



PART OF **nocn** GROUP

# QUALIFICATION SPECIFICATION

## Suite of Level 1 Vocational Studies Qualifications

### **NOCN Level 1 Award in Vocational Studies**

Qualification No: 601/0156/8

### **NOCN Level 1 Certificate in Vocational Studies**

Qualification No: 601/0157/X

### **Operational Start Date**

1 September 2013

### **Version**

3.1 – March 2019

### **To know more about NOCN:**

- Visit the NOCN website: [www.nocn.org.uk](http://www.nocn.org.uk)
- Call the Customer Service Team: **0300 999 1177**

[www.nocn.org.uk](http://www.nocn.org.uk)

## 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 Level 1 Award and Certificate in Vocational Studies.

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, Sport and Leisure and Health and Social Care.

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 Level 1 Award and Certificate in Vocational Studies

The NOCN Level 1 Award and Certificate in Vocational Studies 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, Sport and Leisure and Health and Social Care. 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 a NOCN vocational course such as the NOCN Level 2 Certificate in the Principles and Preparations for Coaching Sport 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.

### 1.1. Entry Requirements

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

### 1.2. Qualification Structure

The NOCN Level 1 Award in Vocational Studies is a 6 credit qualification and has 54 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 B.

#### Mandatory Group A

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Assertiveness and Decision Making Skills	L1	2	O	F/505/0447
Customer Service Skills	L1	2	O	J/505/0448
Employment Rights and Responsibilities	L1	2	O	L/505/0449
Group and Teamwork Communication Skills	L1	2	O	J/505/0451

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Improving Own Learning and Performance	L1	2	O	L/505/0452
Presentation Skills	L1	2	O	R/505/0453
Problem Solving in the Workplace	L1	2	O	Y/505/0454
Team Leading Skills	L1	2	O	D/505/0455
Teamwork	L1	2	O	M/505/0458
Time Management Skills	L1	2	O	T/505/0459
Understanding IT in the Workplace	L1	2	O	K/505/0460

Mandatory Group B

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Health and Safety Procedures in the Workplace	L1	1	O	M/505/0461
Equality and Diversity	L1	1	O	D/504/6633
Work Experience	L1	1	O	F/505/0464

B1 Business and Administration (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Business and Administration	L1	3	O	R/505/0629

B2 Catering (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Catering	L1	3	O	Y/505/0616

B3 Hair and Beauty (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Working in a Hair and Beauty Salon	L1	3	O	F/505/0688

B4 Horticulture (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Horticulture	L1	3	O	H/505/0599

B5 Motor Vehicle Maintenance (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Motor Vehicle Maintenance and Repair	L1	3	O	K/505/0605

B6 Sport and Leisure (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Sport and Leisure	L1	3	O	J/505/0658

B7 Health and Social Care (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Health and Social Care	L1	3	O	Y/505/0745



The NOCN Level 1 Certificate in Vocational Studies is a 17 credit qualification and has a minimum of 150 and a maximum of 165 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.

Mandatory Group A

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Assertiveness and Decision Making Skills	L1	2	O	F/505/0447
Customer Service Skills	L1	2	O	J/505/0448
Employment Rights and Responsibilities	L1	2	O	L/505/0449
Group and Teamwork Communication Skills	L1	2	O	J/505/0451
Improving Own Learning and Performance	L1	2	O	L/505/0452
Presentation Skills	L1	2	O	R/505/0453
Problem Solving in the Workplace	L1	2	O	Y/505/0454
Team Leading Skills	L1	2	O	D/505/0455
Teamwork	L1	2	O	M/505/0458
Time Management Skills	L1	2	O	T/505/0459
Understanding IT in the Workplace	L1	2	O	K/505/0460
Health and Safety Procedures in the Workplace	L1	1	O	M/505/0461
Equality and Diversity	L1	1	O	D/504/6633
Work Experience	L1	1	O	F/505/0464

Mandatory Group B

B1 Business and Administration (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Business and Administration	L1	3	O	R/505/0629
Assist in Handling Mail	L1	1	O	M/505/0623
Assist with Supporting Business Meetings	L1	3	O	A/505/0625
Database Software	L1	3	O	H/502/4553
Filing Skills	L1	3	O	J/505/0627
Presentation Software	L1	3	O	K/502/4621
Reception Skills	L1	2	O	L/505/0631
Spreadsheet Software	L1	3	O	A/502/4624
Understanding Businesses	L1	3	O	Y/505/0633
Undertaking an Enterprise Activity	L1	3	O	D/505/0634
Using Email	L1	2	O	J/502/4299
Using Office Equipment	L1	1	O	K/505/0636
Using the Internet	L1	3	O	T/502/4296
Using the Telephone	L1	3	O	M/505/0637
Word Processing Software	L1	3	O	L/502/4627

B2 Catering (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Catering	L1	3	O	Y/505/0616
Basic Food Preparation and Cooking	L1	3	O	K/502/5042



<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>	<b>Mandatory or Optional</b>	<b>Ofqual Unit Reference Number</b>
Food Service	L1	3	O	K/502/4957
Health and Safety and Food Safety Awareness in Catering	L1	1	O	Y/503/9583
Introduction to Food Commodities	L1	1	O	A/502/5059
Making and Storing Baked Products	L1	3	O	H/505/0618
Prepare and Cook Fruit and Vegetables	L1	3	O	D/505/0620
Preparing and Serving Drinks	L1	3	O	L/502/5051
Prepare and Cook Fish, Meat and Poultry	L1	3	O	K/505/0622
Using Kitchen Equipment	L1	1	O	T/502/5075

**B3 Hair and Beauty (Pathway)**

<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>	<b>Mandatory or Optional</b>	<b>Ofqual Unit Reference Number</b>
Introduction to Working in a Hair and Beauty Salon	L1	3	O	F/505/0688
Assist with Facial Skin Care Treatments	L1	4	O	Y/600/8747
Assist with Hair Colour Services	L1	4	O	R/600/1036
Assist with Nail Services	L1	4	O	L/600/8924
Colour Hair using Temporary Colour	L1	3	O	R/600/4874
Create and Maintain Retail Displays in the Salon	L1	2	O	Y/600/6335
Plaiting and Twisting Hair	L1	3	O	Y/502/3805
Salon Reception Duties	L1	3	O	R/600/6334
Styling Men's Hair	L1	3	O	A/502/3795
Styling Women's Hair	L1	3	O	F/502/3796

B4 Horticulture (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Horticulture	L1	3	O	H/505/0599
Cultivating Compost and Soils	L1	3	O	R/505/0596
Cultivating Herbs	L1	3	O	R/503/2714
Garden Horticulture	L1	3	O	D/505/0598
Organic Horticulture	L1	3	O	L/505/0600
Pest Control	L1	1	O	M/503/8620
Plant Pruning	L1	1	O	R/505/0601
Plant Selection	L1	3	O	M/504/0738
Sowing and Growing Techniques	L1	3	O	Y/505/0602
Using and Maintaining Horticultural Hand Tools	L1	3	O	T/504/0742
Weed Control	L1	1	O	A/504/0743

B5 Motor Vehicle Maintenance (Pathway)

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Motor Vehicle Maintenance and Repair	L1	3	O	K/505/0605
Basic Vehicle Body Repairs	L1	5	O	M/506/8054
Checking and Maintaining Car's Tyre Pressure and Tread	L1	1	O	D/505/0603
Identification of Basic External and Internal Car Parts	L1	3	O	H/505/0604
Introduction to Vehicle Technology and Workshop Methods and Processes	L1	6	O	L/502/1646
Introduction to Vehicle Valeting	L1	4	O	J/501/7028

<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>	<b>Mandatory or Optional</b>	<b>Ofqual Unit Reference Number</b>
Introduction to Vehicle Wheels and Tyres	L1	2	O	H/501/7022
Motorcycle Construction and Routine Maintenance	L1	3	O	Y/503/3380
Routine Motorcycle Maintenance Processes and Procedures	L1	4	O	L/506/8059
Routine Vehicle Maintenance Processes and Procedures on Vehicles with Four Wheels or more	L1	4	O	J/600/3303
Tools, Equipment and Materials for Vehicle Maintenance	L1	4	O	H/506/8066
Vehicle Braking Systems Components and Maintenance	L1	4	O	K/506/8070

**B6 Sport and Leisure (Pathway)**

<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>	<b>Mandatory or Optional</b>	<b>Ofqual Unit Reference Number</b>
Introduction to Sport and Leisure	L1	3	O	J/505/0658
Angling Skills	L1	3	O	T/505/0638
Assist in Delivering an Activity Session	L1	3	O	F/505/0643
How The Body Works	L1	4	O	F/506/8057
Indoor Team Games	L1	3	O	A/505/0656
Participating in Leisure Activities	L1	3	O	L/505/0659
Planning a Fitness Programme	L1	3	O	F/504/8200
Principles of Conducting Sports Coaching	L1	3	O	F/505/0660
Sport and Active Leisure Project	L1	4	O	K/506/7954
Taking part in Exercise and Fitness	L1	4	O	D/506/8065
Taking Part in a Sport	L1	3	O	J/505/0661
The Angling Environment	L1	3	O	J/503/3570

**B7 Health and Social Care - Adult (Pathway)**

<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>	<b>Mandatory or Optional</b>	<b>Ofqual Unit Reference Number</b>
Introduction to Health and Social Care	L1	3	O	Y/505/0745
Awareness of Protection and Safeguarding in Health and Social Care Adults and Children and Young People, Early Years and Childcare	L1	3	O	R/602/6194
Awareness of the Roles and Responsibilities of the Adult Social Care Worker	L1	1	O	F/502/9727
Introduction to Communication in Health and Social Care; Adults and Children and Young People, Early Years and Childcare	L1	2	O	T/602/6205
Introduction to the Adult Social Care Sector	L1	1	O	F/502/9579
Introduction to the Values and Principles of Adult Social Care	L1	1	O	D/502/9590
Introductory Awareness of Person-Centred Support in Health, Social Care and Children's and Young People's Settings	L1	2	O	D/502/9718
Introductory Awareness of the Importance of Healthy Eating and Drinking	L1	3	O	J/506/8058
Understanding the Principles of Care, Organisational Policies and the Role of the Care Worker	L1	3	O	L/500/5513

**B8 Health and Social Care – Children and Young People (Pathway)**

<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>	<b>Mandatory or Optional</b>	<b>Ofqual Unit Reference Number</b>
Introduction to Health and Social Care	L1	3	O	Y/505/0745
Awareness of Protection and Safeguarding in Health and Social Care Adults and Children and Young People, Early Years and Childcare	L1	3	O	R/602/6194
Caring for Babies and Young Children	L1	3	O	Y/505/4729
Developing Skills for Listening to Children	L1	3	O	H/503/8193

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Introduction to Communication in Health and Social Care; Adults and Children and Young People, Early Years and Childcare	L1	2	O	T/602/6205
Introduction to Developing Language and Communication Skills in Children from 0-5	L1	3	O	J/505/0742
Introductory Awareness of Person-Centred Support in Health, Social Care and Children's and Young People's Settings	L1	2	O	D/502/9718
Supporting Child Development from 0-3 years	L1	3	O	H/505/0747
Understanding Children's Social and Emotional Development	L1	3	O	A/505/0754
Understanding Growth and Physical Development from Birth to Adolescence	L1	2	O	F/505/0755
Understanding Play	L1	3	O	R/503/3183
Understanding Play for Early Learning	L1	3	O	F/503/8167
Understanding the Intellectual and Language Development of Children from Birth to Eight	L1	3	O	Y/503/3184
Understanding the Physical and Psychological Needs of Children	L1	3	O	R/505/0761
Understanding the Principles of Care, Organisational Policies and the Role of the Care Worker	L1	3	O	L/500/5513
Using Craft Activities with Children and Young People	L1	3	O	D/505/0763

### 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 teach 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 Level 1 Award and Certificate in Vocational Studies please contact: [business-enquiries@nocn.org.uk](mailto: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](mailto: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, Sport and Leisure or Health and Social Care 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, Sport and Leisure or Health and Social Care 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.

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 regards to best practice in delivery, assessment and verification.

### 3. Unit Information

The NOCN Level 1 Award in Vocational Studies consists of 2 mandatory groups with optional units and 7 Pathways containing optional units, all of which are detailed below.

The NOCN Level 1 Certificate in Vocational Studies consists of 1 mandatory group with optional units and 8 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

<b>Unit Title</b>	<b>Assertiveness and Decision Making Skills</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>2</b>
<b>GLH</b>	<b>18</b>
<b>Ofqual unit reference number (code)</b>	<b>F/505/0447</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the meaning of assertiveness.	1.1. State what is meant by assertiveness. 1.2. Identify the possible advantages for self and others of using assertive behaviour. 1.3. Identify the possible disadvantages for self and others of using non-assertive behaviour.
2. Know how to prepare for personal decision making.	2.1. Identify positive factors which can influence personal decision making. 2.2. Identify negative factors which can influence personal decision making. 2.3. State where to find advice when making specified decisions.
3. Be able to use assertive behaviour to put forward own views in structured situations.	3.1. Use assertive behaviour to contribute own views.
4. Be able to make a reasoned decision in structured situations.	4.1. Make a reasoned decision on a given situation. 4.2. State the process by which the decision was 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 and role play: for example, identifying how an assertive way of asking for a refund in a shop is different from a non-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.

- Learners will be expected to show that they are able to take responsibility for completing the steps in structured and routine tasks such as identifying factors and process in making a decision on a future course or career.

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

<b>Unit Title</b>	<b>Customer Service Skills</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>2</b>
<b>GLH</b>	<b>18</b>
<b>Ofqual unit reference number (code)</b>	<b>J/505/0448</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the meaning of good and poor customer service.	1.1. Outline what is meant by good customer service. 1.2. Identify the benefits of good customer service for an organisation. 1.3. Outline what is meant by poor customer service. 1.4. Identify the possible consequences of poor customer service for an organisation.
2. Understand the importance of first impressions.	2.1. Describe why it is important to make a good first impression. 2.2. State what is meant by non-verbal communication and how it can influence a customer's first impression. 2.3. Give examples of how an employee can make a good impression when serving customers.
3. Know how to assist customers.	3.1. Give examples of the types of assistance customers may require. 3.2. Outline the importance of knowing about an organisation's products or services in order to provide good customer service. 3.3. Demonstrate how assistance can be provided to a good standard of customer service.
4. Know how to deal with customer problems and complaints.	4.1. Identify possible customer problems or complaints. 4.2. State why it is important to know the organisation's policy about the actions that can be taken when dealing with customer problems or complaints. 4.3. Demonstrate how an employee could help to resolve a problem or complaint.

### 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, responding to a complaint.
- Learners will respond to oral and/or written questions set by the tutor about features and consequences of good and poor customer service, making a good impression on customers and how to assist customers effectively.
- Learners will be able to carry out basic assessment of information in familiar contexts: for example, find the procedure for making a refund.
- Learners will be expected to show that they are able to take responsibility for completing the steps in structured and routine tasks such as finding a product or information required by a customer.

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



<b>Unit Title</b>	<b>Employment Rights and Responsibilities</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>2</b>
<b>GLH</b>	<b>18</b>
<b>Ofqual unit reference number (code)</b>	<b>L/505/0449</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand types and purposes of employment rights and responsibilities.	1.1. Give three examples of statutory employment rights. 1.2. Give three examples of contractual employment rights. 1.3. Outline the purpose of two employment policies that an organisation should have in place. 1.4. Identify the responsibilities an employee has towards his or her employer.
2. Understand the purpose and need for a contract of employment.	2.1. List the main sections of a written contract of employment and state their purpose. 2.2. Give an example of how a contract of employment may be breached by the employer. 2.3. Give an example of how a contract of employment may be breached by the employee. 2.4. State two possible outcomes of a breach of contract.

### 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, identifying key aspects of maternity policy.
- Learners will respond to oral and/or written questions set by the tutor about employment rights and responsibilities.
- Learners will be able to carry out basic assessment of information in familiar contexts: for example, identify the purpose of sections of a specified contract.

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

<b>Unit Title</b>	<b>Group and Teamwork Communication Skills</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>2</b>
<b>GLH</b>	<b>18</b>
<b>Ofqual unit reference number (code)</b>	<b>J/505/0451</b>

This unit has 5 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand methods of group and team communication.	1.1. Describe two methods of group and team communication. 1.2. Give examples of how and when the two methods can be used.
2. Understand how to use communication to maintain good working relationships with group and team members.	2.1. Identify two ways of ensuring group and team communication is as effective as possible. 2.2. Give two examples of why poor group and team communication sometimes occurs.
3. Understand roles within the team.	3.1. State why it is important to know own and others' roles within the team. 3.2. Identify how to respond to requests from team leader. 3.3. State why team leaders need to use praise and constructive criticism in communication with their teams.
4. Be able to complete a task as part of a team.	4.1. Act on instructions given to team by team leader. 4.2. Agree with team members how to work together to carry out a task. 4.3. Work with team members to complete a task.
5. Be able to review a task as part of a team.	5.1. Agree with team members on aspects of the task which were performed well. 5.2. Agree with team members on aspects of the task which could have been improved.

### 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, agreeing the allocation of roles in team task.

- Learners will respond to oral and/or written questions set by the tutor about methods of group and team communication.
- Learners will be expected to show that they are able to take responsibility for completing the steps in structured and routine tasks set by team leader: for example, making specified enquiries on the telephone.

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

<b>Unit Title</b>	<b>Improving Own Learning and Performance</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>2</b>
<b>GLH</b>	<b>18</b>
<b>Ofqual unit reference number (code)</b>	<b>L/505/0452</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to identify own strengths and areas for improvement.	1.1. Identify own strengths and areas for improvement. 1.2. Identify a realistic long term learning target to address an identified area for improvement. 1.3. Give reasons for choice of learning target.
2. Know how to plan to reach learning targets.	2.1. Produce an action plan detailing the steps necessary to reach the learning target. 2.2. Identify what support or advice might be needed to achieve the learning target. 2.3. State sources of relevant advice/support. 2.4. Comment on own progress towards the learning target.
3. Be able to review own performance.	3.1. Identify improvements in performance. 3.2. Revise long term targets in line with improvements 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, targeting improving fitness by attending exercise class.
- Learners will respond to oral and/or written questions set by the tutor about improving own learning and performance.
- Learners will be expected to show that they are able to take responsibility for completing the steps in structured and routine tasks such as producing, implementing and commenting on an action plan target: for example, improving own fitness.

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

<b>Unit Title</b>	<b>Presentation Skills</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>2</b>
<b>GLH</b>	<b>18</b>
<b>Ofqual unit reference number (code)</b>	<b>R/505/0453</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the use of presentations.	1.1. Outline the reasons for using presentations. 1.2. Give examples of two presentation styles. 1.3. State when each style might be used.
2. Understand the main steps in the planning and preparation of a presentation.	2.1. Identify the main steps in the planning and preparation of a short presentation on an agreed topic to a small group. 2.2. Plan the presentation, including visual aids.
3. Be able to deliver a presentation.	3.1. Identify characteristics of a well delivered presentation. 3.2. Deliver a short presentation, including visual aids.
4. Know how to review own performance.	4.1. State what went well. 4.2. Identify areas for improvement.

### 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 planning and delivering a presentation.
- Learners will be able to carry out basic assessment of information in familiar contexts: for example, identify information on topic of choice for presentation such as a hobby or interest.
- Learners will be expected to show that they are able to take responsibility for completing the steps in structured and routine tasks such as the preparation and planning of a presentation on a hobby or interest.

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

<b>Unit Title</b>	<b>Problem Solving in the Workplace</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>2</b>
<b>GLH</b>	<b>18</b>
<b>Ofqual unit reference number (code)</b>	<b>Y/505/0454</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to identify problems that occur in the workplace.	1.1. Outline three 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. Outline methods for solving three specified problems. 2.2. Give examples of factors which may influence the choice of problem solving method. 2.3. Identify sources of information or support available for the methods described.
3. Know how to select a problem solving method.	3.1. Outline two sequences of action which could be taken to solve a specified problem. 3.2. State which is your preferred solution and why. 3.3. Identify the advantages and disadvantages of the preferred solution.

### 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 problem solving in the workplace.
- Learners will be able to carry out basic assessment of information in familiar contexts: for example, procedures and/or people to be consulted to find possible solutions.
- Learners will be expected to show that they are able to take responsibility for completing the steps in structured and routine tasks such as identifying the best responses to a specified range of customer queries.

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

<b>Unit Title</b>	<b>Team Leading Skills</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>2</b>
<b>GLH</b>	<b>18</b>
<b>Ofqual unit reference number (code)</b>	<b>D/505/0455</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about team leadership skills.	1.1. Outline three skills needed to be a good team leader. 1.2. Identify three different types of motivation. 1.3. Give examples of how poor motivation can affect a team's performance.
2. Know how to motivate team members to complete a task.	2.1. State how to motivate team members to complete a given task. 2.2. Demonstrate how to give feedback on the performance of a task which will maintain good motivation.
3. Know some ways to improve team and own performance.	3.1. Describe a team building activity which can be used to develop the team. 3.2. Identify two ways to develop own team leadership skills.

### 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, poor motivation leading to work being uncompleted or completed incorrectly.
- Learners will respond to oral and/or written questions set by the tutor about team leading
- Learners will be able to carry out basic assessment of information in familiar contexts: for example, identifying a suitable team building activity.
- Learners will be expected to show that they are able to take responsibility for completing the steps in structured and routine tasks such as giving feedback on a specified task to maintain good motivation.

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



<b>Unit Title</b>	<b>Teamwork</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>2</b>
<b>GLH</b>	<b>18</b>
<b>Ofqual unit reference number (code)</b>	<b>M/505/0458</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to work as part of a team.	1.1. Participate in a group discussion about objectives of a given task. 1.2. List task objectives identified by the team. 1.3. Plan with team members the activities requiring individual and team action to meet the objectives. 1.4. Describe own role in completing the task. 1.5. Carry out own role to the agreed standards and timescales.
2. Be able to identify how to improve team working.	2.1. Outline what went well and why, with reasons. 2.2. Outline what could have gone better and why. 2.3. Describe 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, find 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.
- Learners will be expected to show that they are able to take responsibility for completing the steps in structured and routine tasks including carrying out own designated role in team based activities.

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

<b>Unit Title</b>	<b>Time Management Skills</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>2</b>
<b>GLH</b>	<b>18</b>
<b>Ofqual unit reference number (code)</b>	<b>T/505/0459</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know benefits of good time management and some ways to promote it.	1.1. State the benefits of good time management. 1.2. Give examples of the effects of poor time management. 1.3. List different ways to promote good time management.
2. Be able to plan own use of time.	2.1. Identify a specific time management technique that can be used to improve own use of time. 2.2. Plan own activities for specified days. 2.3. Carry out own time management plan.
3. Know how to improve own time management.	3.1. Identify aspects of own time management plan which went well. 3.2. Identify what could be improved. 3.3. Give examples 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 a specified assignment.
- Learners will respond to oral and/or written questions set by the tutor about time management.
- Learners will be expected to show that they are able to take responsibility for completing the steps in structured and routine tasks such as putting own plan for managing the completion of a specified project into action.

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

<b>Unit Title</b>	<b>Understanding IT in the Workplace</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>2</b>
<b>GLH</b>	<b>18</b>
<b>Ofqual unit reference number (code)</b>	<b>K/505/0460</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about IT applications in the workplace.	1.1. Identify three software applications and give examples of their use in the workplace. 1.2. State the meaning of a networked IT system. 1.3. Outline the use of templates in the workplace. 1.4. Identify two common workplace techniques for formatting information to make it clear and easy to understand.
2. Know about workplace procedures for using IT.	2.1. State the meaning of “data protection” and “confidentiality”. 2.2. Identify two types of IT security risk in the workplace. 2.3. Give examples of workplace procedures for maintaining data protection and confidentiality. 2.4. Outline health and safety requirements for the use of IT in the workplace.

### 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 IT applications and workplace procedures.
- Learners will be able to carry out basic assessment of information in familiar contexts: for example, find workplace procedures for maintaining data protection and confidentiality such as passwords.
- Learners will be expected to show that they are able to take responsibility for completing the steps in structured and routine tasks such as the use of templates for common workplace documents.

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

<b>Unit Title</b>	<b>Health and Safety Procedures in the Workplace</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>1</b>
<b>GLH</b>	<b>9</b>
<b>Ofqual unit reference number (code)</b>	<b>M/505/0461</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know health and safety procedures in the workplace.	1.1. Outline what to do if the following emergencies occur in the workplace: (a) Fire (b) Accident. 1.2. Explain the meaning of health and safety signs found in the workplace. 1.3. Identify information or support available in relation to health and safety in the workplace. 1.4. State when each source would be used.
2. Be able to carry out tasks with regard to health and safety in the workplace.	2.1. Follow given health and safety procedures in the workplace when carrying out a task independently. 2.2. State why the procedures are needed. 2.3. State why it is important to keep the workplace clean and tidy. 2.4. Give examples of how to keep own work area clean and tidy. 2.5. Use equipment or tools safely in the workplace.

### 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 in the workplace.
- Learners will be able to carry out basic assessment of information in familiar contexts; for example, identify the purpose of different colours of fire extinguishers
- Learners will be expected to show that they are able to take responsibility for completing the steps in structured and routine tasks such as clearing workspace at end of day.

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

<b>Unit Title</b>	<b>Equality and Diversity</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>1</b>
<b>GLH</b>	<b>9</b>
<b>Assessment Guidance</b>	<b>1.2 At least one case of inequality and at least three situations.</b> <b>1.4 At least three organisations.</b> <b>2.2 At least three benefits.</b> <b>3.2 At least three affects.</b> <b>3.3 Give three examples.</b>
<b>Ofqual unit reference number (code)</b>	<b>D/504/6633</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand aspects of equality.	1.1. Define the term equality. 1.2. Identify cases of inequality in a range of situations. 1.3. Outline how inequality affected one of the situations in 1.2. 1.4. Identify organisations that work on equality issues in Wales and the UK.
2. Understand aspects of diversity.	2.1. Define the term diversity. 2.2. Outline how diversity can benefit society.
3. Understand stereotyping.	3.1. Define stereotyping. 3.2. Identify how stereotyping can affect individuals. 3.3. Give examples of how to challenge stereotyping.

### 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, stereotypes about different nationalities.
- Learners will respond to oral and/or written questions set by the tutor about equality and diversity.
- Learners will be able to carry out basic assessment of information in familiar contexts: for example, the roles of organisations which work on equality.

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



<b>Unit Title</b>	<b>Work Experience</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>1</b>
<b>GLH</b>	<b>9</b>
<b>Ofqual unit reference number (code)</b>	<b>F/505/0464</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the business of the organisation and requirements of own role.	1.1. Describe the main business of the organisation where the work experience will take place. 1.2. Outline the main tasks to undertake in named role. 1.3. Identify three learning targets for the work experience.
2. Be able to follow workplace procedures.	2.1. State reasons for agreed workplace dress code. 2.2. Attend placement at agreed times. 2.3. Identify workplace health and safety procedures. 2.4. State why it is important to follow them. 2.5. Follow workplace procedures to complete given tasks following instructions. 2.6. List three work related skills used to carry out tasks.
3. Be able to identify what was learnt from the work experience.	3.1. State whether learning targets were met. 3.2. Outline 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 respond to oral and/or written questions set by the tutor about work experience
- Learners will be able to carry out basic assessment of information in familiar contexts: for example, identify health and safety procedures for work experience.
- Learners will be expected to show that they are able to take responsibility for completing the steps in structured and routine tasks such as completing a photocopying task set by supervisor.

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

## Scope of learning for Level 1 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 guidance, learners will take responsibility for completing the steps in structured and routine tasks and will be able to:

- Participate, where required, in group discussions by providing appropriate examples: for example, circumstances for approaching supervisors or colleagues, responding to a complaint effectively or questions for establishing how to help a visitor.
- Respond to oral and/or written questions set by the tutor about: for example, the purpose of agendas, the importance of the Data Protection Act or how a business structure can be used.
- Carry out basic assessment of information in familiar contexts: for example, identify most suitable choice of presentation template for slides, decide on method of postage most suited to specified item or extract specified information from a spreadsheet.
- Demonstrate skills in simple role plays or simulations or in work experience, where required: for example, running a database query on a customer order, searching internet for types and prices of specified office supplies or e-mailing contacts to find out availability for meeting dates.
- Produce material for a practice file: for example, word processed documents in a variety of formats such as letter, report or minutes, charts or graphs based on numerical information or data print outs.
- Maintain, where required, a reflective log or diary collating learner's insights into: for example, decision making process for how to sell items in enterprise project, how learner could have responded differently to a problem with an item of office equipment or targets for improving own workplace performance in future.

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



<b>Unit Title</b>	<b>Introduction to Business and Administration</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>R/505/0629</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know duties, procedures and requirements relevant to working in an office.	1.1. Describe own duties. 1.2. Outline workplace requirements about: (a) Personal presentation (b) Timekeeping and attendance (c) Conduct towards others. 1.3. Identify the main procedures related to own work role. 1.4. Give examples of the possible consequences of not following procedures.
2. Know about office equipment.	2.1. Name common items of equipment. 2.2. State the purpose of items of equipment. 2.3. Use equipment to carry out tasks. 2.4. Describe how to care for and store equipment.
3. Know health and safety procedures when working in an office.	3.1. Outline fire procedures. 3.2. Outline accident procedures. 3.3. Follow health and safety procedures.
4. Be able to communicate with others when working in an office.	4.1. Indicate when and how to approach supervisors and colleagues. 4.2. Outline how to maintain good working relationships. 4.3. Give examples of how to respond to complaints.

<b>Unit Title</b>	<b>Assist in Handling Mail</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>1</b>
<b>GLH</b>	<b>9</b>
<b>Ofqual unit reference number (code)</b>	<b>M/505/0623</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know workplace procedures for handling incoming and outgoing mail.	1.1. Outline workplace procedures for sorting and distributing incoming mail. 1.2. Outline workplace procedures for collecting and dispatching outgoing mail.
2. Be able to assist with handling incoming and outgoing mail.	2.1. Assist with: <ul style="list-style-type: none"> <li>(a) Receiving and checking mail or packages</li> <li>(b) Sorting incoming mail or packages</li> <li>(c) Identifying and referring unwanted junk mail or damaged items</li> <li>(d) Distributing mail</li> <li>(e) Collecting and dispatching outgoing mail.</li> </ul>

<b>Unit Title</b>	<b>Assist with Supporting Business Meetings</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>A/505/0625</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the purpose of business meetings.	1.1. Outline key reasons why meetings need to be held. 1.2. State the purpose of: (a) An agenda (b) Minutes (c) The chair of a meeting.
2. Know how to prepare for and follow up business meetings.	2.1. List the steps required to prepare for a meeting. 2.2. Assist in preparing specified documents for a meeting. 2.3. List the activities which may be required to follow up a meeting.
3. Be able to set up a meeting room and provide support at a meeting.	3.1. State at least two ways in which a room can be set up for a meeting. 3.2. Demonstrate how to set up a room for a meeting. 3.3. Provide support at a meeting.

<b>Unit Title</b>	<b>Database Software</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>20</b>
<b>Ofqual unit reference number (code)</b>	<b>H/502/4553</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Enter, edit and organise structured information in a database.	1.1. Identify 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, using IT tools and making corrections as necessary.
2. Use database software tools to extract information and produce reports.	2.1. Identify queries which meet information requirements. 2.2. Run simple database queries. 2.3. Identify reports which meet information requirements. 2.4. Generate and print predefined database reports.

<b>Unit Title</b>	<b>Filing Skills</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>J/505/0627</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand methods of filing, types of storage and the need for security and confidentiality.	1.1. Outline ways in which information can be filed. 1.2. Describe types of storage used for filing. 1.3. Give advantages and disadvantages of different storage systems. 1.4. State the purpose of the Data Protection Act. 1.5. Identify workplace procedures for maintaining security and confidentiality in filing.
2. Be able to file information according to workplace procedures.	2.1. Outline workplace procedures for filing given information. 2.2. Demonstrate how to file given information according to workplace procedures. 2.3. Give examples of how problems in filing can be addressed.
3. Be able to retrieve and pass on specified information.	3.1. Demonstrate how to retrieve specified information from files. 3.2. State the methods which could be used for passing on the information to a colleague.

<b>Unit Title</b>	<b>Presentation Software</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>20</b>
<b>Ofqual unit reference number (code)</b>	<b>K/502/4621</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Input and combine text and other information within presentation slides.	1.1. Identify what types of information are required for the presentation. 1.2. Select and use different slide layouts as appropriate for different types of information. 1.3. Enter information into presentation slides so that it is ready for editing and formatting. 1.4. Identify any constraints which may affect the presentation. 1.5. Combine information of different forms or from different sources for presentations. 1.6. Store and retrieve presentation files effectively, in line with local guidelines and conventions where available.
2. Use presentation software tools to structure, edit and format slides.	2.1. Identify what slide structure to use. 2.2. Select and use an appropriate template to structure slides. 2.3. Select and use appropriate techniques to edit slides. 2.4. Select and use appropriate techniques to format slides.
3. Prepare slides for presentation to meet needs.	3.1. Identify how to present slides to meet needs and communicate effectively. 3.2. Prepare slides for presentation. 3.3. Check presentation meets needs, using IT tools and making corrections as necessary.

<b>Unit Title</b>	<b>Reception Skills</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>2</b>
<b>GLH</b>	<b>18</b>
<b>Ofqual unit reference number (code)</b>	<b>L/505/0631</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know how and why to make visitors welcome.	1.1. Outline workplace procedures for receiving visitors. 1.2. Give examples of how a visitor can be made to feel welcome. 1.3. State the importance of body language in making visitors feel welcome. 1.4. Give examples of when and how to seek assistance with problems raised by visitors.
2. Be able to follow procedures for welcoming and assisting visitors.	2.1. Demonstrate how to follow workplace procedures for: <ul style="list-style-type: none"> <li>(a) Welcoming visitors</li> <li>(b) Questioning visitors to establish the purpose of their visit</li> <li>(c) Informing colleagues that visitors have arrived</li> <li>(d) Assisting visitors with their requirements while waiting.</li> </ul>

<b>Unit Title</b>	<b>Spreadsheet Software</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>20</b>
<b>Ofqual unit reference number (code)</b>	<b>A/502/4624</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Use a spreadsheet to enter, edit and organise numerical and other data.	1.1. Identify what numerical and other information is needed and how the spreadsheet should be structured to meet needs. 1.2. Enter and edit numerical and other data accurately. 1.3. Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available.
2. Use appropriate formulas and tools to summarise and display spreadsheet information.	2.1. Identify how to summarise and display the required information. 2.2. Use functions and formulas to meet calculation requirements. 2.3. Use spreadsheet tools and techniques to summarise and display information.
3. Select and use appropriate tools and techniques to present spreadsheet information effectively.	3.1. Select and use appropriate tools and techniques to format spreadsheet cells, rows and columns. 3.2. Identify which chart or graph type to use to display information. 3.3. Select and use appropriate tools and techniques to generate, develop and format charts and graphs. 3.4. Select and use appropriate page layout to present and print spreadsheet information. 3.5. Check information meets needs, using spreadsheet tools and making corrections as necessary.



<b>Unit Title</b>	<b>Understanding Businesses</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>Y/505/0633</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand different types of business.	1.1. Identify at least three types of business. 1.2. Outline the purpose of different types of business. 1.3. Give examples of external factors which may affect a business.
2. Know how a business structure works.	2.1. State what is meant by a business structure. 2.2. Identify different ways in which a business structure may be organised. 2.3. State the purposes of a business structure.
3. Understand business planning requirements.	3.1. Identify the key steps in a business planning process. 3.2. List resources needed by a business. 3.3. State the importance of resource needed by a business.

<b>Unit Title</b>	<b>Undertaking an Enterprise Activity</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>D/505/0634</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to select an appropriate enterprise activity.	1.1. State what is meant by a target market. 1.2. Identify a service or product developed for a specific target market. 1.3. Outline reasons for choosing own enterprise activity. 1.4. Give an example of a suitable method of market research for own enterprise activity. 1.5. Identify main competitors in target market.
2. Know how to set the price for a product or service.	2.1. Identify costs involved in producing the product or service. 2.2. Calculate the total cost of producing the product or service using a given arithmetic formula. 2.3. State the price the customer will be charged for the product/service. 2.4. State how much profit each sale will generate.
3. Know how to market a product or service.	3.1. Identify personal skills and qualities required when marketing a product or service. 3.2. Give an example of a suitable method of marketing own product/service. 3.3. Create a resource for marketing own product or service.
4. Be able to plan for and review an enterprise activity.	4.1. Devise a SMART action plan that includes targets for each stage of the enterprise activity. 4.2. Revise the action plan at each stage of the enterprise activity. 4.3. At the end of the activity, state what worked well and what could be improved.

<b>Unit Title</b>	<b>Using E-mail</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>2</b>
<b>GLH</b>	<b>15</b>
<b>Ofqual unit reference number (code)</b>	<b>J/502/4299</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Use e-mail software tools and techniques to compose and send messages.	1.1. Use software tools to compose and format e-mail messages. 1.2. Attach files to e-mail messages. 1.3. Send e-mail messages. 1.4. Identify how to stay safe and respect others when using e-mail. 1.5. Use an address book to store and retrieve contact information.
2. Manage incoming email effectively.	2.1. Follow guidelines and procedures for using e-mail. 2.2. Identify when and how to respond to e-mail messages. 2.3. Read and respond to e-mail messages appropriately. 2.4. Identify what messages to delete and when to do so. 2.5. Organise and store e-mail messages. 2.6. Respond appropriately to common e-mail problems.

<b>Unit Title</b>	<b>Using Office Equipment</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>1</b>
<b>GLH</b>	<b>9</b>
<b>Ofqual unit reference number (code)</b>	<b>K/505/0636</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about office equipment and its usage.	1.1. List different types of office equipment. 1.2. State the purpose of different types of office equipment. 1.3. Give examples of how to ensure that use of paper and other resources is kept to a minimum. 1.4. Identify examples of how to check that office equipment is ready for use.
2. Be able to use office equipment to complete given tasks.	2.1. State the office equipment and resources needed for given tasks. 2.2. Use office equipment according to manufacturer's operating instructions to produce work of agreed standard and within given timescales. 2.3. Make sure the equipment, resources and work area are ready for the next user.

<b>Unit Title</b>	<b>Using the Internet</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>20</b>
<b>Ofqual unit reference number (code)</b>	<b>T/502/4296</b>

This unit has 5 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Connect to the Internet.	1.1. Identify different types of connection methods that can be used to access the Internet. 1.2. Access the Internet or intranet.
2. Use browser software to navigate web pages.	2.1. Use browser tools to navigate web pages. 2.2. Identify when to change browser settings to aid navigation. 2.3. Adjust browser settings to meet needs. 2.4. Use browser help facilities.
3. Use browser tools to search for information from the Internet.	3.1. Select and use appropriate search techniques to locate information. 3.2. Outline how information meets requirements. 3.3. Use references to make it easier to find information another time. 3.4. Download and save different types of information from the Internet.
4. Use browser software to communicate information online.	4.1. Select and use tools and techniques to communicate information online. 4.2. Use browser tools to share information sources with others. 4.3. Submit information online using forms or interactive sites. 4.4. Identify opportunities to post or publish material to websites.
5. Follow and understand the need for safety and security practices when working online.	5.1. Identify the threats to user safety when working online. 5.2. Outline how to minimise Internet security risks. 5.3. Work responsibly and take appropriate safety and security precautions when working online. 5.4. Keep personal information secure. 5.5. Follow relevant laws, guidelines and procedures for the use of the Internet.

<b>Unit Title</b>	<b>Using the Telephone</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>M/505/0637</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know how to use the telephone system in an office environment.	1.1. Describe how to use a telephone system to make contact with people inside and outside an organisation. 1.2. State the importance of confidentiality and security when dealing with callers. 1.3. List different ways of obtaining the names and numbers of people to be called.
2. Be able to answer telephone calls in an office environment.	2.1. Outline workplace procedures for receiving calls. 2.2. Give examples of how to present a positive image of the organisation when answering calls. 2.3. Demonstrate how to: (a) Answer calls according to workplace procedures (b) Transfer calls to colleagues (c) Pass on messages to colleagues about callers.
3. Be able to answer telephone calls in an office environment.	3.1. Outline workplace procedures for making calls. 3.2. Give examples of information to be gathered prior to a call to ensure that the call meets its objective. 3.3. Demonstrate how to: (a) Make a call according to workplace procedures (b) Find answers to specified questions during a call.

<b>Unit Title</b>	<b>Word Processing Software</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>20</b>
<b>Ofqual unit reference number (code)</b>	<b>L/502/4627</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Enter, edit and combine text and other information accurately within word processing documents.	1.1. Identify what types of information are needed in documents. 1.2. Identify what templates are available and when to use them. 1.3. Use keyboard or other input method to enter or insert text and other information. 1.4. Combine information of different types or from different sources into a document. 1.5. Enter information into existing tables, forms and templates. 1.6. Use editing tools to amend document content. 1.7. Store and retrieve document files effectively, in line with local guidelines and conventions where available.
2. Structure information within word processing documents.	2.1. Create and modify tables to organise tabular or numeric information. 2.2. Select and apply heading styles to text.
3. Use word processing software tools to format and present documents.	3.1. Identify what formatting to use to enhance presentation of the document. 3.2. Select and use appropriate techniques to format characters and paragraphs. 3.3. Select and use appropriate page layout to present and print documents. 3.4. Check documents meet needs, using IT tools and making corrections as necessary.

## Scope of learning for Level 1 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 guidance, learners will take responsibility for completing the steps in structured and routine tasks and will be able to:

- Respond to oral and/or written questions set by the tutor about: for example, for example, preparing, cooking and storing food safely and hygienically, serving food and drink to customers and tools and equipment used in different types of food preparation.
- Carry out basic assessment of information in familiar contexts: for example, cooking or freezing temperatures for specified foods, use of different storage methods or seasonal produce.
- Demonstrate skills in simple role plays or simulations or in work experience, where required: for example, preparing different types of food safely and hygienically such as baked goods, fruit and vegetables and meat or fish.
- 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 constraints in choices of ingredients.

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



<b>Unit Title</b>	<b>Introduction to Catering</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>Y/505/0616</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know duties, procedures and requirements relevant to working in catering.	1.1. Describe own duties. 1.2. Outline workplace requirements about: (a) Personal presentation (b) Timekeeping and attendance (c) Conduct towards others. 1.3. Identify main procedures related to own work role. 1.4. Give examples of possible consequences of not following at least two procedures.
2. Be able to use equipment when working in catering.	2.1. Name common items of equipment used. 2.2. State the purpose of equipment. 2.3. Use equipment to carry out tasks. 2.4. Describe how to care for and store equipment.
3. Know health and safety procedures for working in catering.	3.1. Outline fire procedures. 3.2. Outline accident procedures. 3.3. Follow health and safety procedures.
4. Be able to communicate with others when working in catering.	4.1. Indicate when and how to approach supervisors and colleagues. 4.2. Outline how to maintain good working relationships. 4.3. Give examples of how to respond to complaints.

<b>Unit Title</b>	<b>Basic Food Preparation and Cooking</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>30</b>
<b>Ofqual unit reference number (code)</b>	<b>K/502/5042</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the principal methods of cooking.	1.1. State the principal methods of cooking. 1.2. State typical cooking methods for different commodities.
2. Be able to prepare, cook and present simple dishes.	2.1. Prepare, cook and present simple dishes, safely and hygienically, using wet and dry methods. 2.2. Clean work areas and equipment safely and hygienically during and after preparing and cooking food. 2.3. State safe working practices for different cooking methods. 2.4. Review own performance and make suggestions for future improvements.

<b>Unit Title</b>	<b>Food Service</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>30</b>
<b>Ofqual unit reference number (code)</b>	<b>K/502/4957</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know different types of food service.	1.1. Describe different types of food service.
2. Be able to serve food.	2.1. State health and safety and hygiene requirements when serving food. 2.2. Serve hot/cold food, including plated and counter service, in a safe and hygienic manner.
3. Be able to work in a food service area.	3.1. Set up, maintain and close down the service area according to instructions.

<b>Unit Title</b>	<b>Health and Safety and Food Safety Awareness in Catering</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>1</b>
<b>GLH</b>	<b>8</b>
<b>Ofqual unit reference number (code)</b>	<b>Y/503/9583</b>
<b>Assessment Guidance</b>	<b>The aim of this unit is to provide learners with an introduction to health and safety and food safety in a catering environment.</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the importance of health and safety in a catering environment.	1.1. State the main responsibilities of employers and employees towards health and safety. 1.2. Identify health and safety hazards in the workplace. 1.3. State why health and safety hazards must be reported. 1.4. State how a risk assessment can help prevent accidents in the workplace. 1.5. 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. Define the terms hazard, risk, control measure, food hygiene, contamination and food safety management system. 2.3. Identify food hazards in the workplace. 2.4. State how food should be handled to prevent contamination. 2.5. State the importance of time/temperature controls. 2.6. State the importance of stock rotation.
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. State how to keep the work area clean and hygienic. 4.2. State the purpose of a cleaning schedule. 4.3. State how waste should be stored and disposed of. 4.4. State the reasons for keeping areas clean and hygienic.

<b>Unit Title</b>	<b>Introduction to Food Commodities</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>1</b>
<b>GLH</b>	<b>10</b>
<b>Ofqual unit reference number (code)</b>	<b>A/502/5059</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the main food commodities.	1.1. Describe the main types of food commodity.
2. Know where the main food commodities can be obtained.	2.1. State where different commodities can be obtained. 2.2. State the benefits of using different suppliers of commodities in different settings.
3. Know how the main food commodities should be stored.	3.1. State safe and hygienic storage methods for the main food commodities.

<b>Unit Title</b>	<b>Making and Storing Baked Products</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>H/505/0618</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know preparation methods for baked products.	1.1. Identify common preparation methods for different types of: (a) Cake (b) Pastry (c) Biscuit (d) Bread. 1.2. Identify equipment used in the preparation of baked products. 1.3. State the purpose of equipment in the preparation of baked products.
2. Be able to follow recipes for baked products.	2.1. Assemble and measure ingredients for recipes. 2.2. Demonstrate use of equipment for baked products. 2.3. Outline the importance of cooking temperature and duration for baked products. 2.4. State how to achieve required colour, texture and taste in a given recipe.
3. Know how to store baked products.	3.1. State appropriate storage methods for different types of baked product. 3.2. Store finished items to ensure maximum freshness.

<b>Unit Title</b>	<b>Prepare and Cook Fruit and Vegetable Dishes</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>D/505/0620</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about some common fruit and vegetables.	1.1. Identify common fruit and vegetables and their seasons. 1.2. Give examples of how to check the quality of fruit and vegetables. 1.3. State common storage methods for specified fruit and vegetables: (a) Prior to cooking (b) After cooking.
2. Know some common methods for preparing and cooking fruit and vegetables.	2.1. Outline common preparation methods for fruit and vegetables and the equipment required. 2.2. Identify common cooking methods for fruit and vegetables. 2.3. Identify common finishing methods for fruit and vegetable dishes.
3. Be able to prepare and cook fruit and vegetable dishes.	3.1. Demonstrate the use of equipment for the preparation of specified fruit and vegetables. 3.2. Assemble and prepare fruit and vegetable dishes according to specifications. 3.3. Cook and finish fruit and vegetable dishes according to specifications.

<b>Unit Title</b>	<b>Preparing and Serving Drinks</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>30</b>
<b>Ofqual unit reference number (code)</b>	<b>L/502/5051</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to prepare and serve different drinks.	1.1. Identify different types of drink. 1.2. List correct equipment for preparing and serving different drinks. 1.3. Describe the main stages in serving the customer. 1.4. Prepare different drinks: <ul style="list-style-type: none"> <li>• safely and hygienically</li> <li>• according to instructions</li> <li>• using the correct equipment.</li> </ul> 1.5. Serve different drinks: <ul style="list-style-type: none"> <li>• safely and hygienically</li> <li>• according to instructions</li> <li>• using the correct equipment (including cup/glass).</li> </ul> 1.6. List suitable accompaniments for drinks service.
2. Be able to work in a drinks service area.	2.1. Set up, maintain and close down the service area according to instructions.



<b>Unit Title</b>	<b>Prepare and Cook Fish, Meat and Poultry</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>K/505/0622</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about different types of fish, meat and poultry.	1.1. Identify different types of fish, meat and poultry. 1.2. Give examples of some common cuts of meat and poultry. 1.3. Identify appropriate storage methods for (a) Fresh (b) Frozen fish, meat and poultry. 1.4. Outline how to check that (a) Fish (b) Meat (c) Poultry is fit for cooking.
2. Know how to prepare fish, meat and poultry.	2.1. State how to decide whether fish, meat or poultry should be defrosted before cooking. 2.2. Describe how to defrost fish, meat and poultry safely. 2.3. Outline preparation methods for (a) Fish (b) Meat (c) Poultry. 2.4. Identify equipment for preparing fish, meat and poultry. 2.5. State the purpose of equipment in the preparation of fish, meat and poultry.
3. Know how to cook fish, meat and poultry.	3.1. Identify cooking methods for fish, meat and poultry. 3.2. Identify how to check that fish, meat and poultry are cooked properly. 3.3. Give examples of finishing methods for (a) Fish (b) Meat (c) Poultry in a given recipe.

<b>Unit Title</b>	<b>Using Kitchen Equipment</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>1</b>
<b>GLH</b>	<b>10</b>
<b>Ofqual unit reference number (code)</b>	<b>T/502/5075</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about different types of kitchen equipment.	1.1. Give examples of large kitchen equipment and describe how they are used. 1.2. Give examples of small kitchen equipment and hand tools and describe how they are used. 1.3. State the safety requirements for using kitchen equipment.
2. Be able to select and use kitchen equipment.	2.1. Select the correct equipment for routine tasks. 2.2. Use different kitchen equipment for routine tasks safely and hygienically. 2.3. Follow correct procedures when cleaning equipment.

## Scope of learning for Level 1 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 guidance, learners will take responsibility for completing the steps in structured and routine tasks and will be able to:

- Respond to oral and/or written questions set by the tutor about: for example, completing client records, health and safety for the salon or reception duties.
- Carry out basic assessment of information in familiar contexts: for example, structure of skin or hair, products or treatments available for specified services or legal requirements for the salon.
- Demonstrate skills in simple role plays or simulations or in work experience, where required: for example, consulting, planning and preparing for hair or beauty treatments, carrying out planned treatments or clearing and cleaning the work area after treatments.
- Produce material for a practice file: for example, photographs or videos of services or treatments in progress or completed.
- 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 hair or beauty skills in future.

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

<b>Unit Title</b>	<b>Introduction to Working in a Hair and Beauty Salon</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>F/505/0688</b>
<b>Assessment Guidance</b>	<b>Evidence for this unit can be gathered in a training salon if appropriate.</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know relevant duties, procedures and requirements for working in a salon.	1.1. Describe own duties. 1.2. Outline workplace requirements about: (a) Personal presentation (b) Timekeeping and attendance (c) Conduct towards others. 1.3. Identify the main procedures related to own work role. 1.4. Give examples of the possible consequences of not following procedures.
2. Know about equipment used when working in a salon.	2.1. Name equipment used. 2.2. State the purpose of equipment. 2.3. Use equipment to carry out tasks. 2.4. Describe how to care for and store equipment.
3. Know health and safety procedures for working in a salon.	3.1. Outline fire procedures. 3.2. Outline accident procedures. 3.3. Identify health and safety procedures.
4. Be able to communicate with others when working in a salon.	4.1. Indicate when and how to approach supervisors and colleagues. 4.2. Outline how to maintain good working relationships. 4.3. Give examples of how to respond to complaints.

<b>Unit Title</b>	<b>Assist with Facial Skin Care Treatments</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>4</b>
<b>GLH</b>	<b>40</b>
<b>Ofqual unit reference number (code)</b>	<b>Y/600/8747</b>
<b>Assessment Guidance</b>	<p>The assessment of this unit needs to meet the requirements within the Habia Beauty and Spa Therapy Assessment Strategy:</p> <ol style="list-style-type: none"> <li>1. Simulation is not allowed for any performance evidence within this unit.</li> <li>2. The learner must practically demonstrate in their everyday work that they have met the standard for assisting with facial treatments.</li> <li>3. The Assessor will observe the learners performance on at least 3 occasions.</li> <li>4. The learner must show that they have: <ul style="list-style-type: none"> <li>- used all consultation techniques <ol style="list-style-type: none"> <li>a) questioning</li> <li>b) visual</li> <li>c) manual</li> </ol> </li> <li>- identified all skin types <ol style="list-style-type: none"> <li>a) oily</li> <li>b) dry</li> <li>c) combination</li> </ol> </li> <li>- carried out all types of preparation of the client <ol style="list-style-type: none"> <li>a) covering of the client</li> <li>b) removal of accessories</li> <li>c) protection of hair</li> <li>d) removal of appropriate clothing</li> </ol> </li> <li>- used all the types of facial products <ol style="list-style-type: none"> <li>a) cleanser</li> <li>b) toner</li> <li>c) eye make-up remover</li> <li>d) moisturiser</li> <li>e) mask</li> </ol> </li> <li>- given all the types of advice <ol style="list-style-type: none"> <li>a) suitable aftercare products and their use</li> <li>b) avoidance of activities which may cause contra-indications</li> <li>c) recommended time intervals in- between facial treatments</li> <li>d) home care routines</li> </ol> </li> </ul> </li> <li>5. It is likely most evidence of the learners performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.</li> </ol>

	<p><b>6. This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.</b></p> <p><b>The assessment and quality assurance requirement for this qualification/unit provides evidence towards A and V units.</b></p>
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This unit has 8 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to use safe and effective methods of working when assisting with facial treatments.	1.1. Set up the work area to meet salon procedures and any given instructions. 1.2. Check that environmental conditions are suitable for the client and treatment. 1.3. Maintain personal standards of hygiene, and appearance that meet accepted industry and organisational requirements. 1.4. Clean all tools and equipment using the correct methods. 1.5. Use accepted industry hygiene and safety practices throughout the treatment. 1.6. Position equipment and materials for ease and safety of use. 1.7. Position themselves and the client to meet the needs of the treatment. 1.8. Dispose of waste materials correctly. 1.9. Complete the treatment within a commercially viable time. 1.10. Leave the work area in a condition suitable for further treatments. 1.11. Keep client's records up to date, accurate, easy to read and signed by the client and practitioner.
2. Be able to consult, plan and prepare for treatments.	2.1. Use effective consultation techniques within the limits of own responsibility. 2.2. Obtain signed, written, informed consent from the client or from a parent or guardian if the client is a minor. 2.3. Identify any contra indications by questioning the client and recording the clients responses. 2.4. Prepare the client to meet the needs of the agreed treatment, and by following any given instructions. 2.5. Remove the clients make-up to meet the needs of the treatment. 2.6. Perform a skin analysis on the client and record the skin type. 2.7. Refer clients with conditions that may affect the treatment to the relevant member of staff, without causing the client undue alarm and concern or mentioning to them a specific medical condition.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	2.8. Select suitable products for the client's skin type based on the results of the skin analysis and instructions from the senior therapist.
3. Be able to carry out facial treatments.	3.1. Use facial products correctly and following manufacturers' and senior therapist instructions. 3.2. Use suitable techniques to deep cleanse the client's skin. 3.3. Apply pre-prepared non-setting mask treatments, and remove after recommended time. 3.4. Leave the skin clean, toned and suitably moisturised. 3.5. Complete the treatment to the client's and senior therapist's satisfaction. 3.6. Give the client suitable aftercare advice.
4. Know organisational and legal requirements.	4.1. State own responsibilities under relevant health and safety legislation. 4.2. State why minors should not be given treatments without informed and signed parental or guardian consent. 4.3. State why it is important, when treating minors under 16 years of age, to have a parent or guardian consent. 4.4. State the age at which an individual is classed as a minor and how this differs nationally. 4.5. Identify own responsibilities and reasons for maintaining personal hygiene, protection and appearance according to accepted industry and organisational requirements. 4.6. State how to complete client records and the importance of gaining client signatures. 4.7. State the importance of and reasons for keeping and storing client records. 4.8. State the importance of following a senior therapist's instructions and the consequences of not doing so. 4.9. State the condition in which the work area should be left and why this is important. 4.10. State the salon's service times for completing facial treatments and the importance of completing treatments in a commercially viable time
5. Know how to work safely and effectively when assisting with facial treatments.	5.1. Outline the different types of sterilising and disinfecting equipment and chemicals. 5.2. State how to disinfect tools and equipment for facial treatments. 5.3. State how to prepare themselves for facial treatments. 5.4. Describe how to set up the work area for facial treatments. 5.5. State the importance of and reasons for disinfecting hands, and how to do this effectively. 5.6. State the necessary environmental conditions for the treatments and why they are important.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	5.7. Describe how to check equipment used for facial treatments. 5.8. State why it is important to maintain standards of general hygiene and the principles of avoiding cross-infection. 5.9. State how to effectively and safely position equipment and materials for facial treatments. 5.10. State how to prepare and position the client for facials and the possible risks associated with ineffective positioning. 5.11. State how to minimise and dispose of waste from treatments. 5.12. State the condition in which the work area should be left and why this is important.
6. Know how to perform client consultation and treatment planning.	6.1. State how to use effective consultation techniques. 6.2. State how to give effective advice and recommendations to clients. 6.3. Describe the importance of questioning clients to establish any contra- indications to facial treatments. 6.4. State why it is important to record client responses to questioning. 6.5. State the legal significance of client questioning and the recording of the client's responses. 6.6. State the products, materials and equipment used for treatments and how, when and why to use them. 6.7. Describe how to carry out a skin analysis. 6.8. State the types of conditions and disorders that may restrict treatments, how to recognise them, and why they may restrict treatments.
7. Know the structure of the skin in relation to assisting with facial skin care.	7.1. Describe the basic structure and function of the skin. 7.2. Describe the skin characteristics and skin types of different client groups. 7.3. State how to recognise different skin types. 7.4. State how to recognise basic skin conditions.



LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
8. Know basic facial care products, treatments and aftercare.	8.1. State the different cleansing techniques and how to carry them out. 8.2. State the reasons and benefits of cleansing, toning, mask application and moisturising. 8.3. Describe the contra-indications that could occur during facial treatments and what action to take. 8.4. State why it is important to provide a basic home care routine. 8.5. Identify the aftercare products that will benefit the client and those to avoid and why. 8.6. Describe the contra-indications that could occur after facial treatments and what advice to give to clients. 8.7. State the recommended time intervals for facial treatments.

<b>Unit Title</b>	<b>Assist with Hair Colour Services</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>4</b>
<b>GLH</b>	<b>40</b>
<b>Ofqual unit reference number (code)</b>	<b>R/600/1036</b>
<b>Assessment Guidance</b>	<p>The assessment of this unit needs to meet the requirements within the Habia Hairdressing and Barbering Assessment Strategies:</p> <ol style="list-style-type: none"> <li>1. Simulation is not allowed for any performance evidence within this unit.</li> <li>2. The learner must practically demonstrate in their everyday work that they have met the standard for assisting with colouring services.</li> <li>3. The Assessor will observe the learner's performance on at least 2 occasions, 1 of which will include the removal of colouring materials.</li> <li>4. The learner must show that they have used all the products.             <ol style="list-style-type: none"> <li>a) semi-permanent colours</li> <li>b) quasi-permanent colours</li> <li>c) permanent colours</li> <li>d) lightening products</li> </ol> </li> <li>5. It is likely most evidence of the performance will be gathered from observations made by the assessor but the learner may be required to produce other evidence to support their performance if the assessor has not been present.</li> <li>6. This unit requires mandatory written questions in accordance with the Habia Assessment Strategies for Hairdressing and Barbering.</li> </ol>

	<b>The assessment and quality assurance requirement for this qualification/unit provides evidence towards A and V units.</b>
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This unit has 5 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to use safe and effective methods of working when assisting with colouring services.	1.1. Protect the client's clothing effectively throughout the service. 1.2. Position themselves and the client to meet the needs of the service. 1.3. Keep the work area clean and tidy throughout the service. 1.4. Using working methods that <ul style="list-style-type: none"> <li>– minimise the wastage of colouring products</li> <li>– minimise the risk of cross-infection</li> <li>– make effective use of working time</li> <li>– ensure the use of clean resources</li> <li>– minimise the risk of harm or injury to themselves and clients.</li> </ul> 1.5. Maintain personal standards of health and hygiene which minimise the risk of cross-infection, infestation and offence to clients and colleagues. 1.6. Identify and promptly report any colouring products in need of reordering to the relevant person.
2. Be able to remove colouring and lightening products.	2.1. Remove products and materials following stylist's instructions and to the satisfaction of the client and stylist. 2.2. Apply and remove surface conditioner in accordance with stylist's instructions. 2.3. Leave the hair and scalp clean and free from products and excess moisture. 2.4. Refer any problems promptly to the relevant person for action. 2.5. Leave the hair tangle-free without causing damage to hair or scalp.
3. Know salon and legal requirements.	3.1. State the salon's requirements for client preparation. 3.2. State the salon's and legal requirements for disposal of waste materials. 3.3. State own limits of authority for resolving colouring problems. 3.4. Identify the person to whom problems should be reported. 3.5. State own responsibilities under the current Control of Substances Hazardous to Health Regulations in relation to the use of colouring products.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>4. Know how to work safely, effectively and hygienically when assisting with colouring services.</p>	<p>4.1. Describe what contact dermatitis is and how to avoid developing it whilst assisting with hair colouring services.            4.2. List the protective equipment that should be available.            4.3. State why it is important to use personal protective equipment.            4.4. Describe how the positioning of the client and themselves can affect the desired outcome and reduce fatigue and the risk of injury.            4.5. State why it is important to position tools, products and materials for ease of use.            4.6. State the safety considerations which must be taken into account when removing colouring products and materials.            4.7. State why it is important to keep the work area clean and tidy.            4.8. Describe methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation.            4.9. State the importance of maintaining personal hygiene.            4.10. State the importance of thoroughly rinsing products.            4.11. State the importance of emulsifying permanent colouring products as part of the removal process.</p>
<p>5. Know the products, equipment and their use.</p>	<p>5.1. Outline the manufacturers' instructions for the removal of the specific colouring products and materials in the salon.            5.2. State why it is important to follow manufacturers' and stylists' instructions and what might happen if they are not followed.            5.3. Identify the types and causes of problems that may occur when removing colouring products and materials from the hair.</p>

<b>Unit Title</b>	<b>Assist with Nail Services</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>4</b>
<b>GLH</b>	<b>40</b>
<b>Ofqual unit reference number (code)</b>	<b>L/600/8924</b>
<b>Assessment Guidance</b>	<p>The assessment of this unit needs to meet the requirements within the Habia Beauty and Spa Therapy Assessment Strategy:</p> <ol style="list-style-type: none"> <li>1. Simulation is not allowed for any performance evidence within this unit.</li> <li>2. The learner must practically demonstrate in their everyday work that they have met the standard for assisting with nail services on the hands and feet.</li> <li>3. The Assessor will observe the learners performance on at least 3 occasions, one of which must be observed on the feet.</li> <li>4. The learner must show that they have: <ul style="list-style-type: none"> <li>- used all consultation techniques <ol style="list-style-type: none"> <li>a) questioning</li> <li>b) visual</li> <li>c) manual</li> </ol> </li> <li>- applied 3 of the 4 nail finishes <ol style="list-style-type: none"> <li>a) buffed</li> <li>b) clear polish</li> <li>c) nail strengthener</li> <li>d) light colour</li> </ol> </li> <li>- provided all advice <ol style="list-style-type: none"> <li>a) suitable aftercare products and their use</li> <li>b) avoidance of activities which may cause contra-actions</li> <li>c) recommended time intervals in-between nail services</li> <li>d) homecare routines</li> </ol> </li> </ul> </li> <li>5. It is likely most evidence of the learners performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.</li> <li>6. This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.</li> </ol>

This unit has 10 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
<p>1. Be able to use safe and effective working methods when assisting with nail services.</p>	<p>1.1. Prepare the work area, according to salon procedures and instructions.</p> <p>1.2. Maintain personal hygiene, protection and appearance, according to industry and organisational requirements.</p> <p>1.3. Use personal protective equipment, according to the industry Code of Practice for Nail Services.</p> <p>1.4. Clean all equipment using suitable methods.</p> <p>1.5. Position equipment and materials for safety and ease of use.</p> <p>1.6. Position the client and themselves to minimise fatigue and risk of injury to meet the needs of the service.</p> <p>1.7. Dispose of waste materials.</p> <p>1.8. Complete the treatment within a commercially viable time.</p> <p>1.9. Leave the treatment area in a suitable condition for further treatments.</p> <p>1.10. Keep records up-to-date, accurate, easy to read and signed.</p>
<p>2. Be able to consult, plan and prepare for nail services.</p>	<p>2.1. Use consultation techniques to identify the client's treatment needs.</p> <p>2.2. Provide advice to the client without causing concern or referring to specific medical conditions.</p> <p>2.3. Perform a nail and skin analysis on the client, recording the results.</p> <p>2.4. Refer clients with contra-indicated skin conditions to a senior member of staff.</p> <p>2.5. Obtain signed, written, informed consent prior to carrying out the treatment from the client or parent/guardian if the client is a minor.</p> <p>2.6. Check that a parent or guardian is present throughout the treatment for minors.</p> <p>2.7. Encourage clients to ask questions to clarify any points.</p> <p>2.8. Prepare the client's hands or feet to meet the needs of the agreed service, according to senior member of staff's instructions.</p> <p>2.9. Prepare suitable products for the nail service based on the results of the nail and skin analysis.</p> <p>2.10. Confirm the client's choice of nail finish before commencing the service.</p> <p>2.11. Confirm the preparation for the nail service meets with the agreement of the senior member of staff.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>3. Be able to carry out nail services.</p>	<p>3.1. Use suitable equipment and materials, according to the manufacturers' and senior therapist's instructions.            3.2. Use filing techniques to ensure the nail free edge is left smoothed and shaped to the required length.            3.3. Confirm the desired nail length and shape with the client during the service, making alterations when required.            3.4. Use buffing techniques to create a smooth, even surface to the nail plate, if required.            3.5. Moisturise the skin using a suitable product.            3.6. Remove excess moisture from the natural nail prior to applying the required finish.            3.7. Use a suitable nail finish to meet the agreed service plan, leaving the cuticle free from product and debris.            3.8. Confirm the client's and senior member of staff's satisfaction with the finished result.            3.9. Provide suitable aftercare advice to the client.</p>
<p>4. Know the organisational and legal requirements related to nail services.</p>	<p>4.1. Outline own responsibilities under current health and safety legislation, standards and guidance.            4.2. Outline the importance of the Disability Discrimination Act in relation to the salon.            4.3. Outline why minors should not be given treatments without the informed consent and presence of a parent or guardian.            4.4. State own responsibilities and reasons for maintaining personal hygiene, protection and appearance, according to industry and organisational requirements.            4.5. Describe how to maintain and store the client's records in the salon in accordance with the Data Protection Act.            4.6. Outline the importance of following a senior member of staff's instructions and the consequences of not doing so.            4.7. State the salon's service times and pricing structures for completing day make-up.            4.8. Outline the importance of completing the service in a commercially viable time.</p>
<p>5. Know how to work safely and effectively when providing nail services.</p>	<p>5.1. State how to safely prepare the work area and position equipment and materials for nail services.            5.2. Identify different types of sterilising and disinfecting equipment and chemicals.            5.3. Identify different types and uses of sterilising and disinfecting equipment and chemicals.            5.4. Describe how to sterilise and disinfect tools and equipment for nail services.            5.5. Outline the principles of avoiding cross-infection and the importance of maintaining standards of general hygiene.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	5.6. State how to prepare and position themselves and the client for nail services, avoiding potential discomfort and injury. 5.7. Identify potential risks of ineffective positioning of clients to themselves. 5.8. Outline how to minimise and dispose of waste from treatments. 5.9. Outline the condition in which to leave the work area and its importance.
6. Know the contra-indications and contra-actions of nail services.	6.1. Outline the conditions and disorders that may contra-indicate the treatment and why. 6.2. Outline conditions and disorders that may restrict the treatment and why. 6.3. State potential contra-actions which may occur during and after nail services and the advice that should be given to clients.
7. Know how to use client consultation and service planning for nail services.	7.1. Describe how to use consultation techniques to meet the needs of different client groups. 7.2. Outline the questioning and listening skills used to gather information. 7.3. State how to provide advice and recommendations to clients. 7.4. Outline how to interpret negative and positive body language and its importance. 7.5. Outline the importance and legal significance of questioning clients and recording responses on contra-indications to nail services. 7.6. Outline the reasons for not naming specific contra-indications and the importance of encouraging clients to seek medical advice. 7.7. Outline the importance of providing time and encouragement for client's to ask questions.
8. Know anatomy and physiology related to nail services.	8.1. Outline the basic structure of the nail unit. 8.2. Outline the basic structure of the skin.
9. Know about the use of nail treatments.	9.1. Identify materials and tools required for the service, and how, when and why to use them. 9.2. Identify the different types and uses of nail and skin products. 9.3. State the effects on the nails of improper use of nail service tools. 9.4. Outline how to create different types of nail shapes, according to the client's requirements.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	9.5. Outline methods of applying a buffed finish, a clear nail polish, a light nail polish and a nail strengthener. 9.6. State the proper method of removing nail polish.
10. Know how to provide aftercare advice for clients following nail services.	10.1. Outline why it is important to provide a basic home care routine. 10.2. Outline how to use tools and products at home. 10.3. State the recommended time intervals for nail services.



<b>Unit Title</b>	<b>Colour Hair Using Temporary Colour</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>30</b>
<b>Ofqual unit reference number (code)</b>	<b>R/600/4874</b>
<b>Assessment Guidance</b>	<b>This unit should be delivered in accordance with the Habia Sector Qualification Strategy and reference to the National Occupational Standards.</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to prepare for application of temporary colour.	1.1. Identify the purpose and effects of temporary, semi permanent and permanent colouring and lightening. 1.2. State the factors that influence the choice of temporary colouring products and method of application. 1.3. State the importance of the preparation procedures for temporary colouring. 1.4. List types of temporary colouring products. 1.5. Outline procedures for temporary colouring. 1.6. Select temporary colouring products.
2. Be able to apply a temporary colour.	2.1. Carry out hair sectioning techniques. 2.2. Apply temporary colouring products according to manufacturers' instructions. 2.3. Follow safe and hygienic working practices. 2.4. Communicate and behave in a professional manner. 2.5. State the basic structure of the hair. 2.6. State the methods and techniques used for temporary colouring. 2.7. State how to remove colouring products from hair.

<b>Unit Title</b>	<b>Create and Maintain Retail Displays in the Salon</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>2</b>
<b>GLH</b>	<b>17</b>
<b>Ofqual unit reference number (code)</b>	<b>Y/600/6335</b>
<b>Assessment Guidance</b>	<b>This unit should be delivered in accordance with the Habia Sector Qualification Strategy and with reference to the National Occupational Standards.</b>

This unit has 1 learning outcome.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to create and maintain a retail display.	1.1. Obtain advice for planning and positioning of display. 1.2. Create and maintain retail displays consistent with salon image. 1.3. Outline the factors to be taken into account when creating a retail display. 1.4. State the types of products suitable for retail displays. 1.5. State the procedure for reporting retail stock shortages. 1.6. Outline safe and hygienic working practices.

<b>Unit Title</b>	<b>Plaiting and Twisting Hair</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>30</b>
<b>Ofqual unit reference number (code)</b>	<b>Y/502/3805</b>
<b>Assessment Guidance</b>	<b>Plaiting techniques to include on and off the scalp plaits and twists.</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to prepare for basic plaiting and twisting hair.	1.1. Identify a range of finished looks that use plaiting and twisting techniques. 1.2. Prepare for plaiting and twisting techniques. 1.3. State the importance of the preparation procedures for plaiting and twisting techniques. 1.4. State the factors that influence the choice of plaiting and twisting techniques. 1.5. Select products and tools for plaiting and twisting techniques. 1.6. State when and how to use products, tools and equipment.
2. Be able to carry out basic hair plaiting and twisting techniques.	2.1. Carry out plaiting and twisting techniques with and without decoration. 2.2. Provide home care advice. 2.3. Follow safe and hygienic working practices. 2.4. Communicate and behave in a professional manner. 2.5. State the purpose of home care advice.

<b>Unit Title</b>	<b>Salon Reception Duties</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>22</b>
<b>Ofqual unit reference number (code)</b>	<b>R/600/6334</b>
<b>Assessment Guidance</b>	<b>This unit should be delivered in a realistic learning environment. The word client can be related to friends, peers, mannequins and does not need to be carried out on paying clients or within commercial timescales.</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to carry out salon reception duties.	1.1. Present a positive image of themselves and the salon. 1.2. Communicate and behave in a professional manner. 1.3. Record and pass on information accurately and clearly. 1.4. Maintain client confidentiality. 1.5. Outline the need to present a positive image. 1.6. Outline typical salon reception duties. 1.7. List features of a well-run reception service. 1.8. State the importance of maintaining client confidentiality. 1.9. Identify payment methods used for salon services. 1.10. State how to communicate and behave within a salon environment.
2. Be able to record salon appointments.	2.1. Record salon appointments for a variety of services. 2.2. Outline how to record appointments for a variety of services. 2.3. List the basic information required from the client. 2.4. Identify the different systems for recording appointments. 2.5. Outline factors to consider when agreeing appointments.

<b>Unit Title</b>	<b>Styling Men's Hair</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>30</b>
<b>Ofqual unit reference number (code)</b>	<b>A/502/3795</b>
<b>Assessment Guidance</b>	<p><b>Straightening, smoothing, curling, finger drying, finishing.</b></p> <p><b>Mousse, gel, lotion, spray, moisturisers, wax, dressing cream, heat protectors.</b></p> <p><b>Legislation.</b></p> <p><b>Speaking, listening, body language, what to say, how to say it, hair styling terminology.</b></p> <p><b>Following instructions, following salon/barbers requirements, working as a team.</b></p> <p><b>Head shape, face shape, body shape, lifestyle, adverse skin, scalp and hair conditions, hair growth patterns, hair growth cycle, hair length, hair type, hair condition, hair texture, elasticity, density, fashion trends.</b></p> <p><b>Combs, brushes, dryers, electrical equipment.</b></p> <p><b>PPE, COSHH, sterilisation, correct posture - prevention of fatigue and injury, health and safety policy</b></p> <p><b>Prepare the client, preparation of the work area.</b></p>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to prepare for styling for men.	1.1. Identify basic styling techniques for men's hair. 1.2. State the factors that influence the choice of hair styling techniques for men. 1.3. State the importance of the preparation procedures for styling men's hair. 1.4. Prepare for styling men's hair.
2. Be able to provide styling for men.	2.1. State the purpose of hair styling and finishing products, tools and equipment. 2.2. Select appropriate products, tools and equipment. 2.3. Style men's hair using basic styling techniques. 2.4. Follow safe and hygienic working practices. 2.5. Communicate and behave in a professional manner.

<b>Unit Title</b>	<b>Styling Women's Hair</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>30</b>
<b>Ofqual unit reference number (code)</b>	<b>F/502/3796</b>
<b>Assessment Guidance</b>	<p><b>Mousse, gel, lotion, spray, moisturisers, wax, heat protectors</b>  <b>Combs, brushes, dryers, electrical equipment</b>  <b>Straightening, smoothing, curling, hair up, blow drying, setting, pin curling, finger drying</b>  <b>Head shape, face shape, body shape, lifestyle, adverse skin, scalp and hair conditions, hair growth patterns, hair growth cycle,</b>  <b>hair length, hair type, hair condition, hair texture, elasticity, density, fashion trends</b>  <b>Prepare the client, prepare the work area, tools and equipment</b>  <b>PPE, COSHH, sterilisation, relevant health and safety policy, correct posture - fatigue and injury</b>  <b>Speaking, listening, body language; what to say, how to say it, hair terminology.</b>  <b>Following instructions, work as a team, following salon requirements.</b></p>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to prepare for styling for women.	1.1. Identify basic techniques for styling women's hair. 1.2. State the factors that influence the choice of hair styling techniques for women. 1.3. State the importance of the preparation procedures for styling women's hair. 1.4. Prepare for styling women's hair.
2. Be able to provide styling for women.	2.1. State the purpose of hair styling and finishing products, tools and equipment. 2.2. Select appropriate products, tools and equipment. 2.3. Style women's hair using basic techniques. 2.4. Follow safe and hygienic working practices. 2.5. Communicate and behave in a professional manner.

### Scope of learning for Level 1 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 guidance, learners will take responsibility for completing the steps in structured and routine tasks and will be able to:

- Respond to oral and/or written questions set by the tutor about: for example, types of weeds, pests or diseases, methods of propagation or organic gardening techniques.
- Carry out basic assessment of information in familiar contexts: for example, soil types, techniques for promoting plant growth or aspects of lawn care.
- Demonstrate skills in simple role plays or simulations or in work experience, where required: for example, soil cultivation, garden maintenance or plant selection.
- Produce material for a practice file: for example, photographs or videos of completed cultivation or work in progress.

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

<b>Unit Title</b>	<b>Introduction to Horticulture</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>H/505/0599</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know duties, procedures and requirements relevant to working in horticulture.	1.1. Describe own duties. 1.2. Outline workplace requirements about: (a) Personal presentation (b) Timekeeping and attendance (c) Conduct towards others. 1.3. Identify the main procedures related to own work role. 1.4. Give examples of the possible consequences of not following at least two procedures.
2. Know about equipment used when working in horticulture.	2.1. Name items of equipment used. 2.2. State purpose of equipment. 2.3. Use equipment to carry out tasks. 2.4. Describe how to care for and store equipment.
3. Know health and safety procedures for working in horticulture.	3.1. Outline fire procedures. 3.2. Outline accident procedures. 3.3. Follow health and safety procedures.
4. Be able to communicate with others when working in horticulture.	4.1. Demonstrate when and how to approach supervisors and colleagues. 4.2. Outline how to maintain good working relationships. 4.3. Give an example of how to respond to complaints.



<b>Unit Title</b>	<b>Cultivating Compost and Soils</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>R/505/0596</b>

This unit has 5 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to prepare for composting and soil cultivation tasks.	1.1. List tools and equipment used for soil and compost cultivation and their uses. 1.2. Identify the health and safety precautions required for soil and compost cultivation.
2. Know how to make and use compost.	2.1. Give examples of what should and should not be used in composting. 2.2. Identify the steps in making compost. 2.3. State the benefits of using compost.
3. Know about different soil types.	3.1. Describe the components and characteristics of three soil types. 3.2. Give examples of the types of plants which will grow well on three types of soil.
4. Know about pH levels and soil chemicals.	4.1. State the meaning of pH levels and their effects on soil. 4.2. Identify chemicals in soil and their effects on plant life.
5. Understand techniques for cultivating soil.	5.1. Identify how different types of soil may be cultivated with the use of tools. 5.2. Give examples of how plant growth can be boosted by adding nutrients to the soil.

<b>Unit Title</b>	<b>Cultivating Herbs</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>R/503/2714</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the use of herbs.	1.1. Identify plants from the onion family and state their medicinal or culinary use. 1.2. Identify plants from the mint family and state their medicinal or culinary use. 1.3. Identify plants from the thyme or sage family and state their medicinal or culinary use.
2. Understand the factors in selecting herbs for a particular site.	2.1. Identify the characteristics of different herbs. 2.2. Identify what different herbs need to grow well. 2.3. Identify the container and location most suited to selected herbs.
3. Be able to cultivate herbs.	3.1. Grow a member of the onion family from seeds or bulbs. 3.2. Grow a member of the mint family from seeds or cuttings. 3.3. Grow a member of the thyme or sage family from seeds or cuttings.

<b>Equivalences</b>	<b>Understanding how to Cultivate Herbs -K/500/5115</b>
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<b>Unit Title</b>	<b>Garden Horticulture</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>D/505/0598</b>

This unit has 5 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand how to promote healthy plant growth.	1.1. Describe how to maintain healthy plants. 1.2. Identify techniques used to promote healthy plant growth. 1.3. State the benefits of each technique. 1.4. Identify types of organic matter to promote growth. 1.5. Identify types of fertiliser to promote growth.
2. Understand how to care for a lawn.	2.1. Describe how to maintain healthy lawn growth. 2.2. List at least three different types of grass cutting equipment. 2.3. State which is most appropriate for a specific lawn.
3. Know the benefits of common garden maintenance techniques.	3.1. Identify the benefits of: (a) Pruning (b) Forking (c) Raking. 3.2. Give an example of a beneficial way to dispose of garden waste.
4. Know how to recognise common garden weeds, pests and diseases.	4.1. Identify three types of weed from a given selection. 4.2. Identify three types of common garden pest. 4.3. Identify a common plant disease.
5. Know about weed, pest and disease control.	5.1. State two ways to control weeds. 5.2. State two ways to control garden pests. 5.3. State two ways to control plant diseases.

<b>Unit Title</b>	<b>Organic Horticulture</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>L/505/0600</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the difference between organic and conventional growing systems.	1.1. Define the term 'organic' as applied to sustainable growing methods. 1.2. Identify three advantages and three disadvantages of organic growing methods. 1.3. State three potential environmental benefits of organic growing methods.
2. Understand organic soil management techniques.	2.1. Identify common organic methods of improving soil fertility. 2.2. State the purpose of composting. 2.3. Define the term 'green manure'. 2.4. Select manures and fertilisers suited for organic gardening. 2.5. Demonstrate how to apply an organic manure or fertilizer correctly.
3. Be able to use organic crop protection techniques.	3.1. State three benefits of using natural methods of pest and disease control. 3.2. List three natural predators and the pests they control. 3.3. Describe three organic methods of pest or disease control. 3.4. Demonstrate an organic method of pest or disease control.

<b>Unit Title</b>	<b>Pest Control</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>1</b>
<b>GLH</b>	<b>9</b>
<b>Ofqual unit reference number (code)</b>	<b>M/503/8620</b>

This unit has 7 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to prepare for pest control tasks.	1.1. Select and wear protective clothing suitable for pest control tasks. 1.2. Select tools and equipment appropriate for pest control tasks. 1.3. Identify necessary safety procedures in relation to pest control.
2. Understand why pest control is necessary.	2.1. Outline why pest control is necessary.
3. Be able to recognise common pests.	3.1. Identify a range of common pests.
4. Know methods of pest control.	4.1. Outline methods of pest control for different types of pest.
5. Be able to carry out pest control.	5.1. Demonstrate three methods of pest control.
6. Know and comply with health and safety procedures relevant to pest control.	6.1. Identify potential hazards related to different methods of pest control. 6.2. Outline safety procedures relevant to use of pesticides. 6.3. Work with due regard to health and safety of self and others.
7. Be able to maintain a tidy work area.	7.1. Maintain a clear and tidy work area. 7.2. Dispose of waste appropriately. 7.3. Clean tools and equipment and store materials safely after use.

<b>Unit Title</b>	<b>Plant Pruning</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>1</b>
<b>GLH</b>	<b>9</b>
<b>Ofqual unit reference number (code)</b>	<b>R/505/0601</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the reasons for pruning plants.	1.1. State what is meant by pruning. 1.2. Describe three reasons why pruning is carried out. 1.3. Identify six plants which are usually pruned. 1.4. State when their pruning should take place. 1.5. Give examples of problems which may occur if plants are not pruned according to their requirements.
2. Be able to prune for maintenance and shaping.	2.1. Identify a node. 2.2. Demonstrate pruning techniques suited to the following purposes on at least three plants for each: (a) Plant maintenance (b) Shaping plants.

<b>Unit Title</b>	<b>Plant Selection</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>M/504/0738</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the characteristics and uses of plants.	1.1. Identify aesthetic characteristics of plants. 1.2. Identify functional characteristics of plants. 1.3. Identify different categories of plants for specific purposes.
2. Be able to select plants for specific uses and locations.	2.1. Identify plants suitable for different locations. 2.2. Identify plants for a specific function or aesthetic purpose.
3. Understand the establishment and maintenance needs of plants.	3.1. State establishment needs of specific plants. 3.2. State routine maintenance needs of specific plants.

<b>Unit Title</b>	<b>Sowing and Growing Techniques</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>Y/505/0602</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to propagate seeds indoors.	1.1. Outline the requirements for the successful germination of seeds. 1.2. Identify at least five types of plants suitable for propagating from seed indoors. 1.3. Demonstrate for at least three different types of seeds how to: <ul style="list-style-type: none"> <li>(a) Select growing medium and equipment suited to growing the seeds indoors</li> <li>(b) Sow and water the seeds</li> <li>(c) Protect the seeds.</li> </ul>
2. Be able to propagate seeds outdoors.	2.1. Outline the requirements for the successful germination of seeds outdoors. 2.2. Identify at least five types of plants suitable for propagating from seed outdoors. 2.3. For at least two types of seed, demonstrate how to: <ul style="list-style-type: none"> <li>(a) Prepare the ground for sowing outdoors.</li> <li>(b) Sow and water the seeds.</li> <li>(c) Protect the seeds.</li> </ul>
3. Know how to care for growing seedlings.	3.1. Outline the stages of seedling development. 3.2. Identify reasons for “pricking out” and “hardening off”.
4. Be able to transplant germinated seeds.	4.1. State the purpose of tools and equipment used to transplant germinated seeds. 4.2. For at least two types of seed, demonstrate how to: <ul style="list-style-type: none"> <li>(a) Use tools or equipment to transplant germinated seeds</li> <li>(b) Water and fertilise transplanted plants</li> <li>(c) Position transplanted plants for optimum growth.</li> </ul>



<b>Unit Title</b>	<b>Using and Maintaining Horticultural Hand Tools</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>T/504/0742</b>

This unit has 5 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to follow Health and Safety rules when maintaining and repairing horticultural hand tools.	1.1. State the importance of following instructions when maintaining horticultural hand tools. 1.2. Identify common hazards when maintaining horticultural hand tools. 1.3. Select and use appropriate personal protective clothing and equipment. 1.4. Carry out tasks with due regard to health and safety of self and others. 1.5. Identify situations when assistance is required and refer to the appropriate person. 1.6. Dispose of waste in a safe, effective and environmentally appropriate manner.
2. Be able to carry out regular maintenance of a range of horticultural hand tools.	2.1. State the reasons for regular maintenance of horticultural hand tools. 2.2. Identify the materials necessary for the maintenance of horticultural hand tools. 2.3. Carry out a regular programme of maintenance on a range of horticultural hand tools.
3. Be able to carry out basic repairs to horticultural hand tools.	3.1 Identify a range of basic faults on horticultural hand tools. 3.2 Repair basic faults on horticultural hand tools under supervision. 3.3 Check horticultural hand tools following repair.
4. Be able to use a range of horticultural hand tools.	4.1 Select appropriate horticultural hand tools for a range of tasks. 4.2 Demonstrate the correct use of horticultural hand tools. 4.3 Demonstrate the correct transportation of horticultural hand tools.
5. Be able to store horticultural hand tools and equipment safely.	5.1 Store horticultural hand tools and equipment safely.

<b>Unit Title</b>	<b>Weed Control</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>1</b>
<b>GLH</b>	<b>9</b>
<b>Ofqual unit reference number (code)</b>	<b>A/504/0743</b>

This unit has 7 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to prepare for weed control tasks.	1.1. Select and wear protective clothing suitable for tasks. 1.2. Select tools and equipment appropriate for tasks. 1.3. Identify necessary safety procedures.
2. Understand why weed control is necessary.	2.1. Outline why weed control is necessary.
3. Be able to recognise common weeds.	3.1. Identify four common annual weeds. 3.2. Identify four common perennial weeds.
4. Know methods of weed control.	4.1. Outline methods of weed control. 4.2. Identify methods of control suitable for different types of weeds.
5. Be able to carry out weed control.	5.1. Demonstrate three methods of weed control.
6. Know and comply with health and safety procedures relevant to weed control.	6.1. Identify potential hazards related to different methods of weed control. 6.2. Outline safety procedures relevant to use of herbicides. 6.3. Work with due regard to health and safety of self and others.
7. Be able to maintain a tidy work area.	7.1. Clear and tidy work area. 7.2. Dispose of debris appropriately. 7.3. Clean tools and equipment and store materials safely after use.

## Scope of learning for Level 1 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 guidance, learners will take responsibility for completing the steps in structured and routine tasks and will be able to:

- Respond to oral and/or written questions set by the tutor about: for example, health and safety for the vehicle workshop, vehicle technology or specified aspects of workshop methods.
- Carry out basic assessment of information in familiar contexts: for example, internal and external car or motorcycle parts, tyre pressures or treads or techniques for carrying out simple repairs.
- Demonstrate skills in simple role plays or simulations or in work experience, where required: for example, safe and correct use of tools, equipment and materials, car maintenance techniques or valeting techniques.
- Produce material for a practice file: for example, photographs or videos or work in progress or completed work on car or motorcycle.

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

<b>Unit Title</b>	<b>Introduction to Motor Vehicle Maintenance and Repair</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>K/505/0605</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know duties, procedures and requirements relevant to working in a garage.	1.1. Describe own duties. 1.2. Outline workplace requirements about: (a) Personal presentation (b) Timekeeping and attendance (c) Conduct towards others. 1.3. Identify the main procedures related to own work role. 1.4. Give examples of the possible consequences of not following procedures.
2. Know about equipment used when working in a garage.	2.1. Name items of equipment used. 2.2. State the purpose of equipment. 2.3. Use equipment to carry out tasks. 2.4. Describe how to care for and store equipment.
3. Know health and safety procedures for working in a garage.	3.1. Outline fire procedures. 3.2. Outline accident procedures. 3.3. Follow health and safety procedures.
4. Be able to communicate with others when working in a garage.	4.1. Indicate when and how to approach supervisors and colleagues. 4.2. Outline how to maintain good working relationships. 4.3. Give examples of how to respond to complaints.

<b>Unit Title</b>	<b>Basic Vehicle Body Repairs</b>
<b>Ofqual unit reference number (code)</b>	<b>M/506/8054</b>
<b>Unit Level</b>	<b>One</b>
<b>GLH</b>	<b>37</b>
<b>Unit Credit Value</b>	<b>5</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to work safely.	1.1. Select Personal Protective Equipment and vehicle protection appropriate to the task. 1.2. Follow safe working practices at all times.
2. Be able to use hand tools to carry out repairs.	2.1. Select hand tools appropriate to the task. 2.2. Use hand tools appropriate to the type of repair. 2.3. Use the correct hand tool techniques to carry out repairs. 2.4. Clean and store hand tools in line with manufacturers' recommendations.
3. Be able to carry out repairs of simple body damage.	3.1. Use the correct procedures to prepare damaged areas prior to repair. 3.2. Use the correct techniques and procedures to carry out damage repairs. 3.3. State techniques used to check a repaired surface. 3.4. Identify abrasive types, forms and grades required to carry out repairs. 3.5. Carry out adjustments and maintenance of power tools used.
<b>Equivalences</b>	<b>L/503/3361</b>

<b>Unit Title</b>	<b>Checking and Maintaining a Car's Tyre Pressure and Tread</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>1</b>
<b>GLH</b>	<b>9</b>
<b>Ofqual unit reference number (code)</b>	<b>D/505/0603</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to use relevant tools and equipment.	1.1. Identify relevant tools for tyre maintenance. 1.2. State the purpose of tools used for tyre maintenance. 1.3. Use tools safely.
2. Know how to maintain road wheels and tyres on a motor vehicle.	2.1. Identify and select: (a) tyre pressure gauge (b) air line and inflator tread gauge (c) tyre pressure chart (d) tread gauge. 2.2. Check all tyres for uneven wear, nails and cracked tyre walls, and record results in an appropriate format. 2.3. State legal tyre tread depth. 2.4. Check tread depths of all tyres with tread gauge, and record results. 2.5. Remove one wheel from vehicle in the approved, safe manner. 2.6. Remove a tyre, check wheel condition and refit tyre using correct equipment. 2.7. Balance the wheel/tyre assembly. 2.8. Refit wheel to vehicle. 2.9. Identify front and rear tyre pressures of the specified vehicle from a tyre pressure chart. 2.10. Check all tyre pressures and increase or decrease to correct value using an air-line pressure gauge and inflator.

<b>Unit Title</b>	<b>Identification of Basic External and Internal Car Parts</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>H/505/0604</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the location of major engine and chassis components.	1.1. Locate and name the following engine components: (a) alternator (b) starter motor (c) carburettor. 1.2. Locate and name the following chassis components: (a) gearbox (b) front and rear brake assemblies (c) suspension components.
2. Know the major internal engine components.	2.1. Identify the following major internal engine components: (a) crankshaft (b) piston (c) valves (d) connecting rod (e) oil pump (f) camshaft (g) flywheel.
3. Know the major cooling system components.	3.1. Locate and name the following cooling system components: (a) radiator (b) water pump (c) thermostat (d) hoses.

<b>Unit Title</b>	<b>Introduction to Vehicle Technology and Workshop Methods and Processes</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>6</b>
<b>GLH</b>	<b>60</b>
<b>Ofqual unit reference number (code)</b>	<b>L/502/1646</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to understand the operation and use of workshop equipment.	1.1. Identify and use common workshop equipment. 1.2. State safety precautions and regular checks for the above.
2. Be able to understand the use of tools and measuring equipment; identify joining methods and materials.	2.1. Identify and use common hand tools. 2.2. Identify locking and securing devices. 2.3. Describe the principles of measurement. 2.4. Identify and use measuring equipment. 2.5. Identify materials and their properties. 2.6. Restore threads and remove broken studs.
3. Be able to understand basic electrical principles and basic use of test equipment.	3.1. Describe the principles of electricity and electrical circuits. 3.2. Identify and use electrical measuring equipment.
4. Be able to understand vehicle construction materials, components, methods and safety features.	4.1. Identify materials used in vehicle construction. 4.2. Identify the components used in vehicle construction. 4.3. Describe the types of vehicle chassis and different construction methods. 4.4. Describe the safety features used in vehicle construction. 4.5. State current regulations controlling design, construction and use of vehicles.



<b>Unit Title</b>	<b>Introduction to Vehicle Valeting</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>4</b>
<b>GLH</b>	<b>40</b>
<b>Ofqual unit reference number (code)</b>	<b>J/501/7028</b>

This unit has 6 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Work safely.	1.1. Use safe working practices when valeting vehicles.
2. Know how to valet the exterior of vehicles.	2.1. Valet vehicle exterior to include: <ul style="list-style-type: none"> <li>• Selection and use of appropriate cleaning tools, materials and products</li> </ul> for: <ul style="list-style-type: none"> <li>o Washing and drying vehicle exterior ensuring removal of dirt, detergent and water</li> <li>o Restoring surface finish to bodywork, bright work, exterior trim and glass</li> <li>o Protecting surface finish including bodywork, bright work and exterior trim.</li> </ul>
3. Know how to valet the interior of vehicles.	3.1. Valet vehicle interior to include: <ul style="list-style-type: none"> <li>• Selection and use of appropriate cleaning tools, materials and products</li> </ul> for: <ul style="list-style-type: none"> <li>o Carpets</li> <li>o Upholstery</li> <li>o Plastic trim</li> <li>o Glass.</li> </ul>
4. Know how to valet an engine bay.	4.1. Demonstrate how to protect sensitive electronic components and the air intake prior to and during an engine bay valet. 4.2. Select and use appropriate cleaning tools, materials, methods and products to clean engine bay.
5. Know how to inspect a valeted vehicle.	5.1. Perform visual inspection of a valeted vehicle for cleaning residues and surface finish. 5.2. Identify key findings of inspection and rectify any imperfections.
6. Be aware of environmental considerations.	6.1. Demonstrate appropriate ways to dispose of waste products in accordance with environmental guidance.

<b>Unit Title</b>	<b>Introduction to Vehicle Wheels and Tyres</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>2</b>
<b>GLH</b>	<b>20</b>
<b>Ofqual unit reference number (code)</b>	<b>H/501/7022</b>

This unit has 7 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Work safely.	1.1. Use safe working practices when working with wheels and tyres.
2. Know how to remove and replace road wheels.	2.1. Remove and replace road wheels with special attention to <ul style="list-style-type: none"> <li>• Safe jacking procedure</li> <li>• Use of correct jacking points</li> <li>• Use of axle stands</li> <li>• Use of torque wrench.</li> </ul>
3. Know how to inspect road wheels.	3.1. Give examples of common wheel faults. 3.2. Perform visual inspection of road wheels for serviceability with particular attention to damage and attachment devices. 3.3. Identify key findings of inspection.
4. Know about tyre maintenance.	4.1. Using methodical procedures, carry out routine tyre maintenance with regard to: <ul style="list-style-type: none"> <li>• Checking and adjusting tyre pressures</li> <li>• Measuring tread depth</li> <li>• Removing inclusions from tread area</li> <li>• Inspecting sidewalls for damage.</li> </ul> 4.2. Identify from samples common tyre faults.
5. Know how to replace tyres.	5.1. Remove a tyre (including valve assembly where appropriate) from a road wheel. 5.2. Identify the correct replacement tyre for a specified vehicle. 5.3. Fit a tyre in accordance with manufacturers guidance. 5.4. Re-inflate to correct pressure.
6. Know how to balance wheels.	6.1. Explain the purpose of balancing a wheel and tyre assembly. 6.2. Balance a wheel and tyre assembly in accordance with manufacturers guidance.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
7. Be aware of environmental considerations.	7.1. Demonstrate appropriate ways to dispose of waste products in accordance with environmental guidance.

<b>Unit Title</b>	<b>Motorcycle Construction and Routine Maintenance</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>26</b>
<b>Ofqual unit reference number (code)</b>	<b>Y/503/3380</b>
<b>Assessment Guidance</b>	<b>This unit is partly mapped to the IMI NOS</b>

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Know different types of motorcycle and layouts.	1.1. Identify different types of motorcycles and the location of the main components. 1.2. Identify the different types of motorcycles frames and their construction methods. 1.3. Identify the components used in motorcycle fairings and side panel construction.
2. Know safety features used in motorcycle construction.	2.1. Identify the safety features used in motorcycle construction. 2.2. State the purpose and basic action of each safety feature. 2.3. State the methods used to protect the riders.
3. Carry out routine motorcycle maintenance.	3.1. Give examples of technical information sources. 3.2. Carry out routine motorcycle maintenance inspections and record findings. 3.3. State the basic requirements of statutory regulations relating to the repair and use of motorcycles.

<b>Unit Title</b>	<b>Routine Motorcycle Maintenance Processes and Procedures</b>
<b>Ofqual unit reference number (code)</b>	<b>L/506/8059</b>
<b>Unit Level</b>	<b>One</b>
<b>GLH</b>	<b>30</b>
<b>Unit Credit Value</b>	<b>4</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to work safely when carrying out routine motorcycle maintenance.	1.1. Use appropriate Personal Protective Equipment when working on motorcycles. 1.2. Use safe working practices when carrying out routine motorcycle maintenance.
2. Know motorcycle components and systems that require maintenance.	2.1. Identify the main components and systems found on a modern motorcycle or scooter that require maintenance.
3. Know routine maintenance requirements for motorcycles.	3.1. Locate the correct and appropriate sources of information, tools and equipment required to carry out motorcycle maintenance.
4. Be able to carry out routine maintenance on motorcycles.	4.1. Locate and use the correct technical data when carrying out routine maintenance of motorcycles or scooters. 4.2. Demonstrate the correct procedures when removing body panels and seat units prior to carrying out routine motorcycle maintenance. 4.3. Demonstrate the correct procedures when inspecting systems and components during basic motorcycle maintenance. 4.4. Demonstrate the correct procedures when replacing and replenishing fluids and service items during basic motorcycle maintenance. 4.5. Demonstrate the correct procedures when adjusting and lubricating motorcycle components and systems.

<b>Equivalences</b>	<b>D/600/3310</b>
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<b>Unit Title:</b>	<b>Routine Vehicle Maintenance Processes and Procedures on Vehicles with Four Wheels or More</b>
<b>Unit Level:</b>	<b>One</b>
<b>Unit Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>30</b>
<b>Ofqual Unit Reference Number:</b>	<b>J/600/3303</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to work safely when carrying out routine vehicle maintenance.	1.1. Use appropriate Personal Protective Equipment when carrying out routine vehicle maintenance. 1.2. Use appropriate and safe working practices when carrying out routine vehicle maintenance.
2. Know vehicle components and systems that require routine maintenance.	2.1. Identify the main components and systems found on a modern vehicle that require routine maintenance.
3. Know routine maintenance requirements for vehicle systems and components.	3.1. Locate the correct and appropriate sources of information, tools and equipment required to carry out basic routine vehicle maintenance e.g interim service.

<b>Unit Title</b>	<b>Tools, Equipment and Materials for Vehicle Maintenance</b>
<b>Ofqual unit reference number (code)</b>	<b>H/506/8066</b>
<b>Unit Level</b>	<b>One</b>
<b>GLH</b>	<b>30</b>
<b>Unit Credit Value</b>	<b>4</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to work safely.	1.1. Select and use appropriate Personal Protective Equipment when using tools and equipment for vehicle maintenance. 1.2. Use safe methods of working when using tools and equipment.
2. Be able to use and maintain hand tools for vehicle maintenance.	2.1. Select appropriate hand tools for vehicle maintenance tasks. 2.2. Use hand tools correctly. 2.3. Identify common defects in basic tools. 2.4. Maintain hand tools in a safe condition.
3. Be able to use workshop equipment for vehicle maintenance.	3.1. Select appropriate workshop equipment for vehicle maintenance. 3.2. Use workshop equipment correctly. 3.3. Carry out basic care and maintenance of common workshop equipment.
4. Be able to use materials when carrying out vehicle maintenance.	4.1. Identify common materials in the construction of vehicles. 4.2. Identify common materials and consumables used for vehicle maintenance. 4.3. Use appropriate materials and consumables for vehicle maintenance.
<b>Equivalences</b>	<b>F/600/3297</b>

<b>Unit Title</b>	<b>Vehicle Braking Systems Components and Maintenance</b>
<b>Ofqual unit reference number (code)</b>	<b>K/506/8070</b>
<b>Unit Level</b>	<b>One</b>
<b>GLH</b>	<b>30</b>
<b>Unit Credit Value</b>	<b>4</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to work safely on vehicle braking systems.	1.1. Use appropriate Personal Protective Equipment when working on vehicle braking systems. 1.2. Use safe working practices when working on vehicle braking systems.
2. Know non-ABS vehicle braking system components.	2.1. Identify the main mechanical components used in vehicle braking systems. 2.2. Identify the main hydraulic components in non-ABS vehicle braking systems.
3. Know how basic vehicle braking systems operate.	3.1. State the operating principles of mechanical vehicle braking systems and components. 3.2. State the operating principles of non-ABS hydraulic braking systems and components.
4. Be able to carry out routine maintenance on vehicle braking systems.	4.1. Select the correct technical data for routine maintenance of vehicle braking systems. 4.2. Demonstrate the correct procedures when removing and replacing brake pads and brake shoes. 4.3. Demonstrate the correct procedures when adjusting handbrake mechanisms. 4.4. Demonstrate the correct procedures for bleeding brakes during routine maintenance on vehicle braking systems.

<b>Equivalences</b>	<b>F/600/3302</b>
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## Scope of learning for Level 1 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 guidance, learners will take responsibility for completing the steps in structured and routine tasks and will be able to:

- Respond to oral and/or written questions set by the tutor about: for example, functions of the human skeleton or muscles, angling regulations or rules of specified indoor team games.
- Carry out basic assessment of information in familiar contexts: for example, principles of sports coaching, health and safety requirements for specified sports or active leisure activities or game tactics.
- Demonstrate skills in simple role plays or simulations or in work experience, where required: for example, assisting in delivering an activity session, taking part in sport or active leisure or planning and implementing own fitness programme.
- Produce material for a practice file: for example, photographs or videos of taking part in sport or active leisure activities.
- Maintain, where required, a reflective log or diary collating learner's insights into: for example, assessment of outcomes of own fitness programme or review of implementation of sport or active leisure project

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



<b>Unit Title</b>	<b>Introduction to Sport and Leisure</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>J/505/0658</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know duties, procedures and requirements relevant to working in a sport and leisure environment.	1.1. Describe own duties. 1.2. Outline workplace requirements about: (a) Personal presentation (b) Timekeeping and attendance (c) Conduct towards others. 1.3. Identify procedures related to own work role. 1.4. Give examples of the possible consequences of not following at least two procedures.
2. Know about equipment used in a sport and leisure environment.	2.1. Name items of equipment used. 2.2. State purpose of equipment. 2.3. Use equipment to carry out tasks. 2.4. Describe how to care for and store equipment.
3. Know health and safety procedures for working in a sport and leisure environment.	3.1. Outline fire procedures. 3.2. Outline accident procedures. 3.3. Follow health and safety procedures.
4. Be able to communicate with others when working in a sport and leisure environment.	4.1. Indicate when and how to approach supervisors and colleagues. 4.2. Outline how to maintain good working relationships. 4.3. Give examples of how to respond to complaints.

<b>Unit Title</b>	<b>Angling Skills</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>T/505/0638</b>

This unit has 5 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about the different branches of angling.	1.1. Identify the three branches of angling. 1.2. State an appropriate venue for each branch. 1.3. Outline key features of each branch.
2. Know about the regulations relating to angling.	2.1. State why a Rod Licence is required. 2.2. State when and where a Rod Licence is needed. 2.3. Indicate how and where a Rod Licence can be purchased. 2.4. State why a fishing permit is required. 2.5. State when and where a fishing permit is needed. 2.6. Give examples of how and where fishing permits can be acquired. 2.7. Give examples of local regulations affecting specific angling venues.
3. Know about Health and Safety requirements when angling.	3.1. Outline key risks when angling. 3.2. Identify measures that can be taken to minimise risk when angling. 3.3. Behave in a safe manner in the angling environment.
4. Be able to use angling equipment in a specific branch of angling.	4.1. Identify appropriate equipment to be used for one branch of angling. 4.2. Assemble equipment safely. 4.3. Demonstrate how to cast correctly. 4.4. Demonstrate how to land a fish safely.
5. Know how to select and use appropriate bait.	5.1. Select suitable bait for one branch of angling. 5.2. Outline how to prepare bait. 5.3. Demonstrate how to use one kind of bait.

<b>Unit Title</b>	<b>Assist in Delivering an Activity Session</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>F/505/0643</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to prepare for an activity session.	1.1. Identify facilities and equipment needed for planned session. 1.2. Prepare facilities and equipment for planned session.
2. Be able to assist in delivering activity sessions.	2.1. Agree contribution to a planned session with session leader. 2.2. Indicate how to lead a warm up for a session safely. 2.3. Assist in delivering a session as agreed with session leader. 2.4. Give clear and accurate information to session participants. 2.5. Indicate how to lead a cool down for a session safely.
3. Be able to conclude and review activity sessions.	3.1. Check that facilities are left ready for next session and equipment is put away as required after sessions. 3.2. Use feedback on assistance given in delivering sessions to identify: (a) aspects of own performance which went well (b) aspects of own performance which could be improved in future.

<b>Unit Title</b>	<b>How the Body Works</b>
<b>Ofqual unit reference number (code)</b>	<b>F/506/8057</b>
<b>Unit Level</b>	<b>One</b>
<b>GLH</b>	<b>30</b>
<b>Unit Credit Value</b>	<b>4</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the functions of the skeletal and muscular systems.	1.1. Identify the functions of the skeleton. 1.2. Identify the functions of the muscular system.
2. Know the structure and functions of the cardio-respiratory system.	2.1. Identify the structure and function of the heart. 2.2. Identify the structure and function of the lungs.
3. Know the requirements of a healthy diet.	3.1. Identify the different nutrients for a healthy diet. 3.2. Identify the functions of each nutrient for a healthy body.
<b>Equivalences</b>	<b>T/501/7249</b>

<b>Unit Title</b>	<b>Indoor Team Games</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>A/505/0656</b>

This unit has 6 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about indoor team games.	1.1. Outline the main types of indoor team games. 1.2. Identify the benefit of indoor team games. 1.3. Outline the main rules for a specific indoor team game. 1.4. Identify the main skills and techniques required to play a specific indoor team game.
2. Know how to interact with others in indoor team games.	2.1. Listen and respond to others showing respect and consideration. 2.2. Demonstrate team work skills in practices and competitive games.
3. Be able to participate in an indoor team game.	3.1. Outline the types of skills practices required for a specific indoor team game. 3.2. State why these practices are required. 3.3. Take part in a skills practice for a specific indoor team game.
4. Know the meaning of game tactics.	4.1. Describe the meaning of game tactics. 4.2. Demonstrate use of agreed game tactics in a specific game.
5. Be able to use safe working practices when participating in indoor team games.	5.1. Identify types and purposes of equipment and personal kit for at least two specified indoor team games. 5.2. Describe 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.

<b>Unit Title</b>	<b>Participating in Leisure Activities</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>L/505/0659</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand local leisure activities and how to access them.	1.1. Describe at least three locally based leisure activities. 1.2. Collect information on how to gain access to three local leisure activities. 1.3. Identify any costs involved in participating in three local leisure activities.
2. Be able to participate in local leisure activities.	2.1. Describe any special equipment and/or clothing requirements for participating in different local leisure activities. 2.2. Identify their personal budget for three selected local leisure activities. 2.3. Participate in three local leisure activities for a given period.
3. Know key benefits of participating in leisure activities.	3.1. Outline at least two benefits from participating in local leisure activities. 3.2. Assess the personal benefits gained from participating in three local leisure activities.
4. Know how to maintain health and safety when participating in leisure activities.	4.1. Identify health and safety issues relating to participating in three local leisure activities. 4.2. Explain how the identify health and safety issues can be addressed.

<b>Unit Title</b>	<b>Planning a Fitness Programme</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>F/504/8200</b>

This unit has 6 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the components of physical fitness.	1.1. Outline the components of physical fitness.
2. Be able to assess own fitness level.	2.1. Assess own fitness level.
3. Be able to plan own fitness programme.	3.1. Set own fitness targets. 3.2. Plan a programme to meet own fitness targets.
4. Be able to implement own fitness programme.	4.1. Follow own fitness programme over a planned period of time.
5. Know how to overcome barriers to achievement of fitness goals.	5.1. Identify barriers to achieving own fitness goals. 5.2. Identify ways to overcome barriers to achieving own fitness goals.
6. Be able to review own fitness programme.	6.1. Assess own fitness programme, identifying what went well.

<b>Unit Title</b>	<b>Principles of Conducting Sports Coaching</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>F/505/0660</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know how to prepare for a sports coaching session.	1.1. Describe the responsibilities of conducting a sports coaching session. 1.2. Identify the health and safety requirements for coaching in a specific sport. 1.3. Identify the skills or techniques to be developed in a specific coaching session. 1.4. Outline how to select equipment for different participants in coaching a specific sport.
2. Understand how to support participants behaviour and performance during coaching.	2.1. State the steps required to improve performance through coaching. 2.2. Outline how to motivate participants without putting them under stress. 2.3. Give an example of how to manage participants behaviour during coaching.
3. Understand the importance of communication between coach and participants.	3.1. Outline the importance of good communication with participants during coaching. 3.2. Outline when and how to give feedback to participants. 3.3. State why it is important to get feedback from participants after sessions.



<b>Unit Title</b>	<b>Sport and Active Leisure Project</b>
<b>Ofqual unit reference number (code)</b>	<b>K/506/7954</b>
<b>Unit Level</b>	<b>One</b>
<b>GLH</b>	<b>30</b>
<b>Unit Credit Value</b>	<b>4</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to find out about an aspect of sport and active leisure.	1.1. Plan which aspect of sport and active leisure will be researched. 1.2. Work as part of a team to research information.
2. Be able to demonstrate work-related skills as a project team member.	2.1. Use communication skills to present information clearly and accurately. 2.2. Make a positive contribution to the project as a team member. 2.3. Use self-management skills to meet deadlines and solve problems.
3. Be able to assess own work-related skills in researching an aspect of sport and active leisure.	3.1. Assess own work-related skills in researching an aspect of sport and active leisure.

<b>Equivalences</b>	<b>A/501/7253</b>
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<b>Unit Title</b>	<b>Taking Part in Exercise and Fitness</b>
<b>Ofqual unit reference number (code)</b>	<b>D/506/8065</b>
<b>Unit Level</b>	<b>One</b>
<b>GLH</b>	<b>36</b>
<b>Unit Credit Value</b>	<b>4</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about different exercise and fitness facilities.	1.1. Outline different exercise and fitness activities. 1.2. Identify different exercise and fitness facilities.
2. Know how to take part in exercise and fitness safely.	2.1. Outline an induction process for an exercise and fitness activity. 2.2. Outline warm up and cool down activities.
3. Be able to demonstrate work skills through participation in exercise and fitness activities.	3.1. Actively participate in exercise and fitness activities and demonstrate: <ul style="list-style-type: none"> <li>• Time management skills</li> <li>• Appropriate dress for the activity</li> <li>• Following instructions provided by the activity leader</li> <li>• Following health and safety guidelines before, during and after activities.</li> </ul>
4. Be able to review own performance.	4.1. Identify own strengths and areas for improvement in exercise and fitness activities. 4.2. Suggest ways of improving own performances in one activity.

<b>Equivalences</b>	<b>M/501/7248</b>
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<b>Unit Title</b>	<b>Taking Part in a Sport</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>J/505/0661</b>

This unit has 5 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to identify benefits of taking part in sport.	1.1. List physical health benefits of being actively involved in a sport. 1.2. List social benefits from taking part in a sport. 1.3. Identify own requirements when selecting a sport. 1.4. Select a sport to meet identified needs.
2. Understand the health and safety requirements of a selected sport.	2.1. Identify the health and safety considerations for a selected sport. 2.2. State how identified health and safety issues can be addressed.
3. Understand how to warm up for a selected sport.	3.1. Outline activities suitable as warm up activities for a selected sport. 3.2. Demonstrate how to carry out a warm up activity.
4. Be able to participate in a selected sport.	4.1. State the dress and equipment requirements for a selected sport. 4.2. Outline the main rules of the sport. 4.3. Outline the tactics of a selected sport. 4.4. Participate in a sport over a given period of time. 4.5. State the main skills and techniques required to participate in a selected sport.
5. Be able to review own performance.	5.1. Identify aspects of participation in sport which have gone well. 5.2. State how performance could be improved in future.

<b>Unit Title</b>	<b>The Angling Environment</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>J/503/3570</b>

This unit has 5 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand why people go fishing.	1.1. Outline the reasons why people go fishing.
2. Understand how to respect the environment when angling.	2.1. Outline the Countryside Code and how it relates to angling. 2.2. Identify ways in which anglers may harm the environment. 2.3. Outline measures that can be taken to protect and enhance the angling environment.
3. Understand the influence of the water cycle and weather on angling.	3.1. Outline the water cycle. 3.2. Indicate how weather patterns and conditions can affect fishing.
4. Know about the anatomy of fish.	4.1. Identify internal parts of a fish. 4.2. Identify external features of a fish.
5. Know about the habitat and food source of different species of fish.	5.1. Identify five species of fish and their preferred habitat. 5.2. Outline the preferred food source for each species identified. 5.3. Outline the effects of pollution on food sources.

## Scope of learning for Level 1 Health and Social Care 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 guidance, learners will take responsibility for completing the steps in structured and routine tasks and will be able to:

- Respond to oral and/or written questions set by the tutor about: for example, protection and safeguarding, babies' and children's development or policies and procedures for care workers.
- Carry out basic assessment of information in familiar contexts: for example, healthy eating and drinking for the elderly, language development of children or the range of social care jobs available.
- Demonstrate skills in simple role plays or simulations or in work experience, where required: for example, carrying out specified social care tasks, correct and safe use of equipment or play activities with children.
- Maintain, where required, a reflective log or diary collating learner's insights into: for example, responsibilities and boundaries of own care role, effective communication with clients and colleagues or providing person centred support.

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

<b>Unit Title</b>	<b>Introduction to Health and Social Care</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>Y/505/0745</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know duties, procedures and requirements relevant to working in a care environment.	1.1. Describe own duties. 1.2. Outline workplace requirements about: (a) Personal presentation (b) Timekeeping and attendance (c) Conduct towards others. 1.3. Identify the main procedures related to own work role. 1.4. Give examples of the possible consequences of not following at least two procedures.
2. Know about equipment used when working in a care environment.	2.1. Name items of equipment used. 2.2. State the purpose of equipment. 2.3. Use equipment to carry out tasks. 2.4. Describe how to care for and store equipment.
3. Know health and safety procedures for working in a care environment.	3.1. Outline fire procedures. 3.2. Outline accident procedures. 3.3. Follow health and safety procedures.
4. Be able to communicate with others when working in a care environment.	4.1. Indicate when and how to approach supervisors and colleagues when working in a care environment. 4.2. Outline how to maintain good working relationships in a care environment. 4.3. Give examples of how to respond to a complaint.

<b>Unit Title</b>	<b>Awareness of Protection and Safeguarding in Health and Social Care (adults and children and young people), Early Years and Childcare</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>24</b>
<b>Ofqual unit reference number (code)</b>	<b>R/602/6194</b>

This unit has 1 learning outcome.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand protection and safeguarding in health and social care (adults and children and young people), early years and childcare.	1.1. Define 'protection of vulnerable adults'. 1.2. Define 'safeguarding children'. 1.3. Explain the term 'harm, abuse and neglect' in the context of: <ul style="list-style-type: none"> <li>• Protecting vulnerable adults</li> <li>• Safeguarding children.</li> </ul> 1.4. Give examples of the indicators of harm, abuse and neglect. 1.5. Identify what actions should be taken if there are concerns about harm, abuse and neglect. 1.6. Describe the boundaries of confidentiality and when to share information. 1.7. Explain who is responsible for protecting vulnerable adults and safeguarding children. 1.8. Identify what organisations should do to protect vulnerable adults and safeguard children. 1.9. Identify sources of support and information in relation to protection and safeguarding.

<b>Unit Title</b>	<b>Awareness of the Role and Responsibilities of the Adult Social Care Worker</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>1</b>
<b>GLH</b>	<b>10</b>
<b>Ofqual unit reference number (code)</b>	<b>F/502/9727</b>
<b>Assessment Guidance</b>	<p><b>Adult social care: providing care and/or support for individuals to achieve the quality of life they choose.</b></p> <p><b>An individual is someone requiring care or support.</b>  <b>Others may include:</b>  <b>Family</b>  <b>Friends</b>  <b>Informal carers</b>  <b>Advocates</b>  <b>Health professionals such as doctors, dentists, nurses and physiotherapists</b>  <b>Social workers, housing officers, care assistants</b>  <b>Organisations providing home services such as cleaning, laundry or meals on wheels</b>  <b>Community groups and other organisations that the individual has links with.</b></p> <p><b>Duty of Care is a legal obligation to:</b>  <b>Always act in the best interests of individuals and others</b>  <b>Not act or fail to act in a way that could cause harm</b>  <b>Act within your competence and do not take on something you do not believe you can safely do</b>  <b>Person-centred support ensures that the needs, wishes and preferences of the individuals inform their daily care.</b></p>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about the responsibilities of the adult social care worker.	1.1. Identify main responsibilities of an adult social care worker. 1.2. Outline the responsibilities and limits of the relationship between care workers and the individual. 1.3. Identify others that adult social care workers may work in partnership with. 1.4. Outline the need to report any suspicions about abuse or neglect.
2. Know about the role of the adult social care worker.	2.1. Identify daily tasks in a range of adult social care roles.



LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	2.2. Outline how duty of care might apply to the adult social care worker's daily role. 2.3. Give examples of how to provide person-centred support when supporting individuals in day-to-day activities.

<b>Unit Title</b>	<b>Introduction to Communication in Health and Social Care (adults and children and young people), Early Years and Childcare</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>2</b>
<b>GLH</b>	<b>19</b>
<b>Ofqual unit reference number (code)</b>	<b>T/602/6205</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know different methods of communication.	1.1. Identify a range of communication methods.
2. Understand how to communicate with individuals.	2.1. Outline how to identify an individual's communication and language needs, wishes and preferences. 2.2. Identify a range of barriers to communication. 2.3. Identify factors that promote communication and overcome barriers.

<b>Unit Title</b>	<b>Introduction to the Adult Social Care Sector</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>1</b>
<b>GLH</b>	<b>10</b>
<b>Ofqual unit reference number (code)</b>	<b>F/502/9579</b>
<b>Assessment Guidance</b>	<b>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about types of social care support available to adults.	1.1. Define adult social care. 1.2. Outline the different types of adult social care support and their purpose. 1.3. Give examples of who would access different types of adult social care support. 1.4. Outline how informal care contributes to adult social care.
2. Know the range of jobs available in adult social care.	2.1. Identify a range of jobs available in adult social care. 2.2. Outline settings where adult social care support is provided. 2.3. Outline a range of ways to develop a role or career in adult social care.

<b>Unit Title</b>	<b>Introduction to the Values and Principles of Adult Social Care</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>1</b>
<b>GLH</b>	<b>10</b>
<b>Ofqual unit reference number (code)</b>	<b>D/502/9590</b>
<b>Assessment Guidance</b>	<b>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the values and principles of adult social care.	1.1. Identify key values and principles of adult social care. 1.2. Outline why adult social care workers need to promote these values at all times. 1.3. Identify areas where own values and principles may conflict with those of adult social care.
2. Know the importance of diversity within adult social care.	2.1. Outline why it is important to support and respect diversity and different cultures and values. 2.2. Outline the importance of finding out an individual's history, needs, wishes, likes and dislikes.

<b>Unit Title</b>	<b>Introductory Awareness of Person-Centred Support in Health, Social Care and Children's and Young People's Settings</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>2</b>
<b>GLH</b>	<b>18</b>
<b>Ofqual unit reference number (code)</b>	<b>D/502/9718</b>
<b>Assessment Guidance</b>	<b>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand what is meant by person-centred support in health, social care and children's and young people's settings.	1.1. Define person-centred support. 1.2. Outline the importance of finding out an individual's history, needs, wishes, likes and dislikes. 1.3. Give examples of how to provide person-centred support when supporting individuals in day-to-day activities.
2. Know the importance to individuals of person-centred support in health, social care and children's and young people's settings.	2.1. Outline the benefits to an individual of person-centred support. 2.2. Give examples of how individuals can be in control of their care needs. 2.3. Outline how assessing risk can assist person-centred support.

<b>Unit Title</b>	<b>Introductory Awareness of the Importance of Healthy Eating and Drinking</b>
<b>Ofqual unit reference number (code)</b>	<b>J/506/8058</b>
<b>Unit Level</b>	<b>One</b>
<b>GLH</b>	<b>24</b>
<b>Unit Credit Value</b>	<b>3</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the importance of healthy eating.	1.1. Outline what is meant by a balanced diet. 1.2. Give examples of the effects on health if a diet is not balanced. 1.3. Give examples of ways that food can contribute to helping an individual to stay healthy. 1.4. Outline ways to inform individuals to eat a balanced diet.
2. Understand the importance of drinking enough to stay healthy.	2.1. State the recommended daily fluid intake for adults to stay healthy. 2.2. Outline how drinking enough can help people to stay healthy. 2.3. Identify the effects to health of not drinking enough. 2.4. Give examples of signs of not drinking enough. 2.5. Outline ways to encourage individuals to drink enough to stay healthy.
<b>Equivalences</b>	<b>Y/502/9720</b>

<b>Unit Title</b>	<b>Understanding the Principles of Care, Organisational Policies and the Role of the Care Worker</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>L/500/5513</b>

This unit has 7 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the values that underpin the role of the Care Worker and the organisation in which s/he works.	1.1. Identify a range of values for example, maintaining dignity of individuals, which are important for both the individual and the organisation. 1.2. Give an example of promoting at least one of these values. 1.3. Give examples of equality, diversity and rights issues in the organisation as related to an individual.
2. Understand the responsibilities and boundaries of the Care Worker role.	2.1. List responsibilities and boundaries of the Care Worker role. 2.2. List the boundaries of the Care Worker's relationship with the individual. 2.3. Identify a range of concerns related to staff and individual behaviour that can take place and state procedure for reporting these. 2.4. Identify examples of abuse and state procedures for reporting this.
3. Understand the importance of effective communication in the Care Worker role.	3.1. List different methods of communication. 3.2. List the skills which contribute to effective communication. 3.3. Communicate with individuals appropriately.
4. Understand the need for confidentiality and ways of maintaining confidentiality in the Care Worker role.	4.1. State why it is important to maintain confidentiality in the role of a Care Worker. 4.2. Identify ways in which confidentiality is maintained. 4.3. State the importance of checking people's identity before: a) disclosing information relating to individuals b) allowing visitors on premises.
5. Know basic organisational policies and procedures.	5.1. State how to access up to date copies of all relevant organisational policies and procedures.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	5.2. State why it is important for Care Workers to follow organisational policies and procedures.
6. Know how to apply policies and procedures.	6.1. Identify a range of policies and procedures for example, reporting situations, allowing someone else access to premises or information. 6.2. State correct actions to take in relation to at least two organisational policies and procedures.
7. Understand the role of the Care Worker and the importance of the support and supervisory process.	7.1. State how the role of the Care Worker fits within the organisational structure and its aims and values. 7.2. Identify the organisational systems in place to support the Care Worker in her/his role. 7.3. Identify the purpose of staff supervision. 7.4. State why it is important to support Families, Carers and Significant Others in the lives of individuals.



<b>Unit Title</b>	<b>Caring for Babies and Young Children</b>
<b>Ofqual unit reference number (code)</b>	<b>Y/505/4729</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about personal care for babies and young children.	1.1. State the correct procedure for bathing a baby or young child. 1.2. Identify products available for personal care. 1.3. Outline the importance of hygiene for specific areas of the body.
2. Know about feeding babies and young children.	2.1. State the benefits of breast-feeding for babies. 2.2. Demonstrate correct posture and positioning for feeding a baby prior to weaning onto solids. 2.3. Use a correct method for sterilising feeding equipment. 2.4. Outline appropriate hygiene and safety procedures when feeding babies and young children.
3. Know about clothing babies and young children.	3.1. Identify suitable clothing for children according to age and season. 3.2. State how to care for these clothes.
4. Know about the need for sleep and rest in babies and young children.	4.1. Identify when a: (a) baby (b) young child requires sleep. 4.2. Describe the correct method for putting a baby to bed. 4.3. Collect information showing equipment available for aiding rest and sleep.

<b>Unit Title</b>	<b>Developing Skills for Listening to Children</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>

<b>Ofqual unit reference number (code)</b>	<b>H/503/8193</b>
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This unit has 5 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the value and benefits of listening to children.	1.1. List the value and benefits of listening to children.
2. Know how to listen to children.	2.1. Describe how to actively listen to children.
3. Understand the importance of acknowledging children's feelings and needs.	3.1. Give an example of acknowledging a child's feelings. 3.2. Give an example of acknowledging a child's needs.
4. Know to ask appropriate questions when listening to children.	4.1. Give an example of an open question. 4.2. Give an example of a closed question. 4.3. Give an example of when it is appropriate to use a closed question when listening to children. 4.4. Give an example of when it is appropriate to use an open question when listening to children.
5. Understand the intention of listening.	5.1. Identify the purpose of listening with empathy and without expectation of a specific outcome. 5.2. Identify the possible negative effects of having his/her own 'agenda' when listening.

<b>Unit Title</b>	<b>Introduction to Developing Language and Communication Skills in Children from 0 – 5 Years</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>J/505/0742</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about key stages in language development and communication in children.	1.1. State key stages of language and communication development in children age 0 - 3. 1.2. State key stages of language and communication development in children age 3 - 5.
2. Know how to support language and communication skills development in children.	2.1. Identify ways of promoting language skills development in children. 2.2. Give an example of how to encourage language development in a specific child. 2.3. Outline how to support a bi-lingual child with language development. 2.4. Outline how to support a specific child with special educational needs with language development.
3. Understand links between language and non-verbal communication skills.	3.1. Identify links between language and communication skills. 3.2. Give an example of how to encourage development of a child's non-verbal communication skills.

<b>Unit Title</b>	<b>Supporting Child Development from 0-3 Years</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>H/505/0747</b>
<b>Assessment Guidance</b>	<b>Achievement of this unit does not provide evidence against the Care Standards Act requirements.</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand how to minimise risk in a young child's environment.	1.1. State risks for children age 0-1 (a) at home (b) in a child care setting. 1.2. State risks for children age 1-3 (c) at home (d) in a childcare setting. 1.3. Identify safety products for children age 0-3. 1.4. State how each product helps to minimise risk.
2. Know how to support the development of a baby age 0-1.	2.1. Outline the physical development of a baby from 0-1. 2.2. Select toys, play materials and games suitable for a child age 0-1. 2.3. Outline how these can be used to support different aspects of a baby's development.
3. Know how to support the development of children age 1-3.	3.1. Outline the physical development of a child age 1-3. 3.2. Select toys, play materials and games suitable for a child age 1-3. 3.3. Outline how these can be used to support different aspects of a child's development.

<b>Unit Title</b>	<b>Understanding Children’s Social and Emotional Development</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>A/505/0754</b>
<b>Assessment Guidance</b>	<b>Achievement of this unit does not provide evidence against the Care Standards Act requirements.</b>

This unit has 5 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand key elements children’s social and emotional development.	1.1. Give examples of 2 stages of children’s social and emotional development.
2. Understand children’s social and emotional needs.	2.1. Outline some social and emotional needs of young children.
3. Know how children acquire their behaviour patterns.	3.1. Give examples of how and why children learn to behave in particular ways.
4. Understand how to meet children’s social and emotional needs.	4.1. Identify key ways to meet some of the social and emotional needs of young children.
5. Understand how to encourage children to feel positive about themselves.	5.1. Give examples of ways of encouraging children to feel positive about themselves. 5.2. Identify some of the benefits of encouraging children to feel positive about themselves.

<b>Unit Title</b>	<b>Understanding Growth and Physical Development from Birth to Adolescence</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>2</b>
<b>GLH</b>	<b>18</b>
<b>Ofqual unit reference number (code)</b>	<b>F/505/0755</b>
<b>Assessment Guidance</b>	<b>Achievement of this unit does not provide evidence against the Care Standards Act requirements.</b>

This unit has 2 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the sequence of growth and physical development from birth to adolescence.	1.1. Identify the main stages of human growth and physical development. 1.2. Give an example of changes in a person's physical appearance. 1.3. Give an example of physical abilities at each stage from birth to adolescence.
2. Understand some of the factors that affect growth and physical development.	2.1. Give an example of how: (a) Diet (b) Exercise or lack of it (c) Environmental factors can affect growth and physical development. 2.2. Identify how environment may affect: (a) Diet (b) Exercise or lack of it (c) Environmental factors can affect growth and physical development.

<b>Unit Title</b>	<b>Understanding Play</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>R/503/3183</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the role of play in a child's development.	1.1. Identify the role of play in child development. 1.2. Give examples of the role of play in individual and group play. 1.3. Give two play activities which can encourage a child's development.
2. Understand the purpose of play activities for children at different levels of development.	2.1. Give examples of at least two play activities for different stages of child development. 2.2. Identify the purpose of each activity.
3. Understand the importance of a plan for play activities.	3.1. State the importance of a play activity plan. 3.2. Select materials for a play activity and state how these relate to a plan for play activities. 3.3. Suggest how this activity is inclusive and relates to equal opportunities.
4. Know how stereotyping can affect children's participation in activities.	4.1. List different stereotypes. 4.2. Give two examples of activities which can result in stereotypical play. 4.3. State how these activities may affect children's participation.
<b>Equivalences</b>	<b>Understanding the Importance of Play -M/500/5102</b>

<b>Unit Title</b>	<b>Understanding Play for Early Learning</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>F/503/8167</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the features of a positive learning environment.	1.1. Identify features of a setting that contribute to a positive learning environment. 1.2. State how these features might help children to learn through the use of play activities and strategies.
2. Understand how play can help children's learning or development.	2.1. Outline some ways in which play can help children's learning in each of the following developmental areas: a) Physical b) Social c) Emotional d) Intellectual e) Linguistic.
3. Understand how play activities can avoid stereotyping and discrimination.	3.1. Give an example of stereotyping in play. 3.2. Identify how a given set of materials, resources or activities can challenge stereotyping and discrimination.

<b>Equivalences</b>	<b>Understanding Play for Early Learning - R/500/5531</b>
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<b>Unit Title</b>	<b>Understanding the Intellectual and Language Development of Children from Birth to Eight</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>Y/503/3184</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the stages of intellectual development in children.	1.1. Identify the key stages of intellectual development in children. 1.2. Outline how a child's intellect develops at two of these stages.
2. Understand the stages of language development in children.	2.1. Identify the key stages of language development in children. 2.2. Outline how a child's language develops at two of these stages.
3. Understand why it is important to communicate with young children.	3.1. Identify why communicating with children is important to their language and intellectual development. 3.2. Outline different ways of communicating with children.
4. Understand factors which affect intellectual and language development in children.	4.1. Identify key factors which may affect language and intellectual development in children. 4.2. Outline how two of these factors may affect a child's language and intellectual development.

<b>Equivalences</b>	<b>Understanding the Intellectual and Language Development of Children Aged Birth to Eight Years - A/500/5104</b>
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<b>Unit Title</b>	<b>Understanding the Physical and Psychological Needs of Children</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>R/505/0761</b>

This unit has 5 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know about physical and psychological needs of children.	1.1. Outline physical needs of a child of a given age. 1.2. Outline psychological needs of a child of a given age.
2. Understand the importance of exercise and rest in children's healthy development.	2.1. Outline some reasons why rest and exercise are important in child's development. 2.2. Identify activities which promote exercise to a child of a given age. 2.3. Outline ways in which opportunities for exercise and rest can be incorporated into a daily routine for a child.
3. Know how to provide physical care for children of different ages.	3.1. Outline key factors in caring for the: a) Hair b) Skin c) Teeth d) Feet of a baby, toddler, pre-school and school-aged child.
4. Know how to help a child with additional physical needs.	4.1. Give an example of a child who needs extra support to meet their physical needs. 4.2. Outline the role of two agencies or organisations that can offer support in meeting the physical needs of children.
5. Know how to support a child with additional psychological needs.	5.1. Give an example of a child who needs extra support to meet their psychological needs. 5.2. Outline the role of two agencies or organisations that can offer support in meeting the psychological needs of children.

<b>Unit Title</b>	<b>Using Craft Activities with Children and Young People</b>
<b>Unit Level</b>	<b>One</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>27</b>
<b>Ofqual unit reference number (code)</b>	<b>D/505/0763</b>
<b>Assessment Guidance</b>	<b>Achievement of this unit does not provide evidence against the Care Standards Act requirements.</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the uses of craft activities.	1.1. State some reasons for using craft activities with a child/young person. 1.2. Identify some of the factors to be taken into account when choosing activities. 1.3. Identify appropriate and inappropriate techniques for a child/young person.
2. Know how to plan and organise an appropriate craft activity.	2.1. Plan a craft activity for a specific child/group. 2.2. Identify time, resources and techniques required. 2.3. Outline health and safety aspects in considerations relevant to the activity. 2.4. Support children/young people to take part in the planned activity safely.
3. Know how to review a craft activity.	3.1. State what went well. 3.2. State what could be improved.

## 4. Assessment and Evidence

The NOCN Level 1 Award and Certificate in Vocational Studies are internally assessed qualifications. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each unit.

The NOCN Level 1 Award and Certificate in Vocational Studies 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 Level 1 Award and Certificate in Vocational Studies is 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](http://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](mailto: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

The 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](http://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](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/](http://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](http://www.lantra.co.uk)  
[www.rhs.org.uk](http://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](http://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

### Health and Social Care

BTEC Entry 3/Level 1 Health and Social Care Student Book, Jade Roots, Lynda Tann,  
Linda Winter  
Expert speakers - for example care workers, social workers, community nurses

**Note:** *this is not an exhaustive list*

## Appendix 2 - Assessment Documentation

### 1. Learner Evidence Record Unit 1

#### NOCN Level 1 Award in Vocational Studies

#### 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 Level 1 Award in Vocational Studies**

**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

<b>Feedback Sheet</b>
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Tutor/Assessor Comments:
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Learner comments:
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Tutor/assessor sign:
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Date:
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Learner sign:
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Date:
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