use appropriate tools to organise a digital music collection

The learner can:

- 3.1 Identify different sources of music for a media player
- 3.2 Create and manage playlists
- 3.3 Delete music from a music collection
- 3.4 Backup music to an appropriate storage medium
- 3.5 Identify legal constraints on downloading and sharing music files

Unit 42 Digital music (Y/505/3886) (cont'd)

Equivalent unit for Digital music (Y/505/3886)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Digital music (H/503/1910)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit Y/505/3886.

Unit 43 Producing soft furnishings (F/504/9993)

Unit summary	In this unit the learner will know the equipment/fabric needed to make soft furnishings and be able to produce soft furnishings. The learner will also understand the problems that may occur in production and be able to follow the health and safety procedures and review own performance.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know about the equipment/fabric needed to make soft furnishings

The learner can:

- 1.1 Identify the equipment needed to make soft furnishings
- 1.2 Identify the fabric needed to make soft furnishings
- 1.3 State the correct purpose of identified fabric
- 1.4 Identify techniques to be used

The learner will:

- 2 Be able to produce soft furnishings

The learner can:

- 2.1 Prepare fabrics to produce soft furnishings
- 2.2 Use identified equipment to make soft furnishings
- 2.3 Produce soft furnishings

The learner will:

- 3 Know about problems in the production of soft furnishings

The learner can:

- 3.1 Identify a possible problem in:
 - preparing fabric
 - cutting fabric
- 3.2 State how the problems identified could be resolved

Unit 43 Producing soft furnishings (F/504/9993) (cont'd)

The learner will:

- 4 Be able to follow health and safety procedures

The learner can:

- 4.1 Use equipment safely
 - 4.2 Conduct self safely in a classroom environment
 - 4.3 Follow established health and safety procedures
-

The learner will:

- 5 Be able to review own performance

The learner can:

- 5.1 State:
 - what went well when producing soft furnishings
 - what did not go well when producing soft furnishings
 - 5.2 Identify a way to improve own work if the task was repeated
-

Equivalent unit for Producing soft furnishings (F/504/9993)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Soft furnishing (D/501/5205)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit F/504/9993.

Unit 44 Working in an office setting (H/505/3664)

Unit summary	In this unit the learner will understand how to work as part of an office team and organise own work.
Guided learning hours	20
Credit value	2
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Understand how to work as part of an office team

The learner can:

- 1.1 List key roles within an office
- 1.2 Outline what is meant by a team
- 1.3 List members of own team and state their roles
- 1.4 State what is meant by a good working relationship
- 1.5 Outline how good working relationships with other team members can be maintained
- 1.6 State how help can be given to other members of the team
- 1.7 Outline problems with working relationships and how these can be solved

The learner will:

- 2 Know how to organise own work

The learner can:

- 2.1 Outline why it is important to be organised in own work role
- 2.2 Outline how to understand instructions
- 2.3 State why it is important to use time effectively
- 2.4 Identify necessary resources
- 2.5 State why it is important to keep the work area tidy and minimise waste

Equivalent unit for Working in an office setting (H/505/3664)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Working in an office setting (J/503/2631)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit H/505/3664.

Unit 45 IT user fundamentals (R/505/3658)

Unit summary	In this unit the learner will be able to use IT systems, respond to common problems and be able to organise, store and retrieve information. The learner will also understand the need for safety and security practices. They will be able to respond to common IT system problems.
Guided learning hours	15
Credit value	2
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to interact with and use IT systems to meet needs

The learner can:

- 1.1 Use correct procedures to start and shut down an IT system
- 1.2 Use IT systems and interface features to meet needs
- 1.3 Use appropriate terminology when describing IT systems

The learner will:

- 2 Be able to organise, store and retrieve information

The learner can:

- 2.1 Work with files and folders so that it is easy to find and retrieve information
- 2.2 Identify types of storage media that can be used to store information

The learner will:

- 3 Understand the need for safety and security practices

The learner can:

- 3.1 Follow guidelines and procedures for the safe and secure use of IT
- 3.2 Outline the need to keep information secure
- 3.3 Keep information secure and manage access to information sources securely
- 3.4 Identify why it is important to control access to hardware, software and data

Unit 45 IT user fundamentals (R/505/3658) (cont'd)

The learner will:

- 4 Be able to respond to common IT system problems

The learner can:

- 4.1 Respond to IT problems and take appropriate action
 - 4.2 Identify where to get expert advice and help to solve problems
-

Equivalent unit for IT user fundamentals (R/505/3658)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- IT user fundamentals (T/502/0166)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit R/503/3658.

Unit 46 Using the telephone and photocopier (R/505/3661)

Unit summary	In this unit the learner will be able to answer and make telephone calls in an office environment and be able to use a photocopier.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to answer telephone calls in an office environment

The learner can:

- 1.1 State why a telephone should be answered promptly
- 1.2 Demonstrate how to answer a telephone call appropriately
- 1.3 Demonstrate how to end a telephone call appropriately
- 1.4 Identify when calls should be passed on to colleagues
- 1.5 Show how to take a message for a colleague

The learner will:

- 2 Be able to make telephone calls in an office environment

The learner can:

- 2.1 Identify the meaning of dialling tones
- 2.2 Give 2 examples of how to find names and telephone numbers
- 2.3 Demonstrate how to make a telephone call to ask for specific information

The learner will:

- 3 Be able to use a photocopier in an office environment

The learner can:

- 3.1 Demonstrate how to load paper
- 3.2 Demonstrate how to make single copies
- 3.3 Demonstrate how to make multiple copies
- 3.4 Give an example of a problem that can happen with a photocopier
- 3.5 Demonstrate how to fix that problem

Unit 46 Using the telephone and photocopier (R/505/3661) (cont'd)

Equivalent unit for Using the telephone and photocopier (R/505/3661)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Using the telephone and photocopier (T/505/0445)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit R/505/3661.

Unit 47 Developing reception and filing skills (F/505/3588)

Unit summary	In this unit the learner will be able to carry out reception and filing duties and deal with messages in an office environment.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to carry out reception duties in an office environment

The learner can:

- 1.1 List some important aspects of personal appearance
- 1.2 Greet a visitor appropriately
- 1.3 Show a visitor where to go
- 1.4 Introduce a visitor

The learner will:

- 2 Be able to carry out filing duties in an office environment

The learner can:

- 2.1 Outline why filing is necessary
- 2.2 Find a file that has been stored using a filing system

The learner will:

- 3 Be able to deal with messages in an office environment

The learner can:

- 3.1 List reasons for taking and delivering messages
- 3.2 Recognise different kinds of message
- 3.3 Pass messages on appropriately

Unit 47 Developing reception and filing skills (F/505/3588) (cont'd)

Equivalent unit for Developing reception and filing skills (F/505/3588)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Developing reception and filing skills (A/500/5085)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit F/505/3588.

Unit 48 Spreadsheet software skills (Y/505/1698)

Unit summary	In this unit the learner will understand how to enter and edit information in a spreadsheet and use formulae, tools and techniques to present spreadsheet information.
Guided learning hours	20
Credit value	2
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to enter and edit information in a spreadsheet

The learner can:

- 1.1 Enter and edit information into a spreadsheet
- 1.2 Store spreadsheet files effectively
- 1.3 Retrieve spreadsheet files effectively

The learner will:

- 2 Be able to use formulae and tools

The learner can:

- 2.1 Identify how to summarise and display information in a spreadsheet
- 2.2 Use spreadsheet formulae and tools to summarise data and process information

The learner will:

- 3 Be able to use tools and techniques to present spreadsheet information

The learner can:

- 3.1 Use appropriate tools and techniques to format spreadsheet:
 - cells
 - rows
 - columns
- 3.2 Identify the chart or graph type that they will use to display information
- 3.3 Use appropriate tools to generate a chart or graph
- 3.4 Select a page layout to present and print spreadsheet information
- 3.5 Check spreadsheet information using IT tools, making corrections as appropriate

Unit 48 Spreadsheet software skills (Y/505/1698) (cont'd)

Equivalent unit for Spreadsheet software skills (Y/505/1698)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Spreadsheet software (F/502/0168)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit Y/505/1698.

Unit 49 Using the Internet (M/505/3893)

Unit summary	In this unit the learner will be able to get online with an internet connection, use browser software and tools for navigation, searching and communicating information whilst following safe and secure practices when working online.
Guided learning hours	10
Credit value	1
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to connect to the Internet

The learner can:

- 1.1 Get online with an Internet connection
- 1.2 Identify at least 2 types of connection method that can be used to access the Internet

The learner will:

- 2 Be able to use browser software to navigate web pages

The learner can:

- 2.1 Use browser tools to navigate web pages
- 2.2 Use browser help facilities to solve problems
- 2.3 Identify why they might need to change settings to aid navigation

The learner will:

- 3 Be able to use browser tools to search for information from the Internet or an intranet

The learner can:

- 3.1 Use appropriate search techniques to locate information
- 3.2 Use references to make it easier to find information another time
- 3.3 Identify a means of saving a page for quick access in the future
- 3.4 Back up music to an appropriate storage medium
- 3.5 Identify legal constraints on downloading and sharing music files

Unit 49 Using the Internet (M/505/3893) (cont'd)

The learner will:

- 4 Be able to use browser software to communicate information online

The learner can:

- 4.1 Use tools to access and complete online forms
 - 4.2 Identify an opportunity to interact with a website
-

The learner will:

- 5 Be able to follow safety and security practices when working online

The learner can:

- 5.1 Work responsibly when working online
 - 5.2 Identify common threats to information security
 - 5.3 Keep information secure
 - 5.4 Manage personal access to online sources securely
 - 5.5 Identify common threats to user safety
 - 5.6 Follow relevant laws, guidelines and procedures for the use of the Internet
-

Equivalent unit for Using the Internet (M/505/3893)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Using the Internet (F/502/0171)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit M/505/3893.

Unit 50 Introduction to handling stock in a retail environment (J/505/3656)

Unit summary	In this unit the learner will understand how to unpack and move stock, store stock safely and how to fill up stock on display.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know how to unpack and move stock

The learner can:

- 1.1 Unpack items of stock safely
 - 1.2 Respond to instructions to move goods and materials safely to prevent damage to stock or injury to self or others
-

The learner will:

- 2 Know how to store stock safely

The learner can:

- 2.1 Put stock into the right storage place safely
 - 2.2 Contribute to storing items neatly and securely and in correct order
-

The learner will:

- 3 Know how to fill up stock on display

The learner can:

- 3.1 Fill up stock on display
 - 3.2 Contribute to cleaning and tidying shelves without altering the layout of the display
 - 3.3 Contribute to positioning items on shelves in the right place and order
-

Unit 50 Introduction to handling stock in a retail environment (J/505/3656) (cont'd)**Equivalent unit for Introduction to handling stock in a retail environment (J/505/3656)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Introduction to handling stock in a retail environment (J/501/9524)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit J/505/3656.

Unit 51 Introduction to keeping the work area clean, tidy and safe in a retail environment (L/505/3657)

Unit summary	In this unit the learner will understand how to clean work areas, how to dispose of waste and rubbish safely and how to ask for help in an accident or emergency.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know how to clean work areas

The learner can:

- 1.1 State why it is important to keep the work area clean and tidy
- 1.2 Follow instructions to clean the work area

The learner will:

- 2 Know how to dispose of waste and rubbish safely

The learner can:

- 2.1 Dispose of different types of waste and rubbish safely

The learner will:

- 3 Know how to ask for help in an accident or emergency

The learner can:

- 3.1 Identify who to ask for help in case of an accident or emergency
- 3.2 Respond to instructions given by senior staff and the emergency services

Unit 51 Introduction to keeping the work area clean, tidy and safe in a retail environment (L/505/3657) (cont'd)**Equivalent unit for Introduction to keeping the work area clean, tidy and safe in a retail environment (L/505/3657)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Introduction to keeping the work area clean, tidy and safe in a retail environment (A/501/9522)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit L/505/3657.

Unit 52 Introduction to clothing design (H/505/3888)

Unit summary	In this unit the learner will understand the principles of clothing design and be able to follow a simple design brief.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Understand the principles of clothing design

The learner can:

- 1.1 List a range of media used for visual exploration in fashion design
- 1.2 Identify the uses of a range of fabrics and their effect on the look and handle of a garment
- 1.3 Record ideas used in the fashion industry

The learner will:

- 2 Be able to follow a simple design brief

The learner can:

- 2.1 Produce ideas to meet a design brief
- 2.2 Use a theme or mood board
- 2.3 Explore simple design concepts, for example the use of colour
- 2.4 Select appropriate ideas
- 2.5 Create production sketches

Equivalent unit for Introduction to clothing design (H/505/3888)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Introduction to clothing design (F/501/5200)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit H/505/3888.

Unit 53 Introduction to retail skills (M/505/4283)

Unit summary	In this unit the learner will understand good retail practice in a sales area, what constitutes good customer care, how to make a sale and how to work safely.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Understand good retail practice in a sales area

The learner can:

- 1.1 List benefits of keeping a sales/display area attractive, clean and tidy

The learner will:

- 2 Know what constitutes good customer care

The learner can:

- 2.1 Demonstrate how to welcome a customer
- 2.2 Demonstrate how to provide information and advice to a customer

The learner will:

- 3 Know how to make a sale

The learner can:

- 3.1 Serve a customer
- 3.2 Take part in a sales transaction

The learner will:

- 4 Know how to work safely

The learner can:

- 4.1 Identify fire procedures and fire hazards in the workplace
- 4.2 Identify the importance of safe manual lifting and handling of goods and materials
- 4.3 Demonstrate safe working practices individually and in relation to others

Unit 53 Introduction to retail skills (M/505/4283) (cont'd)

Equivalent unit for Introduction to retail skills (M/505/4283)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Introduction to retail skills (H/501/5190)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit M/505/4283.

Unit 54 Introduction to customer service skills (F/505/3655)

Unit summary	In this unit the learner will understand the value of first impressions, benefits of good customer service and consequences of poor customer service. The learner will also understand positive interaction with customers, the importance of customer respect and their role when dealing with complaints.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Understand the benefits to the organisation of good customer service

The learner can:

- 1.1 Give examples of good practice in customer service
- 1.2 List reasons why good customer service is important for an organisation

The learner will:

- 2 Understand the possible consequences of poor customer service

The learner can:

- 2.1 Give an example for each of how poor customer service can affect:
 - customers
 - the organisation
 - staff

The learner will:

- 3 Understand the value of first impressions

The learner can:

- 3.1 State why it is important to make a good first impression
- 3.2 Give examples for each of how to make a good impression:
 - face to face
 - on the telephone

Unit 54 Introduction to customer service skills (F/505/3655) (cont'd)

The learner will:

- 4 Understand positive verbal and non-verbal interaction with customers

The learner can:

- 4.1 Demonstrate appropriate ways of communicating with customers verbally
 - 4.2 Give examples of non-verbal communication
 - 4.3 Show how non-verbal communication can be used positively in a face-to-face situation
-

The learner will:

- 5 Understand that respect for the individual is at the heart of good customer service

The learner can:

- 5.1 State why it is important to maintain customer confidentiality
 - 5.2 State why it is important to respect the needs of customers from different cultures and backgrounds
-

The learner will:

- 6 Understand own role in dealing with complaints from customers

The learner can:

- 6.1 State how to report a complaint made by a customer
-

Equivalent unit for Introduction to customer service skills (F/505/3655)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Introduction to customer service skills (K/500/4840)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit F/505/3655

Unit 55 Displaying travel and tourism information (A/505/3637)

Unit summary	In this unit the learner will know the ways of displaying information to customers and be able to plan, present and review own display of travel and tourism information and also assess other learners' displays.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know ways of displaying travel and tourism information to the customer

The learner can:

- 1.1 Describe how a travel agent displays holiday information
- 1.2 Describe how travel information is displayed on a website

The learner will:

- 2 Be able to plan and present travel and tourism information

The learner can:

- 2.1 Plan a display of travel and tourism information
- 2.2 Produce a display of travel and tourism information

The learner will:

- 3 Be able to assess other learners' displays of travel and tourism information

The learner can:

- 3.1 Assess other learners' displays of travel and tourism information

The learner will:

- 4 Be able to review own display of travel and tourism information

The learner can:

- 4.1 Review own display of travel and tourism information

Unit 55 Displaying travel and tourism information (A/505/3637) (cont'd)

Equivalent unit for Displaying travel and tourism information (A/505/3637)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Displaying travel and tourism information (F/502/3698)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit A/505/3637.

Unit 56 Health and fitness (D/505/3646)

Unit summary	In this unit the learner will understand why and how to keep fit and how to interact with others in a health and fitness setting. The learner will also participate in health and fitness development activities using safe working practices, complete a training programme and review their own performance and skills.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know why to keep fit

The learner can:

- 1.1 State 2 reasons for keeping fit

The learner will:

- 2 Know how to keep fit

The learner can:

- 2.1 Describe 2 activities that can help you to keep fit
- 2.2 Name 2 places where you can exercise

The learner will:

- 3 Know how to interact with others in a health and fitness setting

The learner can:

- 3.1 Listen to and respond to a partner when working on a specified health and fitness activity
- 3.2 Listen to and respond to group members when working on a specified health and fitness activity

Unit 56 Health and fitness (D/505/3646) (cont'd)

The learner will:

- 4 Be able to participate in structured activities to develop health and fitness

The learner can:

- 4.1 State why warming up and cooling down your body before and after exercise are important
 - 4.2 Perform a simple warm up and cool down
 - 4.3 Complete at least 2 basic fitness tests
 - 4.4 Take part in at least 3 fitness activities
-

The learner will:

- 5 Be able to complete a simple training programme

The learner can:

- 5.1 Complete a simple training programme which improves fitness over a specified time period
-

The learner will:

- 6 Be able to use safe working practices when participating in health and fitness activities

The learner can:

- 6.1 Use specified health and fitness equipment safely
 - 6.2 Identify and wear clothing to promote own health and safety during specified activities
-

The learner will:

- 7 Be able to review own performance and personal skills

The learner can:

- 7.1 Identify aspects of personal health and fitness training which have gone well
 - 7.2 State how own health and fitness could be improved in future
-

Unit 56 Health and fitness (D/505/3646) (cont'd)

Equivalent unit for Health and fitness (D/505/3646)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Health and fitness (A/505/0429)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit D/505/3646.

Unit 57 Planning for and taking part in a visit (A/505/3878)

Unit summary	In this unit the learner will be able to plan a visit to a chosen tourist destination and be able to use personal skills to take part in a visit.
Guided learning hours	28
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to plan a visit to a chosen tourism destination

The learner can:

- 1.1 Carry out research to plan a visit to a chosen tourism destination
- 1.2 Plan a day visit to a tourism destination including: timings, activities and method of transport
- 1.3 Identify health and safety considerations

The learner will:

- 2 Be able to use personal skills to take part in a visit

The learner can:

- 2.1 Wear clothing suitable for the visit
- 2.2 Keep to time during a visit
- 2.3 Behave appropriately during a visit

Equivalent unit for Planning for and taking part in a visit (A/505/3878)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Planning for and taking part in a visit (A/502/9497)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit A/505/3878.

Unit 58 Taking part in sport (A/505/3881)

Unit summary	In this unit the learner will be able to take part in an individual and team sport and review own performance.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to take part in team sports

The learner can:

- 1.1 Take part in team sports
-

The learner will:

- 2 Be able to take part in individual sports

The learner can:

- 2.1 Take part in individual sports
-

The learner will:

- 3 Be able to review own performance

The learner can:

- 3.1 Identify own strengths when participating in sport
 - 3.2 Identify areas for improvement
-

Equivalent unit for Taking part in sport (A/505/3881)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Taking part in sport (Y/501/7244)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit A/505/3881.

Unit 59 Assist in sports coaching (H/505/0425)

Unit summary	In this unit the learner will understand how to prepare, support participants and the importance of communication when assisting in a coaching session.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know how to prepare for assisting in a sports coaching session

The learner can:

- 1.1 State at least 3 responsibilities for assisting in sports coaching sessions
- 1.2 Give examples of health and safety requirements for assisting in sports coaching in a specific sport
- 1.3 Identify equipment for a specific sport

The learner will:

- 2 Understand how to support participants' behaviour and performance when assisting in coaching

The learner can:

- 2.1 Give examples of how to motivate participants without putting them under stress
- 2.2 Give examples of how to manage participants' behaviour during coaching

The learner will:

- 3 Understand the importance of communication when assisting in coaching

The learner can:

- 3.1 State why good communication is important when assisting in coaching
- 3.2 State when and how to give participants feedback
- 3.3 State why it is important to get feedback from participants after sessions

Unit 60 How the body works (M/505/0430)

Unit summary	In this unit the learner will understand some functions of the skeletal and muscular system, main components and functions of the cardio-respiratory system and some nutrients for a healthy diet.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know some functions of the skeletal and muscular systems

The learner can:

- 1.1 State 2 functions of the skeleton
- 1.2 State 2 functions of the muscular system

The learner will:

- 2 Know the main components and functions of the cardio-respiratory system

The learner can:

- 2.1 Name the main components of the heart
- 2.2 State the function of the heart
- 2.3 Name the main components of the lungs
- 2.4 State the function of the lungs

The learner will:

- 3 Know some nutrients for a healthy diet

The learner can:

- 3.1 Give examples of nutrients for a healthy diet
- 3.2 State the functions of at least 3 nutrients to maintain a healthy body

Unit 61 Indoor team games (T/505/0431)

Unit summary	In this unit the learner will know equipment required for some indoor team games and know how to interact with others in these. Learners will know game tactics and be able to participate in key roles required for indoor team games. Learners will be able to use safe working practices when participating in indoor games and review their own performance.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know equipment required for some indoor team games

The learner can:

- 1.1 Identify equipment required for at least 3 indoor team games
- 1.2 Demonstrate the use of items of equipment for at least 2 indoor team games

The learner will:

- 2 Know how to interact with others in indoor team games

The learner can:

- 2.1 Listen to and respond to peers and Tutors, showing respect and consideration
- 2.2 Demonstrate team skills in skill practices and competitive games

The learner will:

- 3 Be able to participate in key roles required for indoor team games

The learner can:

- 3.1 Demonstrate how to carry out a specified:
 - skills practice
 - officiating role
 - games organising role

Unit 61 Indoor team games (T/505/0431) (cont'd)

The learner will:

- 4 Know the meaning of game tactics

The learner can:

- 4.1 State the meaning of game tactics
 - 4.2 Demonstrate use of agreed game tactics for specific games
-

The learner will:

- 5 Be able to use safe working practices when participating in indoor team games

The learner can:

- 5.1 State why it is important to have equipment and personal kit for specified games
 - 5.2 Give examples of how to ensure the safety of others in specified indoor team games
-

The learner will:

- 6 Be able to review own performance and personal skills

The learner can:

- 6.1 Identify aspects of participation in indoor team games which have gone well
 - 6.2 State how own indoor team games skills could be improved in future
-

Unit 62 Assist with styling women's hair (D/505/0584)

Unit summary	In this unit the learner will know some basic hair styling techniques and be able to assist in providing hair styling for women. The learner will also understand how to improve hair styling skills and knowledge.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know about some basic hair styling techniques for women

The learner can:

- 1.1 Give examples of basic techniques for styling women's hair
- 1.2 State 3 factors that influence the choice of hair styling techniques for women
- 1.3 State the steps needed in order to prepare for styling women's hair
- 1.4 State the purpose of some common hair styling and finishing products, tools and equipment

The learner will:

- 2 Be able to assist in providing hair styling for women

The learner can:

- 2.1 Assist stylist in preparing for styling women's hair, safely and hygienically
- 2.2 State the products, tools and equipment suitable for the required style
- 2.3 Assist stylist in styling women's hair using basic techniques, safely and hygienically
- 2.4 Clean and tidy the service area, safely and hygienically, when styling completed

The learner will:

- 3 Know how to improve hair styling skills and knowledge

The learner can:

- 3.1 State what went well in the styling procedure
- 3.2 Identify hair styling skills or knowledge to be improved in future

Unit 63 Introduction to hair and beauty (K/505/0586)

Unit summary	In this unit the learner will understand salon role duties, equipment used, and health and safety procedures for working in a salon. The learner will be able to communicate with others.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know duties, procedures and requirements relevant to own role in a salon

The learner can:

- 1.1 Identify own duties
- 1.2 State workplace requirements about:
 - personal presentation
 - timekeeping and attendance
 - conduct towards others
- 1.3 State why it is important to follow workplace procedures

The learner will:

- 2 Know about equipment used when working in a salon

The learner can:

- 2.1 Name common items of equipment
- 2.2 Use equipment to carry out tasks
- 2.3 Give examples of how to care for and store equipment

The learner will:

- 3 Know health and safety procedures for working in a salon

The learner can:

- 3.1 State fire procedures
- 3.2 State accident procedures
- 3.3 Follow health and safety procedures

Unit 63 Introduction to hair and beauty (K/505/0586) (cont'd)

The learner will:

- 4 Be able to communicate with others when working in a salon

The learner can:

- 4.1 Give examples of the types of information which should be passed on to:
- a supervisor
 - colleagues
- 4.2 State how to respond to a complaint
-

Unit 64 Assist with hair colour services (R/505/0582)

Unit summary	In this unit the learner will be able to prepare the service area and client for hair colour services and also prepare and remove hair colour products with stylist supervision. The learner will also understand how to clean the service area and make a record of the service.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to prepare the service area and client for hair colour services

The learner can:

- 1.1 Select and assemble required tools and materials, safely and hygienically
- 1.2 Give examples of hair colour services
- 1.3 Carry out preparation of client's hair for colour application, safely and hygienically, with direction from a stylist

The learner will:

- 2 Be able to prepare and remove hair colour products and materials with direction from a stylist

The learner can:

- 2.1 Select products and materials to achieve agreed colour, safely and hygienically, with direction from a stylist
- 2.2 State how to apply some common hair colour products and materials
- 2.3 Remove hair colour products and materials with direction from a stylist, safely and hygienically

The learner will:

- 3 Know how to clean the service area and make a record of the service

The learner can:

- 3.1 State details of hair colour service which should be recorded for salon procedures
- 3.2 Clean and tidy the service area after the service, safely and hygienically

Unit 65 Assist with styling men's hair (Y/505/0583)

Unit summary	In this unit the learner will understand some basic hair styling techniques and be able to assist in providing hair styling for men. The learner will also understand how to improve hair styling skills and knowledge.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know about some basic hair styling techniques for men

The learner can:

- 1.1 Give examples of basic techniques for styling men's hair
- 1.2 State 3 factors that influence the choice of hair styling techniques for men
- 1.3 State the steps needed in order to prepare for styling men's hair
- 1.4 State the purpose of some common hair styling and finishing products, tools and equipment

The learner will:

- 2 Be able to assist in providing hair styling for men

The learner can:

- 2.1 Assist in preparing for styling men's hair, safely and hygienically
- 2.2 State the products, tools and equipment suitable for the required style
- 2.3 Assist in styling men's hair using basic techniques, safely and hygienically
- 2.4 Clean and tidy the service area, safely and hygienically, when styling completed

The learner will:

- 3 Know how to improve hair styling skills and knowledge

The learner can:

- 3.1 State what went well in the styling procedure
- 3.2 Identify hair styling skills or knowledge to be improved in future

Unit 66 Hairdressing: Introduction to health and safety (R/505/3921)

Unit summary	In this unit the learner will understand how to comply with health and safety requirements in a salon environment and maintain personal hygiene and appearance.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to comply with health and safety requirements in a salon environment

The learner can:

- 1.1 Identify 3 salon safety signs
- 1.2 Identify and locate first aid box
- 1.3 Identify and locate fire safety equipment and exits
- 1.4 Select and wear the appropriate protective clothing for tasks
- 1.5 Store products, tools and equipment in appropriate location after use
- 1.6 Dispose of spillages or breakages correctly
- 1.7 Maintain clean and tidy working environment
- 1.8 Identify appropriate dressing for use on open cuts and abrasions

The learner will:

- 2 Be able to maintain personal hygiene and appearance

The learner can:

- 2.1 Wear clean and appropriate clothing and footwear
- 2.2 Maintain high standard of personal hygiene
- 2.3 Clean hands and nails

Equivalent unit for Hairdressing: Introduction to health and safety (R/505/3921)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Hairdressing: Introduction to health and safety (M/501/5192)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit R/505/3921.

Unit 67 Skin care (T/505/3927)

Unit summary	In this unit the learner will be able to prepare and provide basic skin care treatment.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Be able to prepare for basic skin care treatment

The learner can:

- 1.1 Prepare for a skin care treatment
- 1.2 State the procedure for client preparation
- 1.3 Select products and materials for a basic skin care treatment

The learner will:

- 2 Be able to provide basic skin care treatment

The learner can:

- 2.1 State the main skin types
- 2.2 Carry out a basic skin care treatment
- 2.3 Follow safe and hygienic working practices
- 2.4 Communicate and behave in a professional manner

Equivalent unit for Skin care (T/505/3927)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Skin care (Y/502/3464)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit T/505/3927.

Unit 68 Maintaining healthy skin and nails (K/600/8946)

Unit summary	In this unit the learner will learn about different skin types and skin care products, skin and nail condition factors and be able to use products and equipment for nail care routines.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know about different skin types and skin care products

The learner can:

- 1.1 Identify and describe 4 different skin types
- 1.2 Explain the suitability of products for cleansing, toning and moisturising different skin types

The learner will:

- 2 Know about factors that contribute to the condition of skin and nails

The learner can:

- 2.1 Identify factors that contribute to the condition of skin and nails
- 2.2 Describe how skin and nail condition can be affected by health factors

The learner will:

- 3 Be able to use products/equipment for nail care routines

The learner can:

- 3.1 Select the correct products and equipment for nail care
- 3.2 Use products and equipment correctly

Unit 69 Working as a volunteer (A/505/3928)

Unit summary	In this unit the learner will understand the role of the volunteer in different types of voluntary work. The learner will also understand the benefits of and be able to participate in voluntary work.
Guided learning hours	10
Credit value	2
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know the role of the volunteer in different types of voluntary work

The learner can:

- 1.1 Identify different types of voluntary work
- 1.2 Identify activities undertaken by volunteers in different types of voluntary work

The learner will:

- 2 Know the benefits of participating in voluntary work

The learner can:

- 2.1 Identify benefits of voluntary work for the volunteer
- 2.2 Identify benefits of voluntary work for the organisation, community or individual being served

The learner will:

- 3 Be able to undertake voluntary work

The learner can:

- 3.1 Participate in voluntary work according to a given brief

Equivalent unit for Working as a volunteer (A/505/3928)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Working as a volunteer (M/503/2803)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit A/505/3928.

Unit 70 Working in a team (F/505/3932)

Unit summary	In this unit the learner will understand the features of good team working and be able to work cooperatively with others in the team and understand how team members value each other's contributions. The learner will be able to review their team work.
Guided learning hours	20
Credit value	2
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Understand the features of good team working

The learner can:

- 1.1 Identify the features of a good team
- 1.2 Identify the ground rules that are needed for good team working

The learner will:

- 2 Be able to work cooperatively with others in a team

The learner can:

- 2.1 Identify their role in a team
- 2.2 Demonstrate how they work cooperatively with other team members

The learner will:

- 3 Know how team members value each other's contributions

The learner can:

- 3.1 Give feedback to others in a supportive way
- 3.2 Take on board feedback from others in the team
- 3.3 Listen to others' suggestions and comments

Unit 70 Working in a team (F/505/3932) (cont'd)

The learner will:

- 4 Be able to carry out a review of their team work

The learner can:

- 4.1 Identify what went well
 - 4.2 Identify what they could improve on
-

Equivalent unit for Working in a team (F/505/3932)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Working in a team (F/502/4267)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit F/505/3932.

Unit 71 Problem solving skills for work (H/505/3924)

Unit summary	In this unit the learner will understand how to recognise a problem in the workplace and be able to identify a solution to the problem.
Guided learning hours	20
Credit value	2
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know how to recognise a problem in the place of work

The learner can:

- 1.1 Identify a problem they have encountered or may encounter in the place of work
- 1.2 Give a basic description of the problem

The learner will:

- 2 Be able to identify a solution to the problem

The learner can:

- 2.1 List the steps that need to be taken to solve the problem
- 2.2 Identify sources of support to help solve the problem

Equivalent unit for Problem solving skills for work (H/505/3924)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Problem solving skills for work (A/502/4266)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit H/505/3924.

Unit 72 Food and nutrition for children (A/505/1578)

Unit summary	In this unit the learner will understand about a balanced diet, food allergies and their effects and know about the food restrictions that affect the diets of religious and cultural groups.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know about a balanced diet

The learner can:

- 1.1 Identify some of the main nutrients
- 1.2 Identify examples of foods that contain the main nutrients
- 1.3 Identify the basic functions of the main nutrients
- 1.4 Identify suitable foods for children of different ages

The learner will:

- 2 Know about food allergies and their effects

The learner can:

- 2.1 Identify food allergies
- 2.2 Identify the effects of the identified food allergies

The learner will:

- 3 Know about the food restrictions that affect the diets of religious and cultural groups

The learner can:

- 3.1 Identify the food restrictions that affect the diets of different:
 - religious groups
 - cultural groups

Unit 72 Food and nutrition for children (A/505/1578) (cont'd)

Equivalent unit for Food and nutrition for children (A/505/1578)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Introduction to food and nutrition for children and young people (M/500/5004)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit A/505/1578.

Unit 73 Caring for young children and babies (L/505/1567)

Unit summary	In this unit the learner will understand how to provide physical care, choose clothing and footwear for children and the importance of a child's daily routine.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know how to provide physical care for children of different ages

The learner can:

- 1.1 List some key factors in the care for children of the:
 - hair
 - skin
 - teeth
 - feet

The learner will:

- 2 Know how to choose clothing and footwear for children

The learner can:

- 2.1 Choose suitable clothing and footwear for:
 - children of different ages
 - different weather conditions

The learner will:

- 3 Know the importance of a child's daily routine

The learner can:

- 3.1 List the key activities in the daily routine of a child of a given age
- 3.2 State how these activities are important for the child

Unit 73 Caring for young children and babies (L/505/1567) (cont'd)

Equivalent unit for Caring for young children and babies (L/505/1567)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Introduction to developing skills for caring for your child (M/500/4970)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit L/505/1567.

Unit 74 Parenting skills (R/505/1277)

Unit summary	In this unit the learner will understand the roles and rights in the family unit and the importance of listening. They will be able to recognise and deal with 'difficult' behavior in children of different ages. The learner will also understand parental needs and how children learn through daily family activities.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Understand the roles and rights in the family unit

The learner can:

- 1.1 List the main roles of the parent in the family unit
- 1.2 Identify the individual rights of children within the family unit

The learner will:

- 2 Understand the importance of listening to children and giving choices

The learner can:

- 2.1 Give examples of situations in which it is important to listen to children
- 2.2 Give examples of choices which could be given to children in given family situations

The learner will:

- 3 Be able to recognise and deal with 'difficult' behaviour in children of different ages

The learner can:

- 3.1 State one example of 'difficult' behaviour for children of the following ages:
 - infant
 - young child
 - teenager
- 3.2 Suggest one way in which a parent could deal with 'difficult' behaviour in the examples given

Unit 74 Parenting skills (R/505/1277) (cont'd)

The learner will:

- 4 Understand how children learn through daily family activities

The learner can:

- 4.1 Identify everyday family activities in which children learn
 - 4.2 Identify a practical activity parents and children could do together to help children learn
-

The learner will:

- 5 Understand own needs as a parent

The learner can:

- 5.1 Identify own needs as a parent
 - 5.2 Outline how these needs can be met
-

Unit 75 Improving own confidence (J/505/0823)

Unit summary	In this unit the learner will learn about confidence, decision making and associated emotions and feelings. The learner will also understand how having goals can increase confidence.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know about confidence

The learner can:

- 1.1 State an example of a characteristic of a confident person
- 1.2 Give an example of a situation where they have felt confident
- 1.3 Give an example of a situation where they have not felt confident
- 1.4 State a reason why it is important to feel confident in a given situation

The learner will:

- 2 Know how communication skills can contribute to improving confidence

The learner can:

- 2.1 Give examples of situations where communication skills are important
- 2.2 State how good communication skills can improve own confidence
- 2.3 Demonstrate listening skills in a conversation

The learner will:

- 3 Know about decision making and associated emotions and feelings

The learner can:

- 3.1 Identify an occasion when they have made an important decision
- 3.2 Identify something that was considered when making the decision
- 3.3 State an emotion/feeling that was felt when making the decision
- 3.4 State how this feeling might impact on own confidence

Unit 75 Improving own confidence (J/505/0823) (cont'd)

The learner will:

- 4 Know how having goals can increase confidence

The learner can:

- 4.1 State a short-term goal
 - 4.2 Identify ways to achieve the short-term goal
 - 4.3 State a long-term goal
 - 4.4 Identify ways to achieve the long-term goal
 - 4.5 State how setting and achieving goals can increase own confidence
-

Unit 76 Introduction to self-employment (Y/504/6324)

Unit summary	In this unit the learner will learn about self-employment, associated successful characteristics, planning for self-employment and also about income and expenditure.
Guided learning hours	25
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know what it means to be self-employed

The learner can:

- 1.1 Give examples of different types of products or services that can be offered by self-employed people
- 1.2 Describe some of the features of working for yourself

The learner will:

- 2 Know the characteristics of successful self-employed people

The learner can:

- 2.1 Identify the key skills and behaviours that are needed to be a successful self-employed person

The learner will:

- 3 Know about planning for self-employment

The learner can:

- 3.1 Identify the key areas to consider when planning to be self-employed
- 3.2 Give reasons why it is important to plan for self-employment

The learner will:

- 4 Know about income and expenditure

The learner can:

- 4.1 Identify the main sources of income for a possible business
- 4.2 Identify the main types of expenditure for a possible business
- 4.3 List the sort of records a self-employed person needs to keep in relation to income and expenditure

Unit 77 Personal finances (Y/504/8641)

Unit summary	In this unit the learner will understand income and expenditure, strategies for living on a limited budget and how to undertake financial transactions. The learner will also understand key financial information on everyday documents, what saving means and be able to produce a simple budget.
Guided learning hours	30
Credit value	3
Level	Entry 3
Mandatory/optional	Optional

The learner will:

- 1 Know what is meant by income and expenditure

The learner can:

- 1.1 Give examples of income
- 1.2 Give examples of expenditure

The learner will:

- 2 Know ways to deal with living on a limited budget

The learner can:

- 2.1 Identify possible difficulties of coping on a limited budget
- 2.2 Give examples of how to deal with the difficulty of coping on a limited budget

The learner will:

- 3 Know how to undertake financial transactions

The learner can:

- 3.1 Give examples of different methods of paying for goods or a service
- 3.2 Indicate how to make a financial transaction in a specified situation

Unit 77 Personal finances (Y/504/8641) (cont'd)

The learner will:

- 4 Know how to find key financial information on everyday documents

The learner can:

- 4.1 Identify key items on a receipt
 - 4.2 Identify key items on a payslip
-

The learner will:

- 5 Know what saving means

The learner can:

- 5.1 State what saving means
 - 5.2 Give examples of different ways of saving
-

The learner will:

- 6 Be able to produce a simple budget

The learner can:

- 6.1 Outline personal spending and income over a given time period
-

Equivalent unit for Personal finances (Y/504/8641)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Personal budgeting and managing money (H/503/3057)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete unit Y/504/8641.

Section 3

Assessment and Quality Assurance

Assessment and Quality Assurance

How the qualifications are assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Entry Level Occupational Studies for the Workplace (Entry 3) qualifications are internally assessed.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this.

The main pieces of evidence for the portfolio could include (in no particular order):

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- learner's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- Recognition of Prior Learning (RPL).

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least twice a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 4

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our website: www.ncfe.org.uk/centre-information/working-with-ncfe/policies-and-regulations.

Data protection

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***