



PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

Suite of Entry Level Vocational Studies Qualifications

NOCN Entry Level Award in Vocational Studies (Entry 3)

Qualification No: 601/0141/6

NOCN Entry Level Certificate in Vocational Studies (Entry 3)

Qualification No: 601/0142/8

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To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: **0300 999 1177**

Introduction

NOCN has been providing a qualification and accreditation service to providers across the UK for over 25 years and is justifiably proud of its reputation as, "...a provider of fully accessible, trusted and flexible qualification and accreditation services".

Over the years, NOCN has worked effectively with our centres for the benefit of learners across the country; with a mutual interest in providing a continuously improving service. NOCN, whilst retaining all the advantage of being a national body, has always provided a personal, bespoke service to its customers and prides itself on its local presence and expertise within communities.

This handbook is a resource for NOCN centres who wish to offer the NOCN Entry Level Award and Certificate in Vocational Studies (Entry 3).

These qualifications are relevant to colleges and voluntary or private training providers working with learners aged 14 and above in the following sectors: Business and Administration, Catering, Hair and Beauty, Horticulture, Vehicle Maintenance and Sport and Leisure.

The handbook details the qualification specification and provides guidance to the training provider on assessment criteria and evidence requirements.

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1. NOCN Entry Level Award and Certificate in Vocational Studies (Entry 3)

The NOCN Entry Level Award and Certificate in Vocational Studies (Entry 3) are designed to provide an introduction to the skills and knowledge required for working in the following sectors: Business and Administration, Catering, Hair and Beauty, Horticulture, Vehicle Maintenance and Sport and Leisure. Learners will gain understanding of key skills and areas of knowledge required for further study of and employment in the sectors named above.

These qualifications are suitable for learners aged 14 years or over. These qualifications will provide learners with an opportunity to:

- Gain knowledge and understanding of transferable vocational skills such as problem solving or time management.
- Practise using key skills and knowledge relevant to their chosen sector in work experience or simulated work settings.
- Progress onto the NOCN Level 1 Award and Certificate in Vocational Studies.
- Progress onto a NOCN vocational course such as the NOCN Level 1 Award in Creative Hair Studies or another training programme such as an Apprenticeship.
- Gain the knowledge, skills and qualities required for employment in their chosen sector: for example take up a hairdressing junior's post.

Some of the units included in this qualification carry specific assessment guidance from a relevant sector skills body and where this is the case, the guidance is shown underneath the unit proforma.

1.1. Entry Requirements

There are no formal entry requirements for learners undertaking these qualifications.

1.2. Qualification Structures

The NOCN Entry Level Award in Vocational Studies (Entry 3) is a 6 credit qualification and has a minimum of 60 guided learning hours with a Total Qualification Time (TQT) of 60 hours. Learners must achieve a maximum of 2 credits from Mandatory Group A, a maximum of 1 credit from Mandatory Group B and a minimum of 3 credits from one of the Pathway Groups in Group C.

A (Mandatory Group A)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Assertiveness and Decision Making Skills	Entry 3	2	O	Y/505/0387
Customer Service Skills	Entry 3	2	O	H/505/0392
Group and Teamwork Communication Skills	Entry 3	2	O	K/505/0393
Improving Own Learning and Performance	Entry 3	2	O	A/505/0396
Problem Solving in the Workplace	Entry 3	2	O	J/505/0398
Teamwork	Entry 3	2	O	T/505/0400
Time Management Skills	Entry 3	2	O	J/505/0403

B (Mandatory Group B)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Work Experience	Entry 3	1	O	H/505/0408
Valuing Equality and Diversity	Entry 3	1	O	K/505/1527
Health and Safety Procedures in a Work Environment	Entry 3	1	O	A/505/1855

C (Vocational Pathways) (Pathway Gate)

C1 (Business and Administration) (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Business and Administration	Entry 3	3	O	Y/505/0437

C2 (Catering) (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Catering	Entry 3	3	O	T/505/0591

C3 (Hair and Beauty) (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Hair and Beauty	Entry 3	3	O	K/505/0586

C4 (Horticulture) (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Horticulture	Entry 3	3	O	M/505/0394

C5 (Vehicle Maintenance) (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Motor Vehicle Maintenance and Repair	Entry 3	3	O	K/505/0412

C6 (Sport and Leisure) (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Sport and Leisure	Entry 3	3	O	R/505/0422

The NOCN Entry Level Certificate in Vocational Studies (Entry 3) is a 17 credit qualification and has a minimum of 150 guided learning hours with a Total Qualification Time (TQT) of 170 hours. Learners must achieve a maximum of 2 credits from Mandatory Group A and a minimum of 15 credits from one of the Pathway Groups in Group B, units listed below:

A (Mandatory Group A)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Assertiveness and Decision Making Skills	Entry 3	2	O	Y/505/0387
Customer Service Skills	Entry 3	2	O	H/505/0392
Group and Teamwork Communication Skills	Entry 3	2	O	K/505/0393
Improving Own Learning and Performance	Entry 3	2	O	A/505/0396
Problem Solving in the Workplace	Entry 3	2	O	J/505/0398
Teamwork	Entry 3	2	O	T/505/0400
Time Management Skills	Entry 3	2	O	J/505/0403
Work Experience	Entry 3	1	O	H/505/0408
Valuing Equality and Diversity	Entry 3	1	O	K/505/1527
Health and Safety Procedures in a Work Environment	Entry 3	1	O	A/505/1855

B (Vocational Pathways) (Pathway Gate)

B1 (Business and Administration) (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Business and Administration	Entry 3	3	O	Y/505/0437
Assist in Handling Mail	Entry 3	1	O	D/505/0441
Database Software	Entry 3	2	O	M/506/8037
Filing Skills	Entry 3	2	O	K/505/0443
Presentation Software	Entry 3	2	O	F/506/8043

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Reception Skills	Entry 3	2	O	H/505/0442
Spreadsheet software	Entry 3	2	O	H/506/8049
Undertaking an Enterprise Activity	Entry 3	6	O	M/505/0444
Using email	Entry 3	1	O	H/506/8052
Using the Internet	Entry 3	1	O	F/502/0171
Using the Telephone and Photocopier	Entry 3	3	O	T/505/0445
Word Processing Software	Entry 3	2	O	K/506/8053

B2 (Catering) (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Catering	Entry 3	3	O	T/505/0591
Basic Cooking	Entry 3	2	O	Y/502/4808
Basic Food Preparation	Entry 3	2	O	J/600/0711
Food Commodities	Entry 3	1	O	A/505/0589
Health and Safety and Food Hygiene in Catering	Entry 3	2	O	M/505/0590
Making and Storing Baked Products	Entry 3	3	O	A/505/0592
Prepare and Cook Fish, Meat and Poultry	Entry 3	3	O	F/505/0593
Prepare and Cook Fruit and Vegetables	Entry 3	3	O	J/505/0594
Serving Food and Drink	Entry 3	2	O	F/502/4835
Using Kitchen Equipment	Entry 3	1	O	L/505/0595

B3 (Hair and Beauty) (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Health and Beauty	Entry 3	3	O	K/505/0586
Assist with Hair Colour Services	Entry 3	3	O	R/505/0582
Assist with Styling Men's Hair	Entry 3	3	O	Y/505/0583
Assist with Styling Women's Hair	Entry 3	3	O	D/505/0584
Blow Dry Women's Hair	Entry 3	3	O	H/505/0585
Hair Plaiting	Entry 3	3	O	R/502/3804
Hand care	Entry 3	3	O	K/502/3467
Prepare and Maintain the Salon	Entry 3	3	O	M/505/0587
Shampooing and Conditioning	Entry 3	3	O	L/502/3753
Skin Care	Entry 3	3	O	Y/502/3464
Working Relationships in a Hairdressing Salon	Entry 3	3	O	T/505/0588

B4 (Horticultural) (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Horticulture	Entry 3	3	O	M/505/0394
Amenity Horticulture Skills	Entry 3	3	O	T/505/0395
Clearing and Weeding a Garden	Entry 3	2	O	F/505/0397
Cultivating Plant Cuttings	Entry 3	3	O	L/505/0399
Garden Horticulture	Entry 3	3	O	A/505/0401
Garden Maintenance Skills	Entry 3	3	O	F/505/0402
Maintaining Garden Habitats	Entry 3	2	O	L/505/0404
Maintaining Soil	Entry 3	2	O	R/505/0405

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Planting in a Container	Entry 3	3	O	D/505/0407
Propagating Seeds	Entry 3	3	O	K/505/0409
Propagation of Plants	Entry 3	2	O	D/505/0410
Using and Maintaining Garden Tools	Entry 3	3	O	H/505/0411
Identify Plants	Entry 3	2	O	Y/600/0289

B5 (Vehicle Maintenance) (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Motor Vehicle Maintenance and Repair	Entry 3	3	O	K/505/0412
Checking and Maintaining Car Tyres	Entry 3	1	O	M/505/0413
Checking and Maintaining Fluid Levels on a Car	Entry 3	1	O	T/505/0414
Identification of Basic External and Internal Car Parts	Entry 3	1	O	A/505/0415
Introduction to Vehicle Engine Operating Principles	Entry 3	4	O	M/600/4560
Introduction to Vehicle Workshop Bench Skills	Entry 3	4	O	A/600/4562
Motor Vehicle Workshop Tools and Equipment	Entry 3	2	O	T/506/8041
Motorcycle Construction	Entry 3	2	O	A/506/8042
Routine Braking Systems Checks	Entry 3	2	O	J/506/8044
Routine Motorcycle Checks	Entry 3	2	O	Y/506/8047
Routine Vehicle Checks	Entry 3	2	O	R/506/8046
Routine Wheel and Tyre Checks	Entry 3	2	O	D/506/8048
Simple Body Repair Processes	Entry 3	2	O	L/505/4064
Valeting a Car Interior	Entry 3	3	O	J/505/0417
Washing a Car Exterior	Entry 3	1	O	L/505/0418

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Wax and Polish a Car Exterior	Entry 3	3	O	R/505/0419

B6 (Sport and Leisure) (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Sport and Leisure	Entry 3	3	O	R/505/0422
Angling Skills	Entry 3	3	O	Y/505/0423
Assist in Sports Coaching	Entry 3	3	O	H/505/0425
Assisting at a Sport or Active Leisure Event	Entry 3	3	O	D/501/7245
Health and Fitness	Entry 3	3	O	A/505/0429
How the Body Works	Entry 3	3	O	M/505/0430
Improving own Fitness	Entry 3	3	O	A/506/8039
Indoor Team Games	Entry 3	3	O	T/505/0431
Participating in Leisure Activities	Entry 3	3	O	F/505/0433
Planning and Participating in Countryside Walks	Entry 3	3	O	L/505/0435
Taking Part in Sport	Entry 3	3	O	Y/501/7244
The Angling Environment	Entry 3	3	O	F/503/3874

1.3 Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

- Guided Learning Hours (GLH):
 - learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training

- includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
- Other Learning Hours (OLH):
 - an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
 - preparatory work
 - self-study
 - or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- Exam time

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

2. Centre Information

2.1 Offering these qualifications

Recognised Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering the NOCN Entry Level Award and Certificate in Vocational Studies (Entry 3), please contact: business-enquiries@nocn.org.uk.

If you are ready to add the qualification to your curriculum offer, please log in to the NOCN website, under Centres/Processes and Documents, and complete the 'Additional Qualification Approval Request Form,' which can then be returned to business-enquiries@nocn.org.uk for the attention of your Account and Sector Manager.

New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website <https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

External Verification

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

The External Quality Assurer will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners and administrative staff.
- Verify recommendations for achievement submitted by the centre via Quartzweb.

Refer to the **NOCN Quality Assurance User Guide** for further information on the External Quality Assurance process.

2.2 Required Resources for Delivering these Qualifications

As part of the requirement to deliver these qualifications there is an expectation that staff undertaking roles as part of the delivery and assessment of the qualification have a demonstrable level of expertise.

Tutor/Assessor

NOCN expects that Tutors/Assessors are able to demonstrate the following competencies:

- Be technically competent in Business and Administration, Catering, Hair and Beauty, Horticulture, Vehicle Maintenance or Sport and Leisure as dictated by the units they are delivering and/or have experience of delivering training within the area. The minimum expectation is that the level of experience should be at the same level as the training that is to be delivered.
- An occupational knowledge of delivering training within the area for Mandatory Group A units. The minimum expectation is that the level of knowledge should be at the same level as the training that is to be delivered.
- Hold a recognised teaching qualification or, for new tutors, undertake and complete initial teacher training to a minimum Level 3 standard within 12 months of taking up the tutor role.

Centre staff may undertake more than one role, for example tutor and assessor or internal verifier, but they **cannot** carry out any verification on work that they have previously assessed.

Internal Verifier

Each centre must have internal verification policies and procedures in place to ensure that decisions made by assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability, and consistency.

NOCN expects that an Internal Verifier is able to demonstrate the following competencies:

They should:

- Be technically competent in Business and Administration, Catering, Hair and Beauty, Horticulture, Vehicle Maintenance or Sport and Leisure as dictated by the units they are delivering and/or have experience of delivering training within the area. The minimum expectation is that the level of experience should be at the same level as the training that is to be delivered.
- An occupational knowledge of delivering training within the area for Mandatory Group A units. The minimum expectation is that the level of knowledge should be at the same level as the training that is to be delivered.
- Hold a recognised teaching qualification or, for new tutors, undertake and complete initial teacher training to a minimum Level 3 standard within 12 months of taking up the tutor role.

NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should encourage standardisation and sharing of good practice.

Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with best practice in delivery, assessment and verification.

3. Unit Information

The NOCN Entry Level Award in Vocational Studies (Entry 3) consists of 2 mandatory groups with optional units and 6 Pathways containing optional units, all of which are detailed below.

The NOCN Entry Level Certificate in Vocational Studies (Entry 3) consists of 1 mandatory group with optional units and 6 Pathways containing optional units, all of which are detailed below.

To achieve these qualifications a learner **must** provide evidence of learning and achievement against **all** of the assessment criteria within each unit. However a number of assessment criteria can be taught and assessed through one activity.

A copy of each of the units follows, with an indication of a scope of learning that would be required to cover the assessment criteria. This list is indicative, not exhaustive.

Some of the units included in this qualification carry specific assessment guidance from a relevant sector skills body and where this is the case, the guidance is shown on the unit proforma.

3.1 Units

Unit Title	Assertiveness and Decision Making Skills
Unit Level	Entry 3
Unit Credit Value	2
GLH	20
Ofqual unit reference number (code)	Y/505/0387

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the meaning of assertiveness.	1.1. Give an example of assertive behaviour. 1.2. Identify examples of assertive behaviour. 1.3. Identify examples of passive behaviour. 1.4. Identify examples of aggressive behaviour.
2. Know how to prepare for personal decision making.	2.1. Identify factors which can influence personal decision making. 2.2. State where to find advice to help with making specified decisions.
3. Be able to use assertive behaviour to put forward own views in a structured situation.	3.1. Use assertive behaviour to contribute own views to a structured group discussion or role-play. 3.2. Identify the benefit of putting forward views in an assertive way.
4. Be able to make a reasoned decision.	4.1. Outline how a reasoned decision was made on a given situation in a structured group discussion or role play.

Scope of learning for the unit

- Tutors will provide input which may include videos, material from books, leaflets or websites and descriptions or demonstrations.
- Learners will be able to participate in group discussions and role play: for example, asking for a refund in a shop in an assertive way.
- Learners will respond to oral and/or written questions set by the tutor about assertive, passive and aggressive behaviours and steps in decision making.
- With structure and support, learners will be able to apply learning to their own circumstances: for example, stating factors influencing choice of training course.

These are indicative suggestions for teaching and learning only, not assessment requirements.

Unit Title	Customer Service Skills
Unit Level	Entry 3
Unit Credit Value	2
GLH	20
Ofqual unit reference number (code)	H/505//0392

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the benefits of good customer service to an organisation.	1.1. Give examples of good customer service. 1.2. List reasons why good customer service is important for an organisation.
2. Understand the possible consequences of poor customer service.	2.1 Give an example for each of how poor customer service can affect: (a) customers (b) the organisation (c) staff.
3. Understand the importance of first impressions.	3.1. State why it is important to make a good first impression. 3.2. Demonstrate how a customer service assistant can make a good impression when serving customers.
4. Know how to assist customers.	4.1. State why it is important to know the organisation's policy about the actions that can be taken when serving customers. 4.2. Give examples of the types of assistance customers may require. 4.3. Give examples of how this assistance can be provided. 4.4. Identify customer problems or complaints and how a customer service assistant can help resolve these.

Scope of learning for the unit

- Tutors will provide input which may include videos, material from books, leaflets or websites and descriptions or demonstrations.
- Learners will be able to participate in group discussions and role play about, for example, providing good customer service by finding more information for customers about products/services they are interested in.
- Learners will respond to oral and/or written questions set by the tutor about, for example, features and consequences of good and poor customer service, making a good impression on customers and how to assist customers effectively.

- With structure and support, learners will be able to find information: for example, know what to do if a refund is requested.

These are indicative suggestions for teaching and learning only, not assessment requirements.

Unit Title	Group and Teamwork Communication Skills
Unit Level	Entry 3
Unit Credit Value	2
GLH	20
Ofqual unit reference number (code)	K/505/0393

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand methods of group and team communication.	1.1. Identify two methods of group and team communication. 1.2. State at least two ways of ensuring group and team communication is as effective as possible.
2. Be able to communicate verbally with group and team members in structured contexts.	2.1. Convey specified information to group and team members in structured contexts. 2.2. Listen and respond to information from group and team members in structured contexts.
3. Understand the role of the team leader.	3.1. Identify how to respond to requests and feedback from team leader. 3.2. State the meaning of constructive criticism.
4. Be able to follow instructions from team leader.	4.1. Act on instructions from team leader. 4.2. Identify what is required from instructions given.

Scope of learning for the unit

- Tutors will provide input which may include videos, material from books, leaflets or websites and descriptions or demonstrations.
- Learners will be able to participate in group discussions and role play about, for example, types of issues which should always be reported to a supervisor.
- Learners will respond to oral and/or written questions set by the tutor about, for example, methods of group and team communication.
- With structure and support, learners will be able to apply learning to their own circumstances: for example, constructive criticism experienced by learner and how to respond.

These are indicative suggestions for teaching and learning only, not assessment requirements.

Unit Title	Improving Own Learning and Performance
Unit Level	Entry 3
Unit Credit Value	2
GLH	20
Ofqual unit reference number (code)	A/505/0396

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to identify own strengths and areas for improvement.	1.1. Identify own personal strengths, aptitudes or skills. 1.2. Identify a personal area for improvement. 1.3. State a realistic learning target to address the identified area for improvement.
2. Know how to plan to reach learning targets.	2.1. Produce an action plan showing steps necessary to reach the learning target. 2.2. Give an example of how to access support or advice to help achieve a personal learning target. 2.3. State progress towards the learning target.
3. Be able to review own performance.	3.1. Identify an improvement in performance.

Scope of learning for the unit

- Tutors will provide input which may include videos, material from books, leaflets or websites and descriptions or demonstrations.
- Learners will be able to participate in group discussions by providing appropriate examples: for example, improving fitness by attending an exercise class
- Learners will respond to oral and/or written questions set by the tutor about, for example, improving own learning and performance.
- With structure and support, learners will be able to apply learning to their own circumstances by, for example, stating outcomes from quizzes or questionnaires about own strengths, skills or aptitudes.

These are indicative suggestions for teaching and learning only, not assessment requirements.

Unit Title	Problem Solving in the Workplace
Unit Level	Entry 3
Unit Credit Value	2
GLH	20
Ofqual unit reference number (code)	J/505/0398

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to recognise problems that occur in the workplace.	1.1. State two problems that can occur in the workplace. 1.2. Give reasons why the identified problems may arise.
2. Be able to identify methods for solving problems in the workplace.	2.1. Identify methods for solving two given problems. 2.2. State sources of information or support available for the methods described.
3. Know how to select a problem solving method.	3.1. Identify two different ways in which a given problem could be solved. 3.2. State preferred solution and give a reason.

Scope of learning for the unit

- Tutors will provide input which may include videos, material from books, leaflets or websites and descriptions or demonstrations.
- Learners will be able to participate in group discussions or role play by providing appropriate examples: for example, how lack of communication with colleagues can lead to tasks not being completed effectively.
- Learners will respond to oral and/or written questions set by the tutor about, for example, problem solving in the workplace.
- With structure and support, learners will be able to apply learning to their own circumstances by, for example, stating how a specified customer complaint can be resolved.

These are indicative suggestions for teaching and learning only, not assessment requirements.

Unit Title	Teamwork
Unit Level	Entry 3
Unit Credit Value	2
GLH	20
Ofqual unit reference number (code)	T/505/0400

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to identify some features of a team contract.	1.1. State what is meant by a team contract. 1.2. State at least two conditions that might be included in a team contract.
2. Be able to work as part of a team.	2.1. Outline the objectives of a given task. 2.2. State how to help achieve the objectives. 2.3. Identify areas where you may need help. 2.4. Carry out own role to the agreed standards and timescales.
3. Be able to identify how to improve team working.	3.1. Identify what went well. 3.2. Identify any difficulties. 3.3. Identify at least one way to improve own team working in future.

Scope of learning for the unit

- Tutors will provide input which may include videos, material from books, leaflets or websites and descriptions or demonstrations.
- Learners will be able to participate in group work and role play: for example, finding the best prices for specified items of office supplies
- Learners will respond to oral and/or written questions set by the tutor about team working.
- With structure and support, learners will be able to apply learning to their own circumstances by, for example, identifying how to give more feedback to team members.

These are indicative suggestions for teaching and learning only, not assessment requirements.

Unit Title	Time Management Skills
Unit Level	Entry 3
Unit Credit Value	2
GLH	20
Ofqual unit reference number (code)	J/505/0403

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know benefits of good time management and ways to promote it.	1.1. State a benefit of good time management. 1.2. Give an example of the effects of poor time management. 1.3. Identify a way to promote good time management.
2. Be able to plan own use of time.	2.1. Use a time management technique to plan own activities for specified day. 2.2. Carry out own time management plan.
3. Know how to improve own time management.	3.1. Identify two aspects of own time management plan which went well. 3.2. Identify two aspects which could be improved. 3.3. Give an example of how improvements could be made.

Scope of learning for the unit

- Tutors will provide input which may include videos, material from books, leaflets or websites and descriptions or demonstrations.
- Learners will be able to participate in group discussions by providing appropriate examples: for example, how to meet the deadline for specified assignment.
- Learners will respond to oral and/or written questions set by the tutor about time management.
- With structure and support, learners will be able to apply learning to their own circumstances by, for example, identifying a non-essential activity such as watching television which could be curtailed.

These are indicative suggestions for teaching and learning only, not assessment requirements.

Unit Title	Work Experience
Unit Level	Entry 3
Unit Credit Value	1
GLH	10
Ofqual unit reference number (code)	H/505/0408

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the business of the organisation and requirements of own role.	1.1. State the main business of the organisation where the work experience will take place. 1.2. Identify the main tasks to undertake in named role.
2. Be able to follow workplace procedures.	2.1. Identify the workplace dress code. 2.2. Attend placement at agreed times. 2.3. Identify workplace health and safety procedures that must be followed. 2.4. Follow workplace procedures to complete given tasks.
3. Be able to identify what was learnt from the work experience.	3.1. Identify what went well. 3.2. Give an example of how future work performance could be improved. 3.3. State how work experience may influence future employment choices.

Scope of learning for the unit

- Tutors will provide input which may include videos, material from books, leaflets or websites and descriptions or demonstrations.
- Learners will be able to participate in group discussions by providing appropriate examples: for example, types of job the learner may prefer.
- Learners will respond to oral and/or written questions set by the tutor about work experience.
- With structure and support, learners will be able to apply learning to their own circumstances by, for example, completing specified photocopying tasks as required.

These are indicative suggestions for teaching and learning only, not assessment requirements.

Unit Title	Valuing Equality and Diversity
Unit Level	Entry 3
Unit Credit Value	1
GLH	10
Ofqual unit reference number (code)	K/505/1527

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand aspects of equality.	1.1. Outline the term equality. 1.2. Give at least one example of inequality.
2. Understand aspects of diversity.	2.1. Outline the term diversity. 2.2. Identify at least two diverse groups. 2.3. State at least one advantage of living in a diverse society.
3. Understand aspects of discrimination.	3.1. Outline the meaning of “prejudice”. 3.2. Outline the meaning of “discrimination”. 3.3. Name at least one law which aims to protect people from discrimination. 3.4. Identify at least two examples of behaviour which appear prejudiced or discriminatory. 3.5. Give reasons why the identified prejudice or discrimination may have arisen.

Scope of learning for the unit

- Tutors will provide input which may include videos, material from books, leaflets or websites and descriptions or demonstrations.
- Learners will be able to participate in group discussions by providing appropriate examples: for example, a recent story in media related to prejudice or discrimination.
- Learners will respond to oral and/or written questions set by the tutor about equality and diversity.
- With structure and support, learners will be able to find information: for example, a law relating to racial discrimination.

These are indicative suggestions for teaching and learning only, not assessment requirements.

Unit Title	Health and Safety Procedures in a Work Environment
Unit Level	Entry 3
Unit Credit Value	1
GLH	10
Ofqual unit reference number (code)	A/505/1855

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about health and safety procedures in a work environment.	1.1. Give examples of possible emergencies. 1.2. Give examples of what to do in an emergency. 1.3. Name health and safety signs. 1.4. Name health and safety symbols. 1.5. State who to go to if help or support is needed.
2. Be able to follow health and safety procedures in a work environment.	2.1. Follow given health and safety procedures when carrying out tasks. 2.2. Give examples of how to keep work areas clean and tidy.

Scope of learning for the unit

- Tutors will provide input which may include videos, material from books, leaflets or websites and descriptions or demonstrations.
- Learners will respond to oral and/or written questions set by the tutor about health and safety
- With structure and support, learners will be able to apply learning to their own circumstances: for example, how to keep walkways clear of trip hazards.

These are indicative suggestions for teaching and learning only, not assessment requirements.

Scope of learning for Entry 3 Business and Administration units

Tutors will provide input which may include:

- Descriptions or demonstrations
- Videos
- Material from books or other printed materials such as leaflets
- Material from websites.

With structure and support and in familiar contexts, learners will be able to:

- Participate, where required, in group discussions by providing appropriate examples: for example, maintaining computer passwords as a means of safeguarding confidential information, using named directories as a means of retrieving documents or e-mails easily or checking internet security applications as a means of ensuring safe internet browsing.
- Respond to oral and/or written questions set by the tutor about: for example, carrying out fire procedures, methods of filing customer details or where to locate company telephone numbers
- Find information: for example, identify postal charges for specified items, retrieve customer details from database or find prices for sale of specified products.
- Demonstrate skills in simple role plays or simulations or in work experience, where required: for example, how to welcome a visitor, how to answer a telephone call or how to photocopy specified documents.
- Produce material for a practice file: for example, presentation slides, spreadsheets or word processed documents.
- Maintain, where required, a reflective log or diary collating learner's insights into: for example, how to perform own duties to the best of their ability, consequences of lack of communication with colleagues or how to improve own enterprise skills in future.

These are indicative suggestions for teaching and learning only, not assessment requirements.

Unit Title	Introduction to Business and Administration
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	Y/505/0437

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know duties, procedures and requirements relevant to own role in an office.	1.1. Identify own duties. 1.2. State workplace requirements about: (a) Personal presentation (b) Timekeeping and attendance (c) Conduct towards others. 1.3. State why it is important to follow workplace procedures.
2. Know about equipment used when working in an office.	2.1. Name common items of office equipment and state their purpose. 2.2. Use office equipment to carry out tasks. 2.3. Give two examples of how to care for and store items of equipment.
3. Know health and safety procedures for working in an office.	3.1. State fire procedures. 3.2. State accident procedures. 3.3. Follow health and safety procedures.
4. Be able to communicate with others when working in an office.	4.1. Give examples of information which should be passed on to: (a) A supervisor (b) Colleagues. State how to respond to a complaint.

Unit Title	Assist in Handling Mail
Unit Level	Entry 3
Unit Credit Value	1
GLH	10
Ofqual unit reference number (code)	D/505/0441

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know workplace procedures for handling incoming and outgoing mail.	1.1. State ways in which the correct person to receive incoming mail can be identified. 1.2. Give examples of different ways of sending: (a) Letters (b) Packages. 1.3. Identify how unwanted junk mail and damaged items should be handled.
2. Be able to assist with handling incoming and outgoing mail.	2.1. Assist with: (a) Receiving mail or packages (b) Distributing mail (c) Collecting and dispatching outgoing mail.

Unit Title	Database Software
Ofqual unit reference number (code)	M/506/8037
Unit Level	Entry 3
GLH	15
Unit Credit Value	2

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to enter, edit and organise structured information in a database.	1.1. List the main components of a database. 1.2. Create a database table for a purpose using specified fields. 1.3. Enter structured data into records to meet requirements. 1.4. Locate and amend data records. 1.5. Respond appropriately to data entry error messages. 1.6. Check data meets needs, making corrections as appropriate.
2. Be able to use database software tools to produce reports.	2.1. State the type of information that may be required in a report. 2.2. Generate and print pre-defined database reports.

Equivalences	J/502/0169
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Unit Title	Filing Skills
Unit Level	Entry 3
Unit Credit Value	2
GLH	20
Ofqual unit reference number (code)	K/505/0443

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know some filing methods and storage systems.	1.1. Give examples of different methods by which information can be filed. 1.2. List different types of storage which may be used for filing.
2. Know the importance of following filing procedures.	2.1. State why it is importance to follow workplace procedures for filing information. 2.2. Give an example of a procedure for maintaining security in filing. 2.3. Give an example of a procedure for maintaining confidentiality in filing.
3. Be able to follow a procedure to file, retrieve and pass on specified information.	3.1. Identify the steps in a given procedure for filing information. 3.2. Demonstrate how to: (a) File different types of information according to given procedure (b) Find specified information from files (c) Pass on specified information from files to a colleague.

Unit Title	Presentation Software
Ofqual unit reference number (code)	F/506/8043
Unit Level	Entry 3
GLH	15
Unit Credit Value	2

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to input and combine text and other information within presentation slides.	1.1. Identify what types of information to use in a presentation. 1.2. Enter information into presentation slides. 1.3. Combine information for presentations in line with any copyright constraints. 1.4. Store and retrieve presentation files, in line with local guidelines.
2. Be able to use presentation software tools to structure, edit and format slides.	2.1. Select a template and theme for slides. 2.2. Use appropriate techniques to edit slides. 2.3. Apply formatting techniques to slides.
3. Be able to prepare slides for presentation.	3.1. Identify how the slides should be presented. 3.2. Prepare and present slides for presentation. 3.3. Check presentation using IT tools making corrections as appropriate.

Equivalences	A/502/0170
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Unit Title	Reception Skills
Unit Level	Entry 3
Unit Credit Value	2
GLH	20
Ofqual unit reference number (code)	H/505/0442

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how and why to make visitors welcome.	1.1. State why it is important to make visitors welcome. 1.2. Give examples of welcoming body language. 1.3. Identify at least three questions which a receptionist may ask a visitor.
2. Be able to follow procedures for welcoming and assisting visitors.	2.1. Demonstrate how to follow a given procedure for: (a) Welcoming visitors (b) Informing colleagues that visitors have arrived (c) Assisting visitors with their requirements while waiting.

Unit Title	Spreadsheet Software
Ofqual unit reference number (code)	H/506/8049
Unit Level	Entry 3
GLH	15
Unit Credit Value	2

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to enter and edit information in a spreadsheet.	1.1. Enter and edit numerical and other information. 1.2. Store and retrieve spreadsheet files in line with local guidelines.
2. Be able to use formulae and tools.	2.1. Identify how to summarise and display the required information. 2.2. Use formulae and tools to summarise data and process information.
3. Be able to use tools and techniques to present spreadsheet information effectively.	3.1. Use appropriate tools and techniques to format spreadsheet cells, rows and columns. 3.2. Identify the chart or graph type used 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.

Equivalences	F/502/0168
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Unit Title	Undertaking an Enterprise Activity
Unit Level	Entry 3
Unit Credit Value	6
GLH	60
Ofqual unit reference number (code)	M/505/0444

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to select a product to sell and know its target market.	1.1. Select a product to sell from a given list and give reasons for choice. 1.2. State the target market for the product.
2. Be able to identify suitable sales venue, resource requirements and costs.	2.1. Identify a venue to hold the sale and say why it is suitable. Identify the resources needed to sell the product. 2.2. State the price to charge the customer for the product.
3. Know how to advertise the sale of the product.	3.1. Identify two ways to advertise the sale. 3.2. Produce an advertisement for the sale. 3.3. State where to advertise the sale.
4. Be able to set up and carry out a sale of products.	4.1. Set up a stall. 4.2. Sell the product.
5. Know how to calculate costs and sales.	5.1. Calculate the costs. 5.2. Calculate the sales.
6. Understand how to identify personal strengths and areas for improvement in enterprise skills.	6.1. State the personal enterprise skills shown in carrying out the activity. 6.2. State how personal enterprise skills can be developed further in future.

Unit Title	Using Email
Ofqual unit reference number (code)	H/506/8052
Unit Level	Entry 3
GLH	10
Unit Credit Value	1

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use e-mail software tools to compose and send messages.	1.1. Use software tools to compose e-mail messages. 1.2. Attach a file to an e-mail message. 1.3. Send e-mail messages using appropriate tools. 1.4. Identify how to stay safe and respect others when using e-mail.
2. Be able to manage incoming email.	2.1. Follow guidelines and procedures for using e-mail. 2.2. Identify when to respond to e-mail messages. 2.3. Read and respond to e-mail messages. 2.4. Store email messages appropriately for future use.
3. Be able to respond to common problems when using e-mail.	3.1. Respond to common e-mail problems. 3.2. Identify where to get expert advice to solve a problem.

Equivalences	J/502/0172
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Unit Title	Using the Internet
Unit Level	Entry 3
Unit Credit Value	1
GLH	10
Ofqual unit reference number (code)	F/502/0171

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Connect to the Internet.	1.1. Get online with an Internet connection. 1.2. Identify at least two types of connection methods that can be used to access the Internet.
2. Use browser software to navigate web pages.	2.1. Use browser tools to navigate web pages. 2.2. Use browser help facilities to solve problems. 2.3. Identify why you might need to change settings to aid navigation.
3. Use browser tools to search for information from the Internet and the world-wide web or an intranet.	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.
4. Use browser software to communicate information online.	4.1. Use tools to access and complete on-line forms. 4.2. Identify an opportunity to interact with a website.
5. Follow and understand the need for safety and security practices when working online.	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.

Assessment Guidance	IT User Assessment Strategy available from www.e-skills.com Assessment can be undertaken through: <ul style="list-style-type: none"> • an assignment to cover practical ability and underpinning knowledge - that may include multiple choice questions as part of a single assessment activity or as a separate activity • work for a real purpose portfolio of evidence
Unit Title	Using the Telephone and Photocopier
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	T/505/0445

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to answer telephone calls in an office environment.	1.1. State why a telephone should be answered promptly. 1.2. Give examples of: <ul style="list-style-type: none"> (a) Greetings for use in answering calls (b) How to close telephone calls. Show how to answer a telephone call. 1.3. Identify when calls should be passed on to colleagues. Show how to take a message for a colleague.
2. Be able to make telephone calls in an office environment.	2.1. Identify the meaning of dialling tones. 2.2. Give two examples of how to find names and telephone numbers. 2.3. Show how to make a telephone call and ask for specific information.
3. Be able to use a photocopier in an office environment.	3.1. Show how to: <ul style="list-style-type: none"> (a) Load paper (b) Make single copies (c) Make multiple copies. 3.2. Give an example of a problem that can happen with a photocopier. 3.3. Give an example of how to fix the problem.

Unit Title	Word Processing Software
Ofqual unit reference number (code)	K/506/8053
Unit Level	Entry 3
GLH	15
Unit Credit Value	2

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use word processing software to input text and edit documents.	1.1. Use keyboard or other input method to enter or insert text. 1.2. Give examples of the types of document that can be created using a word processor. 1.3. Store and retrieve document files, in line with local guidelines. 1.4. State advantages of using a word processor to create documents. 1.5. Use editing tools. 1.6. Identify editing used to aid meaning.
2. Be able to structure information within word processing documents.	2.1. Use appropriate templates to create documents for given tasks. 2.2. Identify the templates used. 2.3. Use appropriate page layout to present and print documents. 2.4. Name common items that can used to change page layout.
3. Be able to use word processing software tools to format and present documents.	3.1. Use appropriate techniques to format characters. 3.2. Identify formatting used to aid meaning. 3.3. Use appropriate techniques to format paragraphs. 3.4. Identify tools that can aid in checking documents for accuracy and consistency. 3.5. Check documents meet needs, using IT tools and making corrections as appropriate.

Equivalences	A/502/0167
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Scope of learning for Entry 3 Catering units

Tutors will provide input which may include:

- Descriptions or demonstrations
- Videos
- Material from books or other printed materials such as leaflets
- Material from websites.

With structure and support and in familiar contexts, learners will be able to:

- Respond to oral and/or written questions set by the tutor about: for example, preparing, cooking and storing food safely and hygienically, serving food and drink to customers or cooking or freezing temperatures.
- Find information: for example, where to obtain specified foods, how to check meat or fish is cooked properly
- Demonstrate skills in simple role plays or simulations or in work experience, where required: for example, preparing food using appropriate techniques such as dicing, use kitchen equipment safely and correctly or cleaning work area safely and hygienically.
- Produce material for a practice file: for example, recipes, menus or photographs of dishes.
- Maintain, where required, a reflective log or diary collating learner's insights into: for example, how to perform own duties effectively, how to communicate effectively with colleagues or supervisors or choices of ingredients.

These are indicative suggestions for teaching and learning only, not assessment requirements.

Unit Title	Introduction to Catering
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	T/505/0591

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know duties, procedures and requirements relevant to own role in catering.	1.1. Identify own duties. 1.2. State workplace requirements about: (a) Personal presentation (b) Timekeeping and attendance (c) Conduct towards others. 1.3. State why it is important to follow workplace procedures.
2. Know about equipment used when working in catering.	2.1. Name common items of equipment. 2.2. Use catering equipment to carry out tasks. 2.3. Give examples of how to care for and store items of equipment to maintain it in good order.
3. Know health and safety procedures for working in a catering workplace.	3.1. State fire procedures when working in a catering workplace. 3.2. State accident procedures when working in a catering workplace. 3.3. Follow health and safety procedures when working in a catering workplace.
4. Be able to communicate with others when working in catering.	4.1. Give examples of information which should be passed on to: (a) A supervisor (b) Colleagues. State how to respond to a complaint.

Unit Title	Basic Cooking
Unit Level	Entry 3
Unit Credit Value	2
GLH	20
Ofqual unit reference number (code)	Y/502/4808

This unit has 1 learning outcome.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to cook basic food items and dishes.	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.

Unit Title	Basic Food Preparation
Unit Level	Entry 3
Unit Credit Value	2
GLH	20
Ofqual unit reference number (code)	J/600/0711

This unit has 1 learning outcome.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare food for cold presentation or cooking.	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. Set aside or store prepared food items ready for use according to instructions. 1.5. Clean work areas and equipment safely and hygienically during and after preparing food.

Unit Title	Food Commodities
Unit Level	Entry 3
Unit Credit Value	1
GLH	10
Ofqual unit reference number (code)	A/505/0589

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know some main food commodities.	1.1. Give examples of main types of food commodity.
2. Know where the main food commodities can be obtained.	2.1. State where at least three different commodities can be obtained. 2.2. Identify a benefit of using different suppliers of commodities in different settings.
3. Know how the main food commodities should be stored.	3.1. Give examples of safe and hygienic storage methods for the main food commodities.

Unit Title	Health and Safety and Food Hygiene in Catering
Unit Level	Entry 3
Unit Credit Value	2
GLH	20
Ofqual unit reference number (code)	M/505/0590

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the importance of health and safety in a catering environment.	1.1. Give examples of health and safety hazards in the workplace. 1.2. State why health and safety hazards must be reported. 1.3. State the importance of following instructions, safety rules and safe procedures at work.
2. Know the importance of food safety in a catering environment.	2.1. State the individual's responsibility towards food safety. 2.2. State the meaning of contamination. 2.3. State how food should be handled to prevent contamination. 2.4. State the importance of time/temperature controls.
3. Know how to keep self safe, clean and hygienic.	3.1. State the reasons for maintaining personal hygiene. 3.2. State the ways in which you can maintain personal hygiene.
4. Know how to keep the work area clean and hygienic.	4.1. List ways of keeping the work area clean and hygienic. 4.2. State the purpose of a cleaning schedule. 4.3. Give examples of how waste should be stored and disposed of.

Unit Title	Making and Storing Baked Products
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	A/505/0592

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know preparation methods for baked products.	1.1. Identify at least one common preparation technique for: (a) Cakes (b) Pastries (c) Biscuits (d) Breads. 1.2. State the equipment required for the identified preparation techniques.
2. Be able to follow recipes for baked products.	2.1. Assemble and measure ingredients for recipes according to specifications. 2.2. Demonstrate use of equipment for baked products. 2.3. Give examples of cooking temperatures and duration for baked products. 2.4. Cook a dish to meet recipe specifications.
3. Be able to store baked products.	3.1. State appropriate storage methods for baked products. 3.2. Store finished items appropriately.

Unit Title	Prepare and Cook Fish, Meat and Poultry
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	F/505/0593

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about some common types of fish, meat and poultry.	1.1. Identify types of fish, meat and poultry. 1.2. Give examples of storage methods for fresh and frozen fish, meat and poultry. 1.3. Identify two ways to check that fish, meat or poultry is suitable for cooking.
2. Know how to prepare fish, meat and poultry.	2.1. State how to defrost fish, meat and poultry safely. 2.2. Identify preparation methods for: (a) Fish (b) Meat (c) Poultry. 2.3. State equipment for identified preparation methods.
3. Know how to cook fish, meat and poultry.	3.1. Identify cooking methods for: (a) Fish (b) Meat (c) Poultry. 3.2. State how to check that fish, meat and poultry are cooked. 3.3. Give examples of finishing methods for fish, meat and poultry.

Unit Title	Prepare and Cook Fruit and Vegetables
Unit Level	Entry 3
Unit Sub Level	3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	J/505/0594

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about some common fruit and vegetables.	1.1. Identify some common fruit and vegetables. 1.2. Give examples of how to check the quality of fruit and vegetables. 1.3. State some common storage methods for specified fruit and vegetables.
2. Know some common methods for preparing and cooking fruit and vegetables.	2.1. Identify two common preparation methods for fruit and vegetables. 2.2. State equipment required for identified preparation methods. 2.3. Identify two common cooking methods for fruit and vegetables.
3. Be able to prepare and cook fruit and vegetables.	3.1. Demonstrate the safe use of three common tools for the preparation of specified fruit and vegetables. 3.2. Assemble and prepare fruit and vegetables according to specifications. 3.3. Cook fruit and vegetables according to specifications.

Unit Title	Serving Food and Drink
Unit Level	Entry 3
Unit Credit Value	2
GLH	20
Ofqual unit reference number (code)	F/502/4835

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to serve food and drink to customers.	1.1. List the stages in serving the customer food and drink. 1.2. Serve food and drink to customers, politely, safely and hygienically.
2. Be able to work as part of a food and drink service team.	2.1. State how to work well as part of a food and drink service team. 2.2. Work with others to serve food and drink. 2.3. Assist in the preparation/assembly of food and drink. 2.4. Assist in the safe and hygienic preparation, maintenance and cleaning of service areas.

Unit Title	Using Kitchen Equipment
Unit Level	Entry 3
Unit Credit Value	1
GLH	10
Ofqual unit reference number (code)	L/505/0595

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about different types of kitchen equipment.	1.1. Give examples of large kitchen equipment. 1.2. Give examples of small kitchen equipment and hand tools. 1.3. State the safety requirements for using specified large and small kitchen equipment.
2. Be able to select and use kitchen equipment.	2.1. Select suitable equipment for two routine tasks. 2.2. Use different kitchen equipment for two routine tasks safely and hygienically. 2.3. Follow specified procedures when cleaning specified items of equipment.

Scope of learning for Entry 3 Hair and Beauty units

Tutors will provide input which may include:

- Descriptions or demonstrations
- Videos
- Material from books or other printed materials such as leaflets
- Material from websites.

With structure and support and in familiar contexts, learners will be able to:

- Respond to oral and/or written questions set by the tutor about: for example, health and safety for the salon, purposes and correct use of hair and beauty tools and equipment or preparations required for hair, skin or nail treatments.
- Find information: for example, techniques for styling women's or men's hair, hair or skin types or factors influencing styling choices.
- Demonstrate skills in simple role plays or simulations or in work experience, where required: for example, blow drying, shampooing or preparing for colour services.
- Produce material for a practice file: for example, photographs or videos of hair styling, nail or skin treatments.
- Maintain, where required, a reflective log or diary collating learner's insights into: for example, following workplace procedures, liaising with colleagues and customers effectively and how to improve own skills and knowledge.

These are indicative suggestions for teaching and learning only, not assessment requirements.

Unit Title	Introduction to Hair and Beauty
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	K/505/0586

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know duties, procedures and requirements relevant to own role in a salon.	1.1. Identify own duties. 1.2. State workplace requirements about: (a) personal presentation (b) timekeeping and attendance (c) conduct towards others. 1.3. State why it is important to follow workplace procedures.
2. Know about equipment used when working in a salon.	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.
3. Know health and safety procedures for working in a salon.	3.1. State fire procedures. 3.2. State accident procedures. 3.3. Follow health and safety procedures.
4. Be able to communicate with others when working in a salon.	4.1. Give examples of the types information which should be passed on to: (a) a supervisor (b) colleagues. State how to respond to a complaint.

Unit Title	Assist with Hair Colour Services
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	R/505/0582

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare the service area and client for hair colour services.	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.
2. Be able to prepare and remove hair colour products and materials with direction from a stylist.	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.
3. Know how to clean the service area and make a record of the service.	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 Title	Assist with Styling Men's Hair
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	Y/505/0583

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about some basic hair styling techniques for men.	1.1. Give examples of basic techniques for styling men's hair. 1.2. State three 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.
2. Be able to assist in providing hair styling for men.	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.
3. Know how to improve hair styling skills and knowledge.	3.1. State what went well in the styling procedure. 3.2. Identify hair styling skills or knowledge to be improved in future.

Unit Title	Assist with Styling Women’s Hair
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	D/505/0584

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about some basic hair styling techniques for women.	1.1. Give examples of basic techniques for styling women’s hair. 1.2. State three 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.
2. Be able to assist in providing hair styling for women.	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.
3. Know how to improve hair styling skills and knowledge.	3.1. State what went well in the styling procedure. 3.2. Identify hair styling skills or knowledge to be improved in future.

Unit Title	Blow Dry Women's Hair
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	H/505/0585

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about some basic blow drying techniques for women's hair.	1.1. Give examples of basic blow drying techniques for women's hair. 1.2. State the steps in preparing for blow drying women's hair. 1.3. State the purpose of some common blow drying products, tools and equipment. 1.4. State how to avoid damage to hair when blow drying.
2. Be able to blow dry women's hair with direction from stylist.	2.1. Prepare a client's hair for blow drying, safely and hygienically. 2.2. State the products, tools and equipment suitable for the required style. 2.3. Blow dry a client's hair, safely and hygienically, with direction from a stylist. 2.4. Clean and tidy the salon area, safely and hygienically, when styling has been completed.
3. Know how to improve blow drying skills.	3.1. State what went well in the blow drying procedure. 3.2. Identify blow drying skills to be improved in future.

Unit Title	Hair Plaiting
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	R/502/3804

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for basic hair plaiting service.	1.1. Prepare for hair plaiting service. 1.2. Select products and tools for plaiting. 1.3. State the procedure for client preparation.
2. Be able to carry out basic hair plaiting techniques	2.1. State when and how to use products, tools and equipment. 2.2. Carry out a plaiting technique. 2.3. Follow safe and hygienic working practices. 2.4. Communicate and behave in a professional manner.
Assessment Guidance	The plaiting techniques include on or off the scalp plaits.

Unit Title	Hand Care
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	K/502/3467

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for a basic hand care treatment.	1.1. Prepare for a basic hand care treatment. 1.2. State the procedure for client preparation. 1.3. Select products and tools for a hand care treatment.
2. Be able to provide basic hand care treatment.	2.1. Identify typical nail shapes and basic nail structure. 2.2. Carry out a basic hand care treatment. 2.3. Follow safe and hygienic working practices. 2.4. Communicate and behave in a professional manner.

Unit Title	Prepare and Maintain the Salon
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	M/505/0587

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how and why to sterilise and disinfect tools and equipment.	1.1. State the difference between sterilisation and disinfection. 1.2. Give examples of the types of sterilising equipment and products available. 1.3. Give examples of the types of chemicals used for disinfection. 1.4. Indicate how to sterilise and disinfect specified tools and equipment.
2. Be able to prepare a treatment area for a treatment safely, hygienically and with regards to salon procedures.	2.1. State the steps required to ensure a treatment area is prepared and maintained according to salon procedures and standards. 2.2. Identify the personal protective clothing and equipment required for two specified treatments. 2.3. Indicate how to set up the materials, tools and equipment required for two specified treatments.
3. Know how to clear and clean a treatment area after a treatment.	3.1. State how to deal with spillages in the treatment area. 3.2. State how to deal with breakages in the treatment area. 3.3. Indicate how to dispose of different kinds of waste materials safely and hygienically. 3.4. State the condition in which a treatment area should be left after a treatment has been completed.

Unit Title	Shampoo and Conditioning
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	L/502/3753

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for shampoo and conditioning.	1.1. Prepare the client for shampooing and conditioning. 1.2. State the procedure for client preparation. 1.3. Select products and tools for shampoo and conditioning.
2. Be able to shampoo, condition and towel dry hair.	2.1. Shampoo and condition hair. 2.2. Towel dry and detangle hair. 2.3. State the effects of shampooing and conditioning on the hair. 2.4. State the basic structure of the hair. 2.5. Follow safe and hygienic working practices. 2.6. Communicate and behave in a professional manner. 2.7. State the main hair types and conditions.

Unit Title	Skin Care
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	Y/502/3464

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for basic skin care treatment.	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.
2. Be able to provide basic skin care treatment.	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.

Unit Title	Working Relationships in a Hairdressing Salon
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	T/505/0588

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to assist at reception.	1.1. State salon procedures and standards for receiving clients. 1.2. Receive clients according to salon procedures and standards. 1.3. Give colleagues information about the client's arrival and requirements.
2. Be able to communicate with clients.	2.1. Give examples of common types of information required by salons from clients. 2.2. Request information required by salon from clients according to salon procedures and standards. 2.3. Respond to requests from clients according to salon procedures and standards.
3. Be able to communicate with colleagues.	3.1. Identify when and how to ask for assistance from colleagues. 3.2. Respond to requests for different types of assistance from colleagues according to salon procedures and standards. 3.3. Assist colleagues according to salon procedures and standards.

Scope of learning for Entry 3 Horticulture units

Tutors will provide input which may include:

- Descriptions or demonstrations
- Videos
- Material from books or other printed materials such as leaflets
- Material from websites.

With structure and support and in familiar contexts, learners will be able to:

- Respond to oral and/or written questions set by the tutor about: for example, techniques for weeding and clearing ground, garden habitats or propagating seeds.
- Find information: for example, types and uses of organic matter and fertilisers, stages in plant growth or how to take cuttings.
- Demonstrate skills in simple role plays or simulations or in work experience, where required: for example, correct and safe use and maintenance of tools and equipment, planting in the ground or in containers or pruning plants.
- Produce material for a practice file: for example, photographs or videos of ground clearance, planting or propagation.

These are indicative suggestions for teaching and learning only, not assessment requirements.

Unit Title	Introduction to Horticulture
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	M/505/0394

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know duties, procedures and requirements relevant to own role in horticulture.	1.1. Identify own duties. 1.2. State workplace requirements about: (a) Personal presentation (b) Timekeeping and attendance (c) Conduct towards others. 1.3. State why it is important to follow workplace procedures.
2. Know about equipment used when working in horticulture.	2.1. Name common items of equipment. 2.2. Use horticultural equipment to carry out tasks. 2.3. Give examples of how to care for and store items of equipment to maintain it in good order.
3. Know health and safety procedures for working in horticulture.	3.1. State fire procedures. 3.2. State accident procedures. 3.3. Follow health and safety procedures.
4. Be able to communicate with others when working in horticulture.	4.1. Give examples of information which should be passed on to: (a) A supervisor (b) Colleagues. 4.2. State how to respond to a complaint.

Unit Title	Amenity Horticulture Skills
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	T/505/0395

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare ground for planting.	1.1. Use tools or equipment to: 1.2. Assist in clearing an area of ground. 1.3. Prepare an area of ground for planting according to instructions. 1.4. Dispose of waste material according to instructions.
2. Be able to plant.	2.1. Identify plant positions in a specified area. 2.2. Use appropriate methods to plant in the area. 2.3. Use appropriate methods for plant maintenance.
3. Be able to prepare and turf an area.	3.1. Prepare area to be turfed and remove debris as instructed. 3.2. Use appropriate method to assist in laying turf.
4. Be able to maintain amenity planting and grass.	4.1. Use tools or equipment to assist in maintaining plants by removing dead plant matter and weeds. 4.2. Mow grass under supervision. 4.3. Add fertilisers to an area as instructed.

Unit Title	Clearing and Weeding a Garden
Unit Level	Entry 3
Unit Credit Value	2
GLH	20
Ofqual unit reference number (code)	F/505/0397

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for clearing and weeding a garden.	1.1. Identify tools and equipment for clearing and weeding a garden. 1.2. State purposes of tools and equipment. 1.3. Identify personal protective equipment or clothing to be worn when using specified tools or equipment.
2. Be able to clear and weed an area of a garden.	2.1. Use tools or equipment safely to cut back vegetation. 2.2. Identify weeds in area to be weeded. 2.3. Use tools or equipment safely to remove weeds.
3. Be able to tidy after clearing and weeding.	3.1. Clear and tidy work area. 3.2. Clean and remove tools safely. 3.3. Dispose of waste vegetation.

Unit Title	Cultivating Plant Cuttings
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	L/505/0399

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to take a cutting.	1.1. Identify five plants from which cuttings may be taken. 1.2. State the factors which can affect the success of cuttings. 1.3. Give examples of where on a plant cuttings should be taken from. 1.4. Identify tools or equipment for taking and planting cuttings and their use.
2. Be able to plant cuttings.	2.1. Identify a plant from which cuttings may be taken. 2.2. Use appropriate equipment to take a plant cutting. 2.3. Use appropriate method to plant cutting.
3. Know how to maintain plant cuttings.	3.1 Identify how to maintain cuttings to ensure good growth. 3.2 Use appropriate method to: (a) insert plant supports (b) cover plant cuttings (c) position plant cuttings.

Unit Title	Garden Horticulture
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	A/505/0401

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how to promote healthy plant growth.	1.1. State the requirements for healthy plant growth. 1.2. Give two examples of disease in plants. 1.3. Identify at least three techniques used to promote healthy plant growth. 1.4. Give examples of: (a) Organic matter to promote growth and when to apply it (b) Different type of fertilisers and when to apply them.
2. Understand how to care for a lawn.	2.1. Identify at least three techniques to promote healthy lawn growth. 2.2. State when a lawn should and should not be mowed. 2.3. Identify the steps in mowing a lawn.
3. Understand why, how and when to prune plants.	3.1. State why some plants benefit from routine pruning. 3.2. Name at least five plants which are pruned routinely. 3.3. Identify two examples of how and when to prune a common plant.
4. Know about common weeds and pests and how to control them.	4.1. Name at least three of each of the following: (a) Common garden weeds (b) Common garden pests. 4.2. Give examples of the problems which may occur if: (a) A common weed is not controlled (b) A common pest is not controlled. 4.3. Identify ways of controlling: (a) A common garden weed. (b) A common garden pest.

Unit Title	Garden Maintenance Skills
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	F/505/0402

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to apply organic matter and fertilisers.	1.1. Use appropriate methods to apply organic matter to a specified area. 1.2. Identify and apply appropriate fertilisers to a specified area.
2. Be able to mow and finish a lawn.	2.1. Mow a lawn according to given specification. 2.2. Clear lawn and dispose of grass cuttings according to instructions. 2.3. Carry out edging of the lawn.
3. Be able to prune and support plants.	3.1. Demonstrate how to: (a) Prune a plant (b) Prune a tree. 3.2. Use appropriate method to: (a) Provide support for a plant (b) Provide support for a tree.
4. Be able to apply weed control measures.	4.1. Identify two weed control measures. 4.2. Use appropriate method to apply weed control to a specified area.

Unit Title	Maintaining Garden Habitats
Unit Level	Entry 3
Unit Credit Value	2
GLH	20
Ofqual unit reference number (code)	L/505/0404

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know some garden habitats.	1.1. State the meaning of habitat. 1.2. Give examples of garden habitats. 1.3. State the importance of maintaining garden habitats.
2. Understand the role of wildlife in the garden.	2.1. Give examples of wildlife that is useful in the garden. 2.2. Give examples of garden pests and their impact on habitats.
3. Know how to encourage wildlife which is useful in the garden.	3.1. Give examples of how to encourage wildlife which is useful in the garden. 3.2. Identify three practices which can deter wildlife.

Unit Title	Maintaining Soil
Unit Level	Entry 3
Unit Credit Value	2
GLH	20
Ofqual unit reference number (code)	R/505/0405

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the content of soil.	1.1. Identify at least three of the components of soil. 1.2. State the importance of the following in soil: (a) Air (b) Water (c) Humus.
2. Know some soil types.	2.1. State the characteristics of three soil types. 2.2. Give examples of the best plants for given soil types.
3. Be able to prepare soil for plants.	3.1. Give examples of how plant growth can be boosted by adding nutrients to the soil. 3.2. State how hand tools can be used to improve soil. 3.3. Use hand tools to prepare soil for plants. 3.4. Select and apply a nutrient for a specified plant.

Unit Title	Planting in a Container
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	D/505/0407

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to produce a simple design for planting a decorative container.	1.1. State the factors which can affect the success of planting in a container. 1.2. Produce a simple design plan for planting a decorative container.
2. Be able to prepare for planting a decorative container.	2.1. Identify appropriate plants for planting in a container. 2.2. Identify reasons for plant selection. 2.3. Identify compost to suit the plants. 2.4. Identify appropriate additives for the compost.
3. Know how to plant and maintain a decorative container.	3.1. Plant the plants. 3.2. Position container. 3.3. Water the container. 3.4. Identify the steps required to maintain plant health and promote growth.

Unit Title	Propagating Seeds
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	K/505/0409

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand aspects of seed types and development.	1.1. Identify the stages of seedling development. 1.2. Give examples of: (a) types of plants suitable for propagating from seed indoors (b) types of plants suitable for propagating from seed outdoors (c) tools and materials used for propagating seeds and their uses. 1.3. State when to sow seeds indoors and outdoors.
2. Be able to propagate seeds indoors.	2.1. Identify the stages in planting seeds indoors. 2.2. Sow and water two kinds of seeds indoors. 2.3. State the factors which affect success in propagating seeds indoors. 2.4. Use appropriate methods to: (a) Prick out seedlings (b) Transplant seedlings. 2.5. State how to "harden off" seedlings. 2.6. State how to "plant out" seedlings.
3. Be able to propagate seeds outdoors.	3.1. Identify the steps in planting seeds outdoors. 3.2. Give examples of problems which can occur with seeds sown outdoors. 3.3. Prepare the ground for sowing outdoors. 3.4. Sow and water two kinds of seeds outdoors. 3.5. Use appropriate methods to protect seeds sown outdoors.

Unit Title	Propagation of Plants
Unit Level	Entry 3
Unit Credit Value	2
GLH	20
Ofqual unit reference number (code)	D/505/0410

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how plants may be propagated.	1.1. Identify three methods by which plants may be propagated. 1.2. State the conditions most likely to lead to successful propagation for three methods. 1.3. Give two examples of plants which may be grown from: (a) Seeds (b) Bulbs or tubers (c) Cuttings (d) Dividing.
2. Know about sources of plant material for propagation.	2.1. Give examples of where plant material for propagation may be obtained. 2.2. Give an advantage of obtaining material for propagation: (a) From a retail outlet (b) Other sources. 2.3. Give a disadvantage of obtaining material for propagation: (a) From a retail outlet (b) Other sources.
3. Know about appropriate tools and equipment for propagation of plants.	3.1 Identify tools and equipment used for the propagation of plants. 3.2 State the purpose of tools and equipment used for the propagation of plants.

Unit Title	Using and Maintaining Garden Tools
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	H/505/0411

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about hand tools used in gardening.	1.1. Name appropriate garden hand tools and state their uses.
2. Understand health and safety in the use of garden hand tools.	2.1. Identify health and safety factors in the use of specified hand tools. 2.2. Give examples of personal protective equipment or clothing to be worn when using specified hand tools.
3. Be able to use garden hand tools.	3.1. Select hand tools for five specified tasks. 3.2. Use five selected hand tools appropriately in the garden.
4. Be able to maintain garden hand tools.	4.1. State the importance of maintaining garden tools. 4.2. Check the condition of three given tools and identify any problems. 4.3. Assist with the maintenance of given tools. 4.4. Store tools safely.

Unit Title	Identify Plants
Unit Level	Entry 3
Unit Credit Value	2
GLH	20
Ofqual unit reference number (code)	Y/600/0289

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the main parts of a plant that are useful for identification.	1.1. State three main parts of a plant.
2. Know the characteristics of plants.	2.1. State two or more characteristics of woody plants. 2.2. State the main differences between trees and shrubs. 2.3. State two or more main features of herbaceous plants. 2.4. State the main difference between perennials and annuals. 2.5. Give two examples of how plants could be harmful to people or animals.
3. Be able to identify plants.	3.1. Recognise two or more plants from each of the following: Trees Shrubs Perennials Annuals. 3.2. Indicate, for each of the examples named, one main feature that helped recognition.

Scope of learning for Entry 3 Motor Vehicle Maintenance and Repair

Tutors will provide input which may include:

- Descriptions or demonstrations
- Videos
- Material from books or other printed materials such as leaflets
- Material from websites.

With structure and support and in familiar contexts, learners will be able to:

- Respond to oral and/or written questions set by the tutor about: for example, interior and exterior car parts, routine vehicle checks, correct and safe use of tools and equipment.
- Find information: for example, types of motorcycles, tyre pressures and treads or body repair techniques and materials.
- Demonstrate skills in simple role plays or simulations or in work experience, where required: for example, check and maintain vehicle fluids, wash and valet a car or perform maintenance of brakes.
- Produce material for a practice file: for example, photographs or videos of work in progress on cars or motorcycles or completed work.

These are indicative suggestions for teaching and learning only, not assessment requirements.

Unit Title	Introduction to Motor Vehicle Maintenance and Repair
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	K/505/0412

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know duties, procedures and requirements relevant to own role in a garage.	1.1. Identify own duties. 1.2. State workplace requirements about: (a) Personal presentation (b) Timekeeping and attendance (c) Conduct towards others. 1.3. State why it is important to follow workplace procedures.
2. Know about equipment used when working in a garage.	2.1. Name common items of equipment. 2.2. Use garage equipment to carry out tasks. 2.3. Give examples of how to care for and store items of equipment to maintain it in good order.
3. Know health and safety procedures for working in a garage.	3.1. State fire procedures. 3.2. State accident procedures. 3.3. Follow health and safety procedures.
4. Be able to communicate with others when working in a garage.	4.1. Give examples of information which should be passed on to: (a) A supervisor (b) Colleagues. 4.2. State how to respond to a complaint.

Unit Title	Checking and Maintaining Car Tyres
Unit Level	Entry 3
Unit Credit Value	1
GLH	10
Ofqual unit reference number (code)	M/505/0413

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use appropriate equipment to check tyre pressures and tread.	1.1. Use a tyre pressure chart. 1.2. Use tyre pressure gauge. 1.3. Use air line and inflator. 1.4. Use tread gauge.
2. Be able to check a tyre.	2.1. Give three examples when a tyre is unsafe. 2.2. Outline checks to identify common problems on a tyre. 2.3. Identify action to make the tyre safe.
3. Be able to maintain tyre pressure.	3.1. Identify when a tyre should be checked. 3.2. Identify front and rear tyre pressures of a specified car from a tyre pressure chart. 3.3. Remove dust caps, store and replace correctly when checking tyre pressures. 3.4. Use tyre pressure gauge to check pressures on specified car and record on a chart. 3.5. Use air line and inflator to maintain correct pressure.
4. Be able to check tread on a tyre.	4.1. Identify tyre tread depth. 4.2. Check tread depths of all tyres using a tread gauge and record on a checklist.

Unit Title	Checking and Maintaining Fluid Levels on a Car
Unit Level	Entry 3
Unit Credit Value	1
GLH	10
Ofqual unit reference number (code)	T/505/0414

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use appropriate materials to maintain fluid levels in a car engine.	1.1. Identify appropriate materials for maintaining fluid levels. 1.2. Select and use: (a) engine oil (b) brake and clutch fluid (c) water (d) screen wash.
2. Be able to maintain fluid levels in a car engine.	2.1. Indicate that the engine temperature is appropriate for the safe operational maintenance. 2.2. Identify the following: (a) engine oil dip stick (b) oil filter cap (c) brake fluid reservoir (d) clutch fluid reservoir (e) coolant expansion tank (f) screen wash fluid containers. 2.3. Identify level indicators in: (a) engine oil dip stick (b) oil filter cap (c) brake fluid reservoir (d) clutch fluid reservoir (e) coolant expansion tank (f) screen wash fluid containers. 2.4. Use level indicators to identify required maintenance to appropriate fluid levels following manufacturer's instructions. 2.5. Use appropriate fluids to maintain appropriate fluid levels in line with manufacturer's instructions.

Unit Title	Identification of Basic External and Internal Car Parts
Unit Level	Entry 3
Unit Credit Value	1
GLH	10
Ofqual unit reference number (code)	A/505/0415

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Identify and locate basic external car parts.	1.1. Identify and locate the following: <ul style="list-style-type: none"> (a) windscreen (b) headlamp (c) indicators (d) brake light (e) wing mirrors (f) wiper blades (g) aerial (h) door handles (i) bonnet (j) boot (k) exhaust (l) bumper bars (m) tyres (n) petrol filler cap. 1.2. Open bonnet and locate screenwash bottle. 1.3. Open boot and locate spare wheel.
2. Identify and locate basic internal car parts.	2.1. Identify and locate the following: <ul style="list-style-type: none"> (a) steering wheel (b) gear lever (c) bonnet release lever (d) seatbelts (e) door handle (f) window control (g) radio (h) spare wheel (i) handbrake (j) indicator (k) wiper (l) light (m) horn (n) seat adjustment controls. 2.2. Operate horn, radio, headlamps and indicators.

Unit Title	Introduction to Vehicle Engine Operating Principles
Unit Level	Entry 3
Unit Credit Value	4
GLH	31
Ofqual unit reference number (code)	M/600/4560

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to follow approved and safe procedures when working on engine systems.	1.1. Correctly use required PPE. 1.2. Follow approved workplace procedures. 1.3. Identify potential health and safety hazards and risks. 1.4. Identify the relevant information sources. 1.5. State the importance of keeping records.
2. Know the principles of vehicle engine operation.	2.1. Identify the major components of engine operating principles and its systems. 2.2. State the operation and purpose of the following; crankshaft and bearings, cylinder head gasket, lubricating oils, cylinder head, valves or ports, piston and rings.
3. Be able to dismantle and reassemble engines.	3.1. Identify the correct tools and equipment and check they are fit for purpose. 3.2. Correctly use tools and equipment. 3.3. Carry out examination methods. 3.4. Identify the main engine components. 3.5. Demonstrate basic engine component removal and fitting techniques. 3.6. State how to recognise and report damaged or missing parts and components. 3.7. Identify codes and grades of lubricants and coolant.

Unit Title	Introduction to Vehicle Workshop Bench Skills
Unit Level	Entry 3
Unit Credit Value	4
GLH	26
Ofqual unit reference number (code)	A/600/4562

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to follow approved and safe procedures when working on engine systems.	1.1. Correctly use required PPE. 1.2. Follow approved workplace procedures. 1.3. Identify potential health and safety hazards and risks. 1.4. Identify the relevant information sources. 1.5. State the importance of keeping records.
2. Be able to carry out vehicle workshop bench skill techniques.	2.1. Identify the correct equipment and check it is fit for purpose. 2.2. Correctly use equipment. 2.3. State why materials properties are important. 2.4. Draw simple sketches. 2.5. Carry out vehicle workshop bench skills and manufacturing techniques.

Unit Title	Motor Vehicle Workshop Tools and Equipment
Ofqual unit reference number (code)	T/506/8041
Unit Level	Entry 3
GLH	20
Unit Credit Value	2

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know common motor vehicle hand tools and workshop equipment.	1.1. Identify common hand tools found in a motor vehicle workshop. 1.2. Identify common equipment found in a motor vehicle workshop.
2. Be able to use motor vehicle hand tools and workshop equipment correctly and safely.	2.1. Demonstrate the safe use of common hand tools found in a motor vehicle workshop. 2.2. Demonstrate the safe use of common equipment found in a motor vehicle workshop.
3. Know examples of measuring equipment used in a motor vehicle workshop.	3.1. Name the types of measuring equipment commonly used in a motor vehicle workshop.
4. Know examples of different locking and securing devices used on motor vehicles.	4.1. Identify the types of locking device commonly found on a motor vehicle. 4.2. Demonstrate the correct use of tools when using locking devices commonly found on a motor vehicle.

Equivalences	J/502/4657
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Unit Title	Motorcycle Construction
Ofqual unit reference number (code)	A/506/8042
Unit Level	Entry 3
GLH	20
Unit Credit Value	2

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about the types of motorcycle available.	1.1. Identify a range of motorcycle types.
2. Know the names of the main parts found on motorcycles.	2.1. State the names of the main parts found on naked motorcycles. 2.2. State the names of the main panels found on faired motorcycles.
3. Know the position of the controls on scooters and conventional motorcycles.	3.1. Identify the position of the various controls found on: a) scooters b) conventional motorcycles.
Equivalences	J/502/4674

Unit Title	Routine Braking System Checks
Ofqual unit reference number (code)	J/506/8044
Unit Level	Entry 3
GLH	20
Unit Credit Value	2

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work safely.	1.1. Use appropriate Personal Protective Equipment and methods when working on braking systems.
2. Know about braking systems.	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.
3. Be able to remove and replace simple brake components and carry out simple checks.	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.
4. Know how to dispose of braking system components.	4.1. State how to dispose of brake friction materials. 4.2. State how to dispose of brake fluid.

Equivalences	M/502/4667
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Unit Title	Routine Motorcycle Checks
Ofqual unit reference number (code)	Y/506/8047
Unit Level	Entry 3
GLH	20
Unit Credit Value	2

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know motorcycle systems and components that require routine checks.	1.1. Identify the motorcycle systems and components that require routine checks. 1.2. Identify the basic maintenance requirements for motorcycle systems.
2. Know the information and equipment required for motorcycle maintenance checks.	2.1. State the information required in order to carry out motorcycle maintenance. 2.2. Identify the tools and equipment required for motorcycle maintenance.
3. Be able to carry out routine motorcycle checks.	3.1. Use safe working practices. 3.2. Use correct methods of working. 3.3. Use the appropriate Personal Protective Equipment required for motorcycle checks. 3.4. Demonstrate the correct sequence and procedure when carrying out motorcycle checks.

Equivalences	L/502/4675
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Unit Title	Routine Vehicle Checks
Ofqual unit reference number (code)	R/506/8046
Unit Level	Entry 3
GLH	20
Unit Credit Value	2

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know vehicle systems and components that require routine checks.	1.1. Identify the vehicle systems and components that require routine checks. 1.2. Identify the basic maintenance requirements for vehicle systems.
2. Know the information and equipment required for vehicle maintenance checks.	2.1. Identify the information required for vehicle maintenance. 2.2. Identify the tools and equipment required for vehicle maintenance.
3. Be able to carry out vehicle checks.	3.1. Use safe working practices. 3.2. Use correct methods of working. 3.3. Use the appropriate Personal Protective Equipment required for vehicle checks. 3.4. Demonstrate the correct sequence and procedure when carrying out vehicle checks.

Equivalences	M/502/4670
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Unit Title	Routine Wheel and Tyre Checks
Ofqual unit reference number (code)	D/506/8048
Unit Level	Entry 3
GLH	20
Unit Credit Value	2

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work safely.	1.1. Use appropriate Personal Protective Equipment and methods when removing and refitting wheels.
2. Know how wheels and tyres are constructed.	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.
3. Know wheel and tyre terminology.	3.1. Identify the main markings and terminology associated with vehicle wheels and tyres.
4. Be able to remove and refit road wheels.	4.1. Select the correct tools, equipment and technical data used for removing and refitting wheels. 4.2. State the safety precautions when removing and refitting wheels. 4.3. Demonstrate the correct sequence & procedure for removing and refitting a wheel.
5. Be able to check tyre pressure and tread depth.	5.1. Demonstrate the correct sequence to check and correct tyre pressures. 5.2. Demonstrate the correct methods to record tyre depths.
Equivalences	A/502/4669

Unit Title	Simple Body Repair Processes
Ofqual unit reference number (code)	L/505/4064
Unit Level	Entry 3
GLH	20
Unit Credit Value	2

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work safely.	1.1. Use appropriate Personal Protective Equipment (PPE) and safe working practices when undertaking vehicle body repairs.
2. Know the basic hand tools used in vehicle body repairs.	2.1. List the basic hand tools used in vehicle body repairs.
3. Be able to carry out simple body repair procedures by using basic hand tools.	3.1. Demonstrate the correct use of basic hand tools to carry out a range of body repair tasks.
4. Be able to carry out mixing, application and shaping of body fillers.	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.

Equivalences	R/502/4662
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Unit Title	Valeting a Car Interior
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	J/505/0417

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to identify equipment and tools to valet a car interior.	1.1. Select equipment and tools required to valet a car interior.
2. Be able to valet a car interior.	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 Title	Washing a Car Exterior
Unit Level	Entry 3
Unit Credit Value	1
GLH	10
Ofqual unit reference number (code)	L/505/0418

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to select appropriate equipment to wash a car exterior.	1.1. Identify appropriate equipment to wash a car exterior. 1.2. Select appropriate equipment to wash a car exterior.
2. Be able to wash a car exterior.	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 Title	Wax and Polish a Car Exterior
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	R/505/0419

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to use waxing and polishing equipment appropriately.	1.1. Identify polish and cloths for the tasks. 1.2. Select and use polish and cloths for the tasks.
2. Be able to wax and polish car exterior.	2.1. Outline a car paintwork check for dirt free condition. 2.2. Use polish to cover all paintwork following manufacturer's instructions. 2.3. Use a clean, dry cloth to remove polish. 2.4. Use buffing techniques to shine the car exterior.

Scope of learning for Entry 3 Sport and Leisure units

Tutors will provide input which may include:

- Descriptions or demonstrations
- Videos
- Material from books or other printed materials such as leaflets
- Material from websites.

With structure and support and in familiar contexts, learners will be able to:

- Respond to oral and/or written questions set by the tutor about: for example, how to maintain fitness, safe and correct use of sports equipment or the functions of the skeleton.
- Find information: for example, guidance on healthy diet, locating a walking route with a map or angling regulations.
- Demonstrate skills in simple role plays or simulations or in work experience, where required: for example, assist in sports coaching, carry out a skills practice or take part in team game.
- Produce material for a practice file: for example, photographs or videos of sports practice or participation
- Maintain, where required, a reflective log or diary collating learner's insights into: for example, improvements in own fitness, reviews of own performance in sports participation or coaching or understanding of workplace procedures.

These are indicative suggestions for teaching and learning only, not assessment requirements.

Unit Title	Introduction to Sport and Leisure
Unit Level	Entry 3
GLH	30
Ofqual unit reference number (code)	R/505/0422

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know duties, procedures and requirements relevant to own role in a sport and leisure environment.	1.1. Identify own duties. 1.2. State workplace requirements about: (a) Personal presentation (b) Timekeeping and attendance (c) Conduct towards others. 1.3. State why it is important to follow workplace procedures.
2. Know about equipment used when working in a sport and leisure environment.	2.1. Name common items of equipment. 2.2. Use sport and leisure equipment to carry out tasks. 2.3. Give examples of how to care for and store items of sport and leisure equipment to maintain it in good order.
3. Know health and safety procedures for working in a sport and leisure environment.	3.1. State fire procedures. 3.2. State accident procedures. 3.3. Demonstrate how to follow health and safety procedures.
4. Be able to communicate with others when working in a sport and leisure environment.	4.1. Give examples of information which should be passed on to: (a) A supervisor (b) Colleagues. 4.2. State how to respond to a complaint.

Unit Title	Angling Skills
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	Y/505/0423

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about the different branches of angling.	1.1. Name the three branches of angling. 1.2. State an appropriate venue for each branch. 1.3. State key features of one branch.
2. Know about regulations relating to angling.	2.1. State why a Rod Licence is required. 2.2. Indicate how and where a Rod Licence can be purchased. 2.3. State why a fishing permit is required. 2.4. Give an example of how and where a fishing permit can be acquired in a given situation.
3. Know about Health and Safety requirements when angling.	3.1. Identify potential dangers in the angling environment. 3.2. Identify ways to make the angling environment safer. 3.3. Identify how to behave in a safe manner in the angling environment.
4. Be able to use angling equipment in a specific branch of angling.	4.1. Name items of equipment used for one of the branches of angling. 4.2. Outline what each item is used for. 4.3. Assemble equipment safely. 4.4. Demonstrate how to cast correctly in a given situation. 4.5. Demonstrate how to land a fish safely in a given situation.
5. Know how to select and use appropriate bait.	5.1. Give an example of suitable bait for a specific situation. 5.2. State where the bait can be bought/acquired. 5.3. Demonstrate how to use one kind of bait.

Unit Title	Assist in Sports Coaching
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	H/505/0425

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to prepare for assisting in a sports coaching session.	1.1. State at least three 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.
2. Understand how to support participants' behaviour and performance when assisting in coaching.	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.
3. Understand the importance of communication when assisting in coaching.	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 Title	Assisting at a Sport or Active Leisure Event
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	D/501/7245

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about different types of active leisure and sport events.	1.1. Identify active leisure events. 1.2. Identify sports events. 1.3. Identify ways to assist at an event.
2. Be able to assist at an active leisure or sport event.	2.1. Assist at an active leisure or sport event by: <ul style="list-style-type: none"> • Dressing appropriately for the event • Being an active and positive member of the team throughout the event • Listening to and following instructions accurately. 2.2. Review own strengths in assisting at a sports or active leisure event, in terms of: <ul style="list-style-type: none"> • Appearance • Contribution to team • Accuracy in following instructions.

Unit Title	Health and Fitness
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	A/505/0429

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know why and how to keep fit.	1.1. State two reasons for keeping fit. 1.2. Describe two activities that can help you to keep fit. 1.3. Name two places where you can exercise.
2. Know how to interact with others in a health and fitness setting.	2.1. Listen to and respond to a partner when working on a specified health and fitness activity. 2.2. Listen to and respond to group members when working on a specified health and fitness activity.
3. Be able to participate in structured activities to develop health and fitness.	3.1. State why warming up and cooling down your body before and after exercise are important. 3.2. Perform a simple warm up and cool down. 3.3. Complete at least two basic fitness tests. 3.4. Take part in at least three fitness activities.
4. Be able to complete a simple training programme.	4.1. Complete a simple training programme which improves fitness over a specified time period.
5. Be able to use safe working practices when participating in health and fitness activities.	5.1. Use specified health and fitness equipment safely. 5.2. Identify and wear clothing to promote own health and safety during specified activities.
6. Be able to review own performance and personal skills.	6.1. Identify aspects of personal health and fitness training which have gone well. 6.2. State how own health and fitness could be improved in future.

Unit Title	How the Body Works
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	M/505/0430

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know some functions of the skeletal and muscular systems.	1.1. State two functions of the skeleton. 1.2. State two functions of the muscular system.
2. Know the main components and functions of the cardio-respiratory system.	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.
3. Know some nutrients for a healthy diet.	3.1. Give examples of nutrients for a healthy diet. 3.2. State the functions of at least three nutrients to maintain a healthy body.

Unit Title	Improving own Fitness
Ofqual unit reference number (code)	A/506/8039
Unit Level	Entry 3
GLH	30
Unit Credit Value	3

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about different exercise and fitness activities.	1.1. Identify different exercise and fitness activities.
2. Be able to demonstrate work skills through participation in exercise and fitness activities.	2.1. Actively participate in exercise and fitness activities and demonstrate: <ul style="list-style-type: none"> a) time-management skills b) appropriate dress for the activity c) following instructions provided by the activity leader d) following health and safety guidelines before, during and after activities.
3. Be able to review own performance.	3.1. Identify own strengths and areas for improvement in exercise and fitness activities.

Equivalences	H/501/7246
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Unit Title	Indoor Team Games
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	T/505/0431

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know equipment required for some indoor team games.	1.1. Identify equipment required for at least three indoor team games. 1.2. Demonstrate the use of items of equipment for at least two indoor team games.
2. Know how to interact with others in indoor team games.	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.
3. Be able to participate in key roles required for indoor team games.	3.1. Demonstrate how to carry out a specified: (a) Skills practice (b) Officiating role (c) Games organising role.
4. Know the meaning of game tactics.	4.1. State the meaning of game tactics. 4.2. Demonstrate use of agreed game tactics for specific games.
5. Be able to use safe working practices when participating in indoor team games.	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.
6. Be able to review own performance and personal skills.	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 Title	Participating in Leisure Activities
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	F/505/0433

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how to access local leisure activities.	1.1. Identify at least three locally based leisure activities. 1.2. Collect information on how to gain access to three local leisure activities.
2. Be able to participate in local leisure activities.	2.1. Identify any costs involved in participating in three local leisure activities. 2.2. List any special equipment and/or clothing requirements for identified activities. 2.3. Take part in three local leisure activities.
3. Know some key benefits of participating in leisure activities.	3.1. List at least two benefits for three different leisure activities. 3.2. Give examples of personal benefits of participating in a specified leisure activity.
4. Know how to maintain health and safety when participating in leisure activities.	4.1. Identify health and safety issues relating to three local leisure activities. 4.2. State how the identified health and safety issues can be addressed.

Unit Title	Planning and Participating in Countryside Walks
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	L/505/0435

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to plan a walk.	1.1. Identify at least two symbols used on an Ordnance Survey map. 1.2. Use a simple map to find locations of roads and landmarks. 1.3. Identify a route to take on a map. 1.4. List equipment and clothing that may be necessary for the walk, depending on weather conditions. 1.5. State any risks or dangers that may be found on the route. 1.6. State three rules of the countryside code.
2. Be able to participate in at least two walks.	2.1. Bring required equipment and clothing for specified walks. 2.2. Follow instructions and observe group rules for specified walks. 2.3. Follow a route on a map. 2.4. Keep a record of walks undertaken.
3. Be able to review own performance.	3.1. Identify aspects of planning and participating in countryside walks which have gone well. 3.2. State how own planning and participation could be improved in future.

Unit Title	Taking Part in Sport
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	Y/501/7244

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to take part in team sports.	1.1. Take part in team sports by: <ul style="list-style-type: none"> - Dressing appropriately for the team sport - Being a team player - Following the rules of the team sport - Using skills and techniques in different team sports - Using sports equipment in different team sports - Demonstrating safe practice.
2. Be able to take part in individual sports.	2.1. Take part in individual sports by: <ul style="list-style-type: none"> - Dressing appropriately for the individual sport - Following the rules of the individual sport - Using skills and techniques in different individual sports - Using sports equipment in different individual sports - Demonstrating safe practice.
3. Be able to review own performance.	3.1. Identify own strengths when participating in sport. 3.2. Identify areas for improvement.

Unit Title	The Angling Environment
Unit Level	Entry 3
Unit Credit Value	3
GLH	30
Ofqual unit reference number (code)	F/503/3874

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand why people go fishing.	1.1. Give reasons why people go fishing.
2. Understand how to respect the environment when angling.	2.1. Identify areas of the Countryside Code that relate to angling. 2.2. Give an example of one way in which anglers may harm the environment. 2.3. Give an example of one way in which the angling environment can be protected. 2.4. Give an example of one way in which the angling environment can be improved.
3. Understand the influence of the water cycle and weather on angling.	3.1. State what is meant by the water cycle. 3.2. State how heavy rain can affect the angling environment. 3.3. State how a lack of rain can affect the angling environment.
4. Know about the anatomy of fish.	4.1. Name internal parts of a fish. 4.2. Name external features of a fish.
5. Know about the habitat of different species of fish.	5.1. Name different species of fish and their preferred habitat. 5.2. State the food source for each species named. 5.3. Give an example of the effects of pollution on food sources.

4. Assessment and Evidence

The NOCN Entry Level Award and Certificate in Vocational Studies (Entry 3) are internally assessed qualifications. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each unit.

The NOCN Entry Level Award and Certificate in Vocational Studies (Entry 3) are vocationally based qualifications and as such, the units offer the opportunity for learners to achieve a balance of practical skill and knowledge.

Centres must ensure that knowledge based learning is substantive, and relevant to the work or events likely to be encountered in the course of a relevant job role.

The centre must ensure that the assessment activities are:

Valid The assessment activity **must** be fit for purpose which means that the assessment tasks measure the intended outcomes of the unit. They should afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria at the appropriate level.

Sufficient The assessment activities afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria.

Reliable Assessment activities must generate clear and consistent outcomes across all assessors.

Although the activities may be applied to differing scenarios and in different contexts, with different learners, the evidence sought by the activity must be assessed with a universal standard to ensure that the resulting assessment decisions are consistent across all assessors and centres offering the qualification.

Authentic Evidence presented must be the learner's own work.

4.1 Fair and Equitable Assessment

Assessment within the NOCN Entry Level Award and Certificate in Vocational Studies (Entry 3) are designed to be accessible and inclusive.

The assessment methodology is appropriate for individual assessment or for groups of learners.

4.2 Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments Policy and Procedure** found on the NOCN website at www.nocn.org.uk

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact assurance@nocn.org.uk for further details.

4.3 Recognised Prior Learning

Recognition of prior learning is an assessment method leading to the award of credit. The process involves considering if a learner can meet the specified assessment requirements for a unit through knowledge, understanding or skills that they possess already, as a consequence, they do not need to undertake a course of learning.

Centres are encouraged to recognise previous achievements and experience, both formal, for example through accredited units or qualifications and informal, for example through continuous learning. This involves the recognition of achievement from a range of activities that will have been assessed through any valid method of assessment.

When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit or, more exceptionally, a qualification have been met. The evidence of learning provided must be sufficient, reliable, authentic and valid.

4.4 Functional Skills

These qualifications could contribute towards the Functional Skills in the following areas:

English

- Speaking, listening and communication – could be demonstrated through participating in group discussions or role play.
- Reading - demonstrated when working through completing work sheets.
- Writing – could be demonstrated through completing work sheets.

ICT

- Development of ICT skills can be demonstrated through completing work sheets

Mathematics

- Development of mathematics skills can be demonstrated through setting number related tasks for the development of team work skills.

For more information see the Functional Skills criteria for English, ICT and/or Maths on the NOCN website: www.nocn.org.uk

4.5 Assessment and Evidence for the units

Centres can use a variety of assessment activities to capture evidence of learners' understanding. Activities may include:

- Case Studies
- Oral Question and Answer
- Role Play/Simulation
- Report
- Practice file
- Reflective Log or Diary
- Practical Demonstration
- Written Question and Answer/Test/Exam

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website:

http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

Appendix 1 - Resource suggestions

Mandatory units

Job descriptions and examples of workplace procedures and proformas
Information and downloadable resources can be found at -
tlp.excellencegateway.org.uk/tlp/xcurricula/employability/
Expert speakers - for example safety officers

Business and Administration

Business and Administration Student Handbook Level 1 Antony Lapsley, CFA
BTEC Entry 3/Level 1 Business Administration Student Book
Expert speakers - for example office managers

Vehicle Maintenance

Hillier's Fundamentals of Motor Vehicle Technology Book 1
Expert speakers - for example car mechanics

Horticulture

Information and downloadable resources can be found at -
www.lantra.co.uk
www.rhs.org.uk
Expert speakers - for example gardeners

Hair and Beauty

Introduction to Hair and Beauty Sector Student Book: Entry 3 and Level 1, Gilly Ford,
Helen Stewart, Samantha Taylor
Information and downloadable resources can be found at -
www.habia.org.uk
Expert speakers - for example hair/beauty salon owners

Catering

Foundation Practical Cookery Level 1, David Foskett, Victor Ceserani, John Campbell
Expert speakers - for example chefs, restaurant owners, hoteliers

Sport and Leisure

Sport and Active Leisure Entry 3/Level 1, Bob Harris, BTEC
Expert speakers - for example sports coaches, personal trainers.

Note: *this is not an exhaustive list*

Appendix 2 - Assessment Documentation

1. Learner Evidence Record Unit 1

NOCN Entry Level Award in Vocational Studies (Entry 3)

Unit Title: Assertiveness and Decision Making Skills

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
1.1.				
1.2.				
1.3.				

Learner Signature: _____

Tutor Signature: _____

Confirmation of Achievement of Unit – Date: _____

Evidence Record cont....

NOCN Entry Level Award in Vocational Studies (Entry 3)

Unit Title: Assertiveness and Decision Making Skills

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
2.1.				
2.2.				
2.3.				

Learner Signature:

Tutor Signature:

Confirmation of Achievement of Unit – Date:

Appendix 3 – Feedback Sheet

Feedback Sheet

Tutor/Assessor Comments:

Learner comments:

Tutor/assessor sign:

Date:

Learner sign:

Date:



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